

2014

SUNY POTSDAM UNDERGRADUATE CATALOG

2016

SUNY Potsdam
44 Pierrepont Avenue
Potsdam, New York 13676
315-267-2000
www.potsdam.edu

Accredited by a CHEA-recognized accrediting organization



Potsdam
THE STATE UNIVERSITY OF NEW YORK

Potsdam



The State University of New York at Potsdam (SUNY Potsdam) is accredited by the Middle States Association of Colleges and Secondary Schools.

The College is authorized to award the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, the Bachelor of Science, the Master of Arts, the Master of Music, the Master of Science in Teaching and the Master of Science in Education degrees – as established by the Board of Regents of The State University of New York.

The College represents that the information in this publication is accurate as of September 2011. Names of instructors for courses, and days and times of class sessions are given in the online Schedule of Classes, available to students at the time of registration. All applicants are reminded that SUNY Potsdam is subject to the policies promulgated by the Board of Trustees of The State University of New York. Fees and charges are set forth in accordance with such policies and may change in response to alterations in policy or actions of the legislature, during the period covered by this publication. The College reserves the right to change its policies without notice.

NOTICE: The provisions of this bulletin are not to be regarded as a contract between any student and the College. Course contents and regulations are under constant review and revision. The College reserves the right to change any provision, regulation or requirement set forth herein; and the right to withdraw or amend the contents of any listed courses as may be required or desirable.

POLICY AGAINST DISCRIMINATION: Whether considering candidates for admission and financial aid or applicants for employment or the management of its policies and College-administered programs, Potsdam does not discriminate on the basis of gender, sexual preference, age, race, color, national or ethnic origin, religion or disability. The College is an affirmative action, equal opportunity employer.

AFFIRMATIVE ACTION/NONDISCRIMINATION POLICY: The State University of New York at Potsdam has an affirmative action program which actively seeks a diverse faculty, staff and student body. SUNY Potsdam affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur regarding admission, access to, treatment of, or employment in, any program or activity of the College, on the basis of race, ethnicity, creed, color, national origin, native language or dialect, sex, age, disability, marital status or sexual orientation. This policy is in accord with Title IX of the Education Amendments of 1972, as amended; sections 503 and 504 of the Rehabilitation Act of 1973, as amended; Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; and related administrative regulations and executive orders. Inquiries concerning the application of Title IX, sections 503 and 504, and other nondiscrimination laws may be referred to the Affirmative Action Office 315-267-3372, the campus officer assigned the administrative responsibility for reviewing such matters.

The Genetic Information Nondiscrimination Act became effective November, 2009. It is unlawful for an employer to discriminate against an individual on the basis of the genetic information of the individual in regard to hiring, discharge, compensation, terms, conditions or privileges of employment.

DISCLAIMER: The State University of New York and SUNY Potsdam reserve the right to revise the existing rules and regulations, academic programs and organizational structures within their respective jurisdiction. A student is expected to be governed by the information on programs, organizational structures, rules and regulations herein published or subsequently revised.

Notwithstanding anything contained in this catalog, SUNY Potsdam expressly reserves the right, whenever it deems advisable:

1. to change or modify its schedule of tuition or fees;
2. to withdraw, cancel, reschedule or modify any course, program of study, degree or requirement or policy in connection with the foregoing, and;
3. to modify or revise any academic or other policy.

Please be advised that, due to printing deadlines, information contained in this catalog may be outdated. It is the responsibility of each student to ascertain current information that pertains to individual academic programs, particularly with regard to satisfaction of degree requirements, through frequent reference to the online Schedule of Classes and by consultation with the student's adviser and major department as well as other appropriate College offices. In preparing this catalog, every effort has been made to provide accurate and current information; however, SUNY Potsdam assumes no liability for catalog errors or omissions.

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For more information, please contact the Office of Admissions by calling 315-267-2180 direct, 1-877-POTSDAM toll free, or visit our website:

www.potsdam.edu

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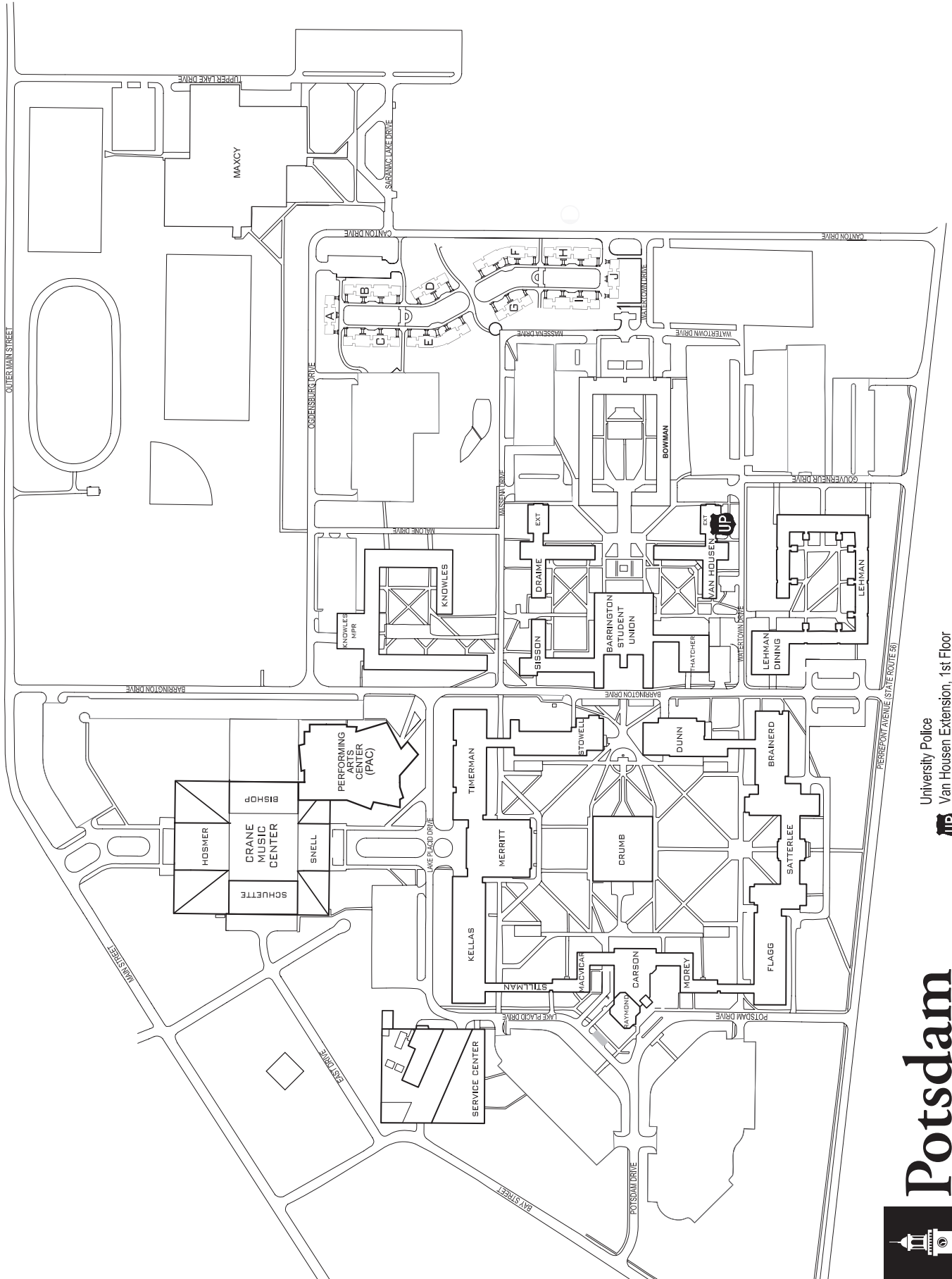
elcome to The State University of New York at Potsdam and to many exciting opportunities as you pursue your educational goals.

The State University of New York at Potsdam is one of America's first fifty colleges with one of the best liberal arts foundations as well as high-impact learning opportunities and quality programs that prepare you for an increasingly complex world and global marketplace.

At SUNY Potsdam, you will work with fellow students, faculty, and staff to create a unique learning experience. You will study both the essential elements of a broad education and have the opportunity to dig deep into your major discipline through transformational learning environments. While here, you will also develop a strong sense of what it means to work hard, have fun, and explore exciting possibilities for your life. Our faculty and professional staff will introduce you to new ideas, new technologies, and new ways of approaching problems. You will cultivate lifelong learning skills that will translate directly into a successful career: critical thinking, writing, speaking, the scientific method, and the application of technology. All of these essential ingredients are important tools that will allow you to keep pace competitively throughout your lifetime. More importantly, at SUNY Potsdam you will have the chance to explore collaborative and interdisciplinary study in many of our programs.

The College encourages participation in intramural athletics and recreational activities; cultivation of leadership skills in student government, community service projects and academic honor societies in order to gain a competitive edge in the future job market through special programs like international study, service learning, honors, or internships. What is important is that you will have the chance to integrate what you learn in the classroom with how you approach the world and how you develop personally.

This catalog is your guidebook to the future. Please use it as a tool to assist you in getting the most out of your time at SUNY Potsdam. Welcome to this remarkable campus community!



Potsdam
THE STATE UNIVERSITY OF NEW YORK



University Police
Van Housen Extension, 1st Floor
(315) 267-2222

6 Academic Calendar

Fall 2014

New Students Move In.....	Thurs., August 28
Welcome Week Activities	Sat. Aug. 30 - Fri. Sep. 5
Returning Students Move In	Sat. & Sun., August 30 & 31
Classes Begin.....	Mon., September 1
Last Day to Add/Drop	Fri., September 5
Early Alerts Due.....	Fri., October 10
Fall Recess Begins.....	Fri., October 10 (10 p.m.)
Classes Resume.....	Wed., October 15 (8 a.m.)
Last Day to Withdraw.....	Tues., October 28
Last Day to Elect S/U.....	Tues., October 28
Thanksgiving Recess Begins	Tues., November 25 (10 p.m.)
Classes Resume.....	Mon., December 1 (8 a.m.)
Last Day of Classes.....	Fri., December 12
Academic Preparation.....	Sat. & Sun., December 13-14
Final Examinations.....	Mon.-Fri., December 15-19
Final Grades Due	Tues., December 23 (10 a.m.)

WINTERTIM: Tentatively, January 5-16, 2015

Spring 2015

Students Move In	Sat. & Sun., Jan. 17 & 18
Classes Begin.....	Mon., January 19
Last Day to Add/Drop	Fri., January 23
Early Alerts Due.....	Fri., February 27
Spring Recess Begins	Fri., February 27 (10 p.m.)
Classes Resume.....	Mon., March 9 (8 a.m.)
Last Day to Withdraw.....	Fri., March 20
Last Day to Elect S/U.....	Fri., March 20
April Recess Begins.....	Fri., April 3 (10 p.m.)
Classes Resume.....	Wed., April 8 (8 a.m.)
Last Day of Classes.....	Fri., May 8
Academic Preparation.....	Sat. & Sun., May 9 & 10
Final Examination.....	Mon.-Fri., May 11-15
Undergraduate Honors Convocation.....	Sat., May 16
SUNY Potsdam Master's Commencement	Sat., May 16
SUNY Potsdam Bachelor's Commencement.....	Sun., May 17
Final Grades Due	Wed., May 20 (10 a.m.)

Fall 2015

New Students Move In.....	Thurs., August 27
Welcome Week Activities	Sat., Aug. 29-Fri., Sept. 4
Returning Students Move In	Sat. & Sun., Aug. 29 & 30
Classes Begin.....	Mon., August 31
Last Day to Add/Drop	Fri., September 4
Early Alerts Due.....	Fri., October 9
Fall Recess Begins.....	Fri., October 9 (10 p.m.)
Classes Resume.....	Wed., October 14 (8 a.m.)
Last Day to Withdraw.....	Tues., October 27
Last Day to Elect S/U.....	Tues., October 27
Thanksgiving Recess Begins	Tues., November 24 (10 p.m.)
Classes Resume.....	Mon., November 30 (8 a.m.)
Last Day of Classes.....	Fri., December 11
Academic Preparation.....	Sat. & Sun., Dec. 12 & 13
Final Examinations.....	Mon.-Fri., Dec. 14-18
Final Grades Due	Tues., December 22 (10 a.m.)

WINTERTIM: Tentatively, January 4-15, 2016

Spring 2016

Students Move In	Sat. & Sun., Jan. 16 & 17
Classes Begin.....	Mon., January 18
Last Day to Add/Drop	Fri., January 22
February Recess Begins.....	Fri., Feb. 12 (10 p.m.)
Classes Resume.....	Wed., Feb. 17 (8 a.m.)
Early Alerts Due.....	Fri., Feb. 29
Last Day to Withdraw.....	Tues., March 15
Last Day to Elect S/U.....	Tues., March 15
Spring Recess Begins	Fri., March 25 (10 p.m.)
Classes Resume.....	Mon., April 4 (8 a.m.)
Last Day of Classes.....	Fri., May 6
Academic Preparation.....	Sat. & Sun., May 7 & 8
Final Examinations.....	Mon.-Fri., May 9-13
Undergrad. Honors Convocation	Sat., May 14
Master's Commencement	Sat., May 14
Bachelor's Commencement	Sun., May 15
Final Grades Due	Wed., May 18 (10 a.m.)

New York State Education Law Section 224-a requires campuses to excuse without penalty individual students absent from class because of religious beliefs and to provide equivalent opportunity to make up study or work requirements missed because of such absences. Faculty are advised not to give examinations or require that papers be due on those holidays. Students are required to notify faculty of their impending absence for religious purposes at least one class session in advance so arrangements can be made for making up missed assignments, quizzes or tests. Students are responsible for material presented during their absence. academic calendar

POTSDAM PROFILE

History

The State University of New York at Potsdam is one of 64 units of The State University of New York and one of 13 SUNY arts and sciences colleges. Its origin was the St. Lawrence Academy, founded in 1816 by early settlers of the region. It continued as Potsdam Normal School in 1867, as Potsdam State Teachers College in 1942, and became part of the largest university system in the United States, The State University of New York, in 1948. Throughout its distinguished history the institution has served the people of the North Country and of New York State.

Mission

The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience.

Locale

The College is located in New York's picturesque North Country, an area filled with scenic tranquility as well as cultural and recreational activities.

To the southeast, the Adirondack Mountains offer hiking, relaxing beside quiet streams, fishing or swimming in the many lakes. In winter, skiing the beautiful trails of Whiteface Mountain in Lake Placid (scene of the 1980 Winter Olympics) or Big Tupper, an hour from the campus, is a popular pastime.

The world-renowned Thousand Islands region is also an hour's drive away. There, visitors can take a boat tour, fish, swim or visit one of the many quaint little shops.

For those who prefer the cultural atmosphere of large cities, Ottawa and Montréal are 70 and 80 miles away, respectively. While in Ottawa, students can visit the National Art Gallery or Museum of Natural History; attend a concert or theatrical production at the National Arts Center; tour the Houses of Parliament and witness the changing of the guard in the summer.

Montréal provides the opportunity to visit a completely different culture as the most bilingual (French-English) metropolis on the North American continent. While in Montréal, you can stroll through the underground pedestrian network which connects business, boutiques, hotels, restaurants, museums and many other city attractions. Additionally, there are over 200 professional theatre companies, more than a dozen professional musical ensembles, 32 museums, 28 exhibition centers and the largest scientific museum complex in Canada.

People

While location is a definite plus for SUNY Potsdam, the people who make up the College community are its greatest asset. The students, faculty and staff make us what we are – a very special place.

Our enrollment is approximately 4,400 – including nearly 4,000 undergraduate and 400 graduate students. Our students are an interesting

and diversified group. They come to us from all over the United States with students from more than twenty foreign countries. Students come from farms, small towns, the suburbs and large cities. They are traditional students (those who come to us straight from high school) and non-traditional (those who enroll after raising a family, serving in the military or deciding to switch careers).

Faculty members are also of many different backgrounds and age groups. They hold degrees from such prestigious universities as Harvard, Stanford and Yale. They are published authors, well-known researchers, accomplished artists and musicians. Like their students, they are a friendly, caring group – always ready to discuss a problem or assist with a project. Dedicated to teaching, they are not just active in the classroom, but in every facet of the campus community. Many of our students say they learn as much through friendship and interaction with their professors as they do in classroom studies.

The Potsdam Pledge

Beyond more than a collection of individuals, SUNY Potsdam is a community dedicated to the pursuit of common goals. While these goals can be elusive and controversial, the community described in this document reminds us not only of what we are seeking to become but of all that we share in common.

Therefore, let it be known that SUNY Potsdam strives to be:

An Educational Community

sharing academic goals and in which students, faculty and staff work together to strengthen teaching and learning;

An Open Community

uncompromisingly protecting freedom of thought, belief and expression;

A Civil Community

expressing disagreements in rational and non-threatening ways and treating all individuals with consideration, decency and respect;

A Responsible Community

accepting obligations under clearly articulated principles of behavior designed to support the common good;

A Safe Community

respecting each other's rights, privacy and property;

A Healthy Community

respecting and promoting physical and emotional wellness;

An Ethical Community

reflecting honesty, integrity and fairness in both academic and extra-curricular activities;

A Diverse Community

celebrating our differences and learning from our diversity;

A Socially Conscious Community

seeking to contribute to the betterment of the campus, the local community, the nation and the world;

A Watchful Community

remaining alert to the threats posed by hatred, intolerance and other injustices and ever-prepared to combat them.

Public Service and Outreach

Faculty, staff and students have always taken an active role in public service activities through the different schools and departments. The College has long served as a major center for the arts in the North Country through its extensive musical programs performed by the students and faculty of The Crane School of Music, The Art Museum at SUNY Potsdam, as well as dance and theater productions.

The College has a diverse array of educational services throughout the North Country including the Fort Drum Consortium and was a Founding Partner in the Jefferson Community College Higher Education Center. The Center houses a number of public and private institutions that provide access to bachelors, masters and professional certificates by offering classes, degrees and integrated academic support services for residents in the greater Watertown/Ft. Drum area of northern New York. Additionally, the College offers a special educational service to migrant farm workers and their families through the North Country Tutorial Outreach Program.

The College sponsors many activities that serve the residents and communities of the North Country. The Center for Lifelong Education and Recreation (CLEAR) coordinates conferences, workshops, summer camps, non-credit programs, and trainings both on and off-campus. These include an annual “Managing Local Government Conference,” which provides education for community officials from all over the region, the NY State Teacher Certification Exams, the Science Olympiad for local high school students, in conjunction with College science departments. CLEAR sponsors noncredit courses in adult fitness, recreation, children and youth activities, and professional development year-round, and coordinates summer overnight and day camps for children and youth, such as Crane Youth Music, an International Summer Basketball Camp, and creative arts camp. CLEAR also assists SOAR, which offers peer learning opportunities for area residents of retirement age, such as courses on computers, contract bridge, agriculture, North Country, science, religion, and the arts.

The Potsdam Institute for Applied Research (PIAR) is a university-based research institute which provides high quality, cost effective data collection, evaluation, survey, reporting and other research services to North Country communities, schools, and agencies.

The Office of the Provost coordinates the T. Urling and Mabel Walker Research Fellowship Program, a competitive funding program that supports research on critical issues confronting North Country communities, with the objective of making recommendations for their solutions, by faculty from the region’s 11 institutions of higher education.

FACILITIES

Academic Building Hours

Regular academic building hours during the fall and spring semesters: Monday through Friday – 7 a.m. to 11 p.m. (closing times are determined by mutual agreement of building administrators and custodial services responsible for locking buildings).

Saturday and Sunday – Buildings may be open and unlocked between 8 a.m. and 11 p.m. on Saturday and/or Sunday. Whether a building is open on specific hours during weekends is determined by the building administrator in consultation with the physical plant.

Holiday hours may vary and students should check with University Police if they have a question about a specific date. Summer hours are

to be determined and will be posted by May 15th of each year. All academic buildings will be open from 8 a.m. to 5 p.m. during summer. Some buildings, however, may be open later depending on summer class schedules.

For more information, please contact the University Police office, first floor of Van Housen Extension or call 315-267-2222.

Thomas M. Barrington Student Union

The Thomas M. Barrington Student Union is the hub of all student activity. Several Student Affairs offices, the Student Government Association (SGA), student communications media and several other student organizations are housed there. The Student Union also houses conference and meeting rooms, The College Store, the Union Market, Venture Outdoors, Pete’s Place, the Student Union Dining Court and Student Mail Services.

Students who frequent the Union are there in response to social and educational programs planned and promoted by the SGA. With an annual budget of over \$500,000, students organize concerts, outings, speakers, coffee houses and more.

Some of the most memorable out-of-the-classroom learning experiences center on one or more of over 100 student organizations, including:

1. Academic clubs, including national honor societies;
2. Diversity organizations, such as the Black Student Alliance (BSA); Caribbean Latino American Student Society (CLASS); Lesbian, Gay, Transgender, Bi-Sexual and Allies Association (LGTBA); Potsdam Association of Native Americans (PANA) and the Student Association for Gender Equality (SAGE);
3. A wide variety of career-oriented music organizations including student chapters of Music Educator’s National Conference (MENC), American String Teachers Association (ASTA), and Music Entertainment Industry Student Association (MEISA);
4. Performance and exhibit groups in such arts as theater, dance and art;
5. Student communications media, ranging from The Racquette, the weekly newspaper, to WAIH-FM, the campus radio station;
6. Intramural and sports clubs;
7. Special interest clubs, such as the Circle K; and
8. Three fraternities and six sororities.

Barrington Student Union Hours

Regular building hours during the fall and spring semesters:

Monday through Sunday 7:00 a.m. to 1 a.m.

Building hours during breaks and the summer recess:

Monday through Friday 7:30 a.m. to 5 p.m.

Closed Saturday and Sunday

Semester building hours are posted on all exterior doors in the Barrington Student Union. Student Union staff can help groups and organizations to schedule multi-purpose space for meetings and activities. For more information, please visit the website at www.potsdam.edu/bsu or call 315-267-2013.

Maxcy Hall

One of the key unifying forces on campus is physical fitness – from the intercollegiate athletic teams to jogging. The College encourages physical fitness by opening Maxcy Hall, a modern sports complex, at 8 a.m. and not closing it until 10 p.m. Maxcy has something for everyone: a field house that includes a 1/10 mile track, basketball and volleyball areas, ice arena, Olympic-size swimming pool, main gym which houses three basketball courts and is the site for major events, six racquetball and three squash courts, fitness center, therapy and training room. Outside are 50 acres of playing fields, 20 all-weather tennis courts and a quarter-mile track.

There is almost universal interest in physical fitness because the College emphasizes lifetime sports. Of the 80 activities taught in physical education classes, many are individual or two-person sports that can be enjoyed for life.

Although SUNY Potsdam is not a proving ground for professional athletes, the school has an athletic tradition – a winning tradition. In a conference of peer colleges, Potsdam annually compiles a good overall record and has an outstanding record in men's basketball, having won the NCAA Division III national championship in 1981 and 1986, and being the national runner-up in 1979, 1982 and 1985. In addition, the College has won seven NCAA regional titles, and its 60-game winning streak in men's basketball stands as an NCAA Division III all-time record. Individual Potsdam athletes have achieved All-American status in wrestling, ice hockey, basketball, swimming and lacrosse.

On the intercollegiate level, the College fields men's teams in basketball, cross country, golf, ice hockey, lacrosse, soccer and swimming; and women's teams in basketball, ice hockey, lacrosse, softball, soccer, equestrian, swimming, cross country and volleyball.

About 80 percent of the students participate in the intramural sports program. Competition is keen among teams representing social organizations, residence halls, commuters, and other groups in some 20 men's and women's sports.

Many students pursue physical activity in less formal but just as effective ways. They can be seen, with a friend or two, jogging along a country road, backpacking, gliding silently along a cross-country ski trail.

These are just a handful of the learning experiences that complement and supplement hours in the classrooms, laboratories and library – experiences that balance intellectual growth with cultural, social and physical development essential to lifelong well-being.

Crane Music Center

The Crane Music Center consists of five structures including the 1,290-seat Hosmer Concert Hall, the 450-seat Snell Music Theater (recently renovated with a state-of-the-art rigging and lighting system), the 130-seat Wakefield Lecture and Recital Hall as well as classroom/office buildings all connected by a first-floor plaza.

The Crane School of Music is an All-Steinway School, one of only 66 schools of music in the world whose collection of pianos is 90 percent or more Steinway-designed instruments. In 2007, 142 pianos were replaced with new Steinway instruments including three new concert grands (Steinway Model D). In addition, Crane has more than 1,200 band and orchestra instruments, a forte piano, three harpsichords, four organs including a Wicks concert organ, and a collection of Renaissance string and wind instruments.

The Crane Music Center has a 20-workstation MIDI and digital audio/video computer classroom that serves the technology needs of all music students, a recording studio, and the Potsdam Electronic Music Studios (PoEMS). There is audio playback equipment throughout the Crane Music Center in classrooms, rehearsal halls and faculty studios as well as excellent facilities for performance recording and live video streaming capabilities. The facility houses the Crane Music Library, a music education curriculum lab, and separate band, orchestra and choral library collections. Additionally, there are more than 75 practice rooms, a student commons, dressing rooms, costume rooms, scenery rooms, plus piano and instrument repair shops.

Crane Building Hours

Regular building hours during the fall and spring semesters:

Monday through Friday	7 a.m. to 11 p.m.
Saturday and Sunday	8 a.m. to 11 p.m.

Building hours during breaks and the summer recess:

Monday through Friday	7 a.m. to 5 p.m.
Closed Saturday and Sunday	

Semester building hours are posted and copies are available in the office of the facilities manager, Crane B113.

For more information, please contact the University Police office located in Van Housen Hall or call 315-267-2222.

College Libraries

Students and faculty at SUNY Potsdam are served by two libraries. Frederick W. Crumb Memorial Library, the main library, is located in the center of the academic quadrangle and Julie E. Crane Memorial Library, serving the needs of music students, is located in Schuette Hall in the Crane Music Center. Crumb Library also houses the College Archives and Special Collections, containing papers, photographs, and selected memorabilia related to the history of SUNY Potsdam and the Crane School of Music.

Spacious, comfortable, and friendly, the Crumb and Crane Libraries are an important part of teaching and learning on our campus. Working in collaboration with academic departments, librarians select a wide range of print and online information sources for use by the College community. Student and faculty research needs are supported with a fast and efficient interlibrary loan service, and Crumb Library is a selective depository for United States and New York State documents, and for maps from the U.S. Geological Survey.

In course-based information literacy sessions, interactions at the Reference Desks and Research Center, and individualized research consultations, library faculty work with students to develop their ability to find, identify, and evaluate appropriate information to support their academic projects. Class instruction is provided by library faculty in Crumb Library's projection classroom, as well as in the Crane complex.

Crumb and Crane Libraries both provide wireless network access and have laptop computers available for campus community members to borrow. The Libraries' wide variety of online information resources are accessible through the library website, as is the Libraries' print collection of books, scores, videos, and sound recordings, which is accessed through Bearcat, the library catalog. Anyone is welcome to search for information at the computers in the Libraries, or, for users with a campus computer

account, all databases and catalogs can be accessed on personal devices, in the dorms, and from off-campus.

Both libraries have a mix of group and individual study spaces, traditional study carrels, comfortable lounge seating, as well as quiet and silent areas for students to work. Crumb Library also has Minerva's Café, which offers unique beverages, sweet treats and a variety of campus dining take-out options during the academic year.

The Julia E. Crane Memorial Library houses the most extensive collection of music library resources – books, journals, scores and sound recordings – in Northern New York. The collection has strengths in classical music, musical theater, and jazz, but also includes popular and world music. The Crane Library was renovated in 2009, upgrading the lobby with a new circulation desk and lounge seating, and also houses a MIDI Lab for student use. A wide variety of listening and study facilities are available in the Crane library, and staff is available to assist students and faculty in using the library's facilities and resources.

The Learning and Teaching Excellence Center

The Learning and Teaching Excellence Center (LTEC) is housed on the first floor of Crumb Library, in room 107, a space cooperatively shared by the Center and instructional programs of the College Libraries. Teaching and learning initiatives and activities coordinated by the Center may take place on site or may use other facilities.

The mission of the Learning and Teaching Excellence Center is to promote high quality teaching and learning by sponsoring activities such as workshops, seminars and speakers; coordinating and supporting initiatives related to scholarly teaching and ongoing professional development; and emphasizing the enhancement of student learning through instructional technology.

The LTEC houses two Macintosh computers and a laser printer available for special projects related to the LTEC mission, such as publications and web page management. The facility is furnished with a board table, modular tables, and comfortable chairs, and is consequently adaptable to a variety of program sizes and seating configurations. The LTEC suite includes the Library Classroom which is utilized for LTEC or Library events/classes and features projection capabilities, wireless access, as well as laptops for hands-on engagement.

The Art Museum at SUNY Potsdam

SUNY Potsdam's art museum is professionally staffed by a full-time director, collections manager, secretary, student interns and workers. The museum's physical plant consists of 4,745 square feet of designated and secured space, including three gallery spaces with 3,300 square feet for temporary exhibitions, two climate controlled permanent collection storage rooms and 2,000 square feet of shared space.

Temporary exhibitions and programming include: 8-10 exhibitions annually, most organized in-house; including permanent collection objects, student, regional, national and international artists. Related programming includes artists' visits, lectures, tours, publications to supplement exhibitions, including catalogs, brochures and posters.

The permanent collection at over 1,900 objects provides significant educational opportunities for research, collection management and registration. Strengths are modern and contemporary, including important Japanese Gutai Group work, American prints and sculpture. Selections from the College's permanent collection are displayed in

corridors and conference rooms throughout the campus to provide a pleasant learning environment.

Charles T. Weaver Museum

An educational museum housed in the Department of Anthropology, the Weaver Museum is run under faculty advisement. Students research, design and build all exhibits, produce public programming, and care for College and departmentally owned object and research collections.

Art Studios

The College has fully equipped separate studios for ceramics, sculpture, printmaking, painting, design, drawing, photography and video.

Theaters

The Performing Arts Center (PAC) is managed by the PAC Facility Manager (Department of Theatre and Dance Production Manager) and the Department of Theater and Dance faculty and staff. The PAC has three performance spaces: (a) Proscenium Theater (340 seats), (b) Dance Performance Space (200 seats), and (c) Black Box Theater (200 seats). The Dance Performance Space and Black Box Theater offer flexible seating arrangements.

In addition to the performances spaces, there are two large movement studios and two medium movement studios that have sprung dance floors to facilitate a safe working environment for dancers and actors. A conditioning lab is equipped for pilates and other special physical needs in performance training.

The following spaces serve as specialized training classroom and production facilities: audio/video lab, design lab, lighting lab, scenic lab, costume/ textile lab and archive, crafts lab, and properties archive. An education lab, which is outfitted for both elementary and upper-level seating options, is the only traditional classroom in the building.

Public spaces include lounges and a café, operated by PACES – Potsdam Auxiliary and College Educational Services. Community Program Series (CPS) offices and Box Office are centrally located off the facilities main grand lobby.

Building Access

Monday through Friday, 7 a.m. to 11 p.m.

Weekends from 7 a.m. to 11 p.m. (guaranteed through use of the crossover entry doors from Bishop Hall via Tech Alley.)

Facility will be closed during University breaks (unless otherwise announced and posted.)

Department of Theatre and Dance Office

Monday through Friday, 9 a.m. to 4 p.m.

Office receptionist and/or secretary can be contacted by calling 315-267-2556.

Production Manager (Facility Manager) Office Hours

Monday through Friday, 10 a.m. to 4 p.m.

Production Manager, if onsite, can be contacted by phone during off hours at 315-267-2355.

Box Office and Community Performance Series (CPS) Hours

Monday through Friday, 12:30p.m. to 4 p.m.

Weekends as determined by calendar.

Computer Labs and Projection Classrooms

For a complete and up-to-date list of Computer & Technology Services (CTS) technology facilities, please visit our website at: www.potsdam.edu/cts/tecfacilities/index.cfm.

School of Arts and Sciences Special-Purpose Computer Labs

A wide-variety of other small computer labs are available to students and faculty, are located in departmental areas throughout the school for hands-on, small group or in-lab experiences.

Art: Macintosh computers for high-end photography and digital graphic arts

Modern Languages: Windows computers and a library of language learning software

Physics, Biology, Chemistry and Geology: Macintosh, Windows and Linux computers for simulation, research and instrument control

Anthropology: Macintosh computers, a scanner for research and curricular software development

Theatre and Dance: Macintosh computers to aid in lighting design, desktop publishing and choreographic design

Philosophy: Windows computers, a printer, scanner and extensive database materials for research projects

Crane School of Music Technology Classrooms and Labs

Ralph J. Wakefield Lecture and Recital Hall

Accomplished through the generosity of emeriti, faculty, staff and alumni and dedicated to the memory of Dean Emeritus Ralph J. Wakefield, the hall is equipped for professional quality recording with a dedicated recording control room and an extensive stereo and computer presentation system to allow for state-of-the-art lecture and special event presentations.

Potsdam Electronic Music Studios (PoEMS) (Schuette 158 & 162)

These studios provide students with the opportunity to create music using computer software, digital and analog synthesizers, and other electronic equipment. This professional quality lab is equipped with the latest in digital audio recording hardware and software, high capacity digital storage media, and a variety of synthesizers and sound processors. The lab is open approximately 100 hours per week for students enrolled in relevant courses.

Improvisation Lab

Housed in the Crane Music Library, the Improvisation Lab provides students with access to computer and sound reinforcement technologies that support the development of jazz improvisation abilities. Sequencing and audio recording software provides soloists with combo backing and the ability to record sessions for use in a variety of educational contexts.

Recording Studio

Crane's recording studio provides students with hands-on learning about recording processes; it is also home to Madstop Records, a student-led recording initiative which undertakes projects both within the School and with outside companies. As the new Performing Arts Center opens, Crane's audio recording classes will be taught in the Center's state-of-the-art audio/video recording studio, which will offer many new opportunities to Crane students and faculty.

School of Education and Professional Studies Technology Centers

Rebecca V. Sheard Literacy Center (Satterlee 104)

This friendly and welcoming, state-of-the-art facility has a library of award winning children and adolescent fiction and non-fiction literature, a curriculum resource area, and a projection classroom seating 60 (located upstairs in Satterlee 260) equipped with a SMART Board and wireless internet access, document camera, DVD player, and VCR. The Literacy Center provides a site where faculty and students can use current educational software and assistive technology, and gain hands-on experience in the education of a diverse range of learners.

Students and faculty may sign out any of the Center's resources by using their college I.D and also are welcome to use the resource area of the Center to study or work in small groups. Staff is available to assist students and faculty in using the Center's resources during hours of operation.

The Center employs many Federal Work Study students each academic year. If interested in gaining employment as an undergraduate student, please contact the Center at 315-267-2527.

Hours of operation: Monday - Thursday, 9 a.m. to 8 p.m. and Friday 9 a.m. to 4 p.m.

Thomas E. O'Shaughnessy Center for Assistive Technology (Satterlee 104A)

The Thomas E. O'Shaughnessy Center for Assistive Technologies encompasses a hands-on computer classroom facility with 25 dual-boot Mac computers, a scanner, DVD player, VCR, SMART Board and both color and black and white laser printers. The Thomas E. O'Shaughnessy Center is housed within the Sheard Literacy Center. Dr. O'Shaughnessy was dedicated to finding technological solutions that would help people, particularly children with disabilities, to become independent learners. The Center's collection includes software and adaptive hardware that can be used to increase accessibility to computers for those with special needs. Please contact O'Shaughnessy Center coordinator, Tina Bush, Director of the Rebecca V. Sheard Literacy Center at 267-2527 or at bushmt@potsdam.edu for additional information regarding the Center for Assistive Technology or to request assistive technology services.

DEGREE PROGRAMS

SUNY Potsdam offers bachelors and masters degrees in the following areas of liberal studies, music, professional studies and teacher education. For more information on the approved inventory of academic programs at SUNY Potsdam, please go to: www.nysed.gov/heds/IRPSL1.html.

Programs	Degrees
Adolescence Education	
<i>Certification in:</i>	
Biology	B.A., B.A./M.S.T., M.S.T.
Chemistry.....	B.A., B.A./M.S.T., M.S.T.
Earth Science	B.A., B.A./M.S.T., M.S.T.
English.....	B.A., M.S.T.
French.....	B.A.
Mathematics	B.A., M.S.T.
Physics	B.A., B.A./M.S.T., M.S.T.
Social Studies.....	B.A., M.S.T.
Spanish.....	B.A.
Anthropology	B.A.
Archaeological Studies.....	B.A.
Art Education (Special Subjects)	B.A.
Art History.....	B.A.
Art Studio	B.A.
Art – Visual Arts	B.F.A.
Biochemistry	B.S.
Biology	B.A., B.S.
Business Administration	B.S.
Business Economics.....	B.A.
Business of Music	B.M.
Chemistry.....	B.A., B.S.
Childhood/Early Childhood Education (Birth-6).....	B.A.
Childhood Education (1-6).....	M.S.T.
Communication (Speech).....	B.A.
Community Health	B.S., M.S.
Computer Science.....	B.A., B.S.
Creative Writing	B.F.A.
Criminal Justice Studies	B.A.
Curriculum and Instruction	M.S.Ed.
Dance.....	B.A.
Economics.....	B.A.
Educational Technology Specialist.....	M.S.Ed.
English and Communication....	M.A.
English: Creative Writing.....	B.A.
English: Literature	B.A.
English: Literature/Writing.....	B.A.
English: Writing	B.A.
Environmental Studies	B.A.
French.....	B.A.
Geology.....	B.A., B.S.
History	B.A.
Information and Communication Technology....	M.S.Ed.
Interdisciplinary Natural Science	B.A.
Literacy.....	M.S.Ed.
Literacy Educator.....	M.S.Ed.

Programs	Degrees
Mathematics	B.A., B.A./M.A., M.A.
Music.....	B.A.
Music Composition.....	M.M.
Music Education K-12	B.M., M.M.
Music Performance	B.M., M.M.
Musical Studies	B.M.
Philosophy	B.A.
Physics	B.A.
Political Science	B.A.
Psychology.....	B.A.
Sociology.....	B.A.
Spanish.....	B.A.
Special Education.....	M.S.Ed.
Student-Initiated Interdepartmental Major (SIIM).....	B.A.
Theatre	B.A.
Theatre Education (PreK-12)....	B.A.
Women's and Gender Studies..	B.A.

MINORS

Acting
Africana Studies
Anthropology
Arabic Studies
Archaeology
Art History
Art Studio
Asian Studies
Biological Anthropology
Biology
Business Administration
Business of Music
Chemistry
Classical Studies
Communication (Speech)
Community Health
Computer Science
Criminal Justice Studies
Dance
Design and Production
Design and Technical Theatre
Economics
Environmental Science
Environmental Studies
Environmental Technology
Film Studies
Fitness
French Studies
Geology
History
Human Services
Information Technology
Jazz Studies
Journalism
Language and Linguistics
Literature
Mathematics
Medical Anthropology
Museum Studies
Music Business
Native American Studies
Nutrition
Philosophy
Physics
Politics
Pre-Creative Arts Therapy
Pre-Law Studies
Psychology
Sexual Health
Sociology
Spanish Studies
Theatre Studies
Therapeutic Recreation
Wilderness Education
Women's Studies
Writing

ADMISSIONS

Admission Statement

The Admissions process at SUNY Potsdam is highly individualized. Each application is thoroughly evaluated to discover the wide variety of skills and talent each student has. Our test optional admissions process allows applications to be judged using a holistic approach that includes criteria such as grade-point average, rigor of the high school curriculum, class rank, and SAT or ACT scores [only if submitted by student]. Personal essays and letters of recommendation are required.

SUNY Potsdam operates on a rolling admission policy whereby applications are reviewed as soon as all required credentials have been received. Students are then informed of acceptance immediately upon completion of application review.

Admissions Procedures

The State University of New York Application Guidebook (available at www.suny.edu/student starting August 1) contains information which provides direction for filling out forms and the submission of transcripts of previous academic records.

Prospective students are encouraged to visit the campus and community. This is the best way for students to judge the match between themselves and the College. Appointments should be made in advance so that arrangements may be made to talk with an admissions counselor, tour the campus, attend classes and meet with a professor.

Visits are regularly scheduled by appointment Monday through Friday. The Office of Admissions can be reached at 315-267-2180, toll free at 1-877-POTSDAM (1-877-768-7326), visit@potsdam.edu or AIM: PotsdamVisits.

Requirements for Undergraduate Admission

Transcripts

Requirements for all Applicants: official transcripts must be submitted directly to the Office of Admissions from the records office of EACH high school or college a student has attended. Student, fax or unofficial copies are not acceptable. International transcripts must be accompanied by official translation from the issuing institution.

Official transcripts and scores are those sent directly to the Office of Admissions from the issuing institution.

Sealed copies of high school transcripts delivered by the student are acceptable. The guidance counselor or principal's signature must appear over the envelope seal.

Note: prior to matriculation, all deposited first-year students must present a final high school transcript that includes their graduation date.

Test Scores

Our test optional admissions process allows students to decide if they want to submit SAT or ACT scores with their application. If test scores are submitted they must be official. Official SAT or ACT scores are submitted directly to the Office of Admissions from the issuing agency.

Official TOEFL (Test of English as a Foreign Language) are required for all **Non-Native English speaking** international applicants and must be submitted directly to the Office of Admissions from the issuing agency.

Minimum required score is a 550 on the paper version of the test, a 213 on the computerized version of the test, or a 79 on the internet based version of the test.

Range of Requirements for Regular Freshman Admission

The following college preparatory courses are recommended: four years of English, three years of mathematics, four years of social sciences, three years of science, three years of foreign language and one year of fine or performing arts.

The Director of Admissions has the flexibility to make discretionary admission decisions on borderline cases. These decisions will be shared with and monitored by the Faculty Senate Admissions Committee.

Admission requirements are established for the purpose of consistency. Competitive applicants for regular admission will have a high school average of 88 and have completed or are completing a rigorous high school curriculum.

Early Admission to Undergraduate Programs

SUNY Potsdam will offer early admission to well-qualified high school juniors and seniors. Students applying for early admission must possess a "B" average or above in their coursework and have test scores indicating strong potential for college-level work. They should have 14 or more academic units from high school in the areas of social studies, English, foreign language, science and mathematics. In addition, applicants for early admission must demonstrate the necessary maturity to adjust to college life. This is accomplished through submission of at least two letters of recommendation (including one from the high school principal or school counselor and one from a teacher of an academic subject). The high school principal or school counselor must approve any coursework taken at SUNY Potsdam. Early admission candidates seeking federal financial aid assistance will need to have a letter signed by the high school principal stating that coursework will not be counted toward the high school diploma; students who are concurrently enrolled in high school and at SUNY Potsdam, or who are transferring SUNY Potsdam coursework toward the high school diploma are ineligible for Financial Aid.

Bridges Undergraduate Admission Program

Students who do not meet regular admission requirements may be offered admission through the Bridges Program. Bridges is a special admission program for students who are not academically eligible for regular admission. It provides enrolled students with basic academic support services including: learning skills, academic advising, mentoring, supplemental instruction, and workshops.

To be considered for Bridges admission students must:

- Provide two letters of recommendation and an essay;
- Provide their most current transcript of senior grades;
- Have their application file reviewed by the Admissions Committee;
- May be required to have an on campus interview;
- First semester restricted course load to 15 credits
- Sign a one-year learning contract and participate in the Bridges academic enhancement and review process.

Students entering as Bridges freshmen students at SUNY Potsdam, typically have high school averages that range from 78 to 84; have completed or are completing a rigorous high school curriculum; and,

if requested, SAT scores that range from 850 to 1000; and/or ACT scores that range from 18 to 20.

Please note that Bridges Admission may close as early as March 1st.

For more information on the Bridges Program, please see page 65.

Educational Opportunity Program Admission

The State University of New York's Educational Opportunity Program (EOP) provides academic support and financial aid to undergraduate students who show promise of mastering college-level work but who may otherwise not be accepted. Students must qualify both academically and financially for the program. In selecting students for the program, SUNY Potsdam gives priority to applicants from historically disadvantaged backgrounds.

To be considered for admission to EOP, a student must:

- Be a New York State resident (lived in NYS at least 12 consecutive months prior to applying);
- Have earned a New York State high school diploma or its equivalent;
- Be ineligible for admission under regular standards but demonstrate the potential for completing a college program; and
- Meet the program's economic guidelines.

Students entering as EOP freshmen at SUNY Potsdam typically have high school averages that range from 77 to 84; have completed or are completing a rigorous high school curriculum; and if requested SATs that range from 850 to 1000; and ACTs that range from 17 to 20.

For more information about EOP, please see page 65.

Transfer Admission to Undergraduate Programs

A transfer student is a student who has attended another higher education institution as a matriculated student.

Students applying for transfer admission must:

- Be graduates of fully accredited high schools or private secondary schools (a General Equivalency Diploma [GED] satisfies this requirement);
- Have at least 12 hours of college coursework completed subsequent to high school graduation;
- Be in good academic standing and eligible to return to the most recently attended college or university.

A 2.25 grade point average is recommended for admission to most majors at SUNY Potsdam; a 2.5 is required for education majors. The average transfer student at SUNY Potsdam has a 3.0 grade point average.

Admission of Non-traditional Students

SUNY Potsdam is committed to the ideals and goals of lifelong learning. In keeping with this philosophy, admission of non-traditional students is based more on current potential for successful completion of a college program than on high school records and test scores. Students who are 24+ years of age are considered non-traditional students.

Prospective students should possess a high school diploma (or equivalent) and the desire and motivation to pursue a college education. A supplemental application form is required to document life experiences. Students pursuing entry to the College with a General Equivalency Diploma (GED) will have a minimum 500 on each subtest. Although official high school and/or college transcripts are required, greater emphasis is placed on current potential.

Admission of International Students

SUNY Potsdam currently does not offer any English-as-a-Second Language (ESL) courses for non-native speakers; therefore, international applicants must be able to speak and write fluently in English. A proficiency in English will be critical to success as a SUNY Potsdam student.

In addition to the requirements for transfer or regular admission, international students must provide:

- Autobiographical Essay
- Certification of finances

Non-Native English speaking international students must also provide the following:

- Results from ONE of the following exams:
 - > International English Language Testing System (IELTS) – a score of 6 or higher on the academic module (no less than 5.5 in any sub-section);
 - > Test of English as a Foreign Language (TOEFL) – a score of 79 or higher on internet based exam (213 or higher on the computer-based exam; 550 on the paper-based exam);
 - > Eiken/STEP Test in Practical English Proficiency (Eiken) – a score of Grade 1
- English Proficiency Statement - completed by a director of courses in English (or duly designated representative) of a bi-national center or a professor of English at a school or university.

Non-matriculated Undergraduate Admission

Contact Information: Office of Extended Education, Raymond 206, 315-267-2166, exted@potssdam.edu

Non-matriculated is a non-degree status at SUNY Potsdam. A maximum of 30 credit hours may be taken under a non-matriculated status, with no more than 15 hours per academic year and 6 hours per semester. Non-matriculated students will be registered for courses (on a space available basis) one week prior to the start of the semester, unless indicated otherwise in the official Schedule of Classes. All of the documentation required for non-matriculated admission must be received in the Office of Extended Education by the first day of the semester. Failure to do so may result in being dropped from the course(s). It is important to note that admission as a non-matriculated student does not imply automatic admission to SUNY Potsdam as a matriculated student. For more information regarding matriculated admission, contact the Admissions Office at 315-267-2180.

Non-matriculated categories and admission requirements:

1. Current High School Student:
 - a. Minimum of 80.0 grade point average in a Regents/college preparatory curriculum as indicated on an official high school transcript.
 - b. A letter of recommendation from the high school principal or guidance counselor.
2. High School Graduate:
 - a. A copy of the high school diploma or GED Certificate.
 - b. Students who have been enrolled at other post-secondary institutions must provide an official transcript from the most recent college attended. Individuals who have been dismissed from their previous post-secondary institution may not enroll within one year of their dismissal.

3. College Graduate:
 - a. An official transcript or copy of the college diploma for the highest degree earned
4. Currently Enrolled Student with another College or University:
 - a. An official transcript through last semester attended. Students who have been dismissed or separated, and who are not eligible to return to the current college or university they are attending, do not qualify for admission as a non-matriculated student. Students must have both a current and overall minimum grade point average of 2.0 to be admitted.
Note: Employees of SUNY Potsdam, SUNY Canton, Clarkson or St. Lawrence University are required to complete the non-matriculated registration process.
5. Previously Enrolled Student with another College or University:
 - a. An official transcript through the final semester attended. Students who have been dismissed or separated, and who are not eligible to return to the most recent college or university attended, do not qualify for admission as a non-matriculated student. Students must have both a current and overall minimum grade point average of 2.0 to be admitted.
6. Students registered under a non-matriculated status with SUNY Potsdam must maintain a 2.0 grade point average each semester and a cumulative 2.0 average to remain in good academic standing and to register for future courses. All registered students are required to complete online Student Health Services forms and must provide a copy of their immunization records. Failure to do so may result in dismissal from SUNY Potsdam.

Students interested in non-matriculated admission as a graduate student should contact the Office of Graduate Studies, located in Satterlee 117, 315-267-2165.

Admission to The Crane School of Music

See Crane School of Music, see page 198.

Transfer Admission to The Crane School of Music

Students applying for transfer to The Crane School of Music curricula may be required to have audition and placement examinations.

See Crane School of Music, see page 199.

Health Requirements

All SUNY Potsdam students are required to submit some medical information to Student Health Services. This requirement applies to every new, transfer, and readmitted student, without regard to the number of credit hours being taken. The information you send is kept in a confidential medical chart, is only available to the staff of Student Health Services, and is due when you send your deposit to SUNY Potsdam. Failure to complete the health requirements has severe consequences, and can eventually lead to your disenrollment as a student.

What health information do I need to send?

There are two steps to take to satisfy the health requirements:

STEP 1: Mail or fax proof of your immunity to Measles, Mumps, and Rubella to Student Health Services.

STEP 2: Complete the following online forms:
Medical Information Form
Meningitis Response Form
Tuberculosis Questionnaire

Detailed instructions regarding what constitutes “proof” of immunization and how to complete the online health forms is available on the “Health Requirements for Attending” page of the website: www.potsdam.edu/studentlife/healthservices/requirements/index.cfm.

Advance Deposits

Tuition and housing deposits totaling \$100 become payable for accepted students by May 1 for fall semester and January 15 for spring semester, or 30 days after acceptance, whichever is later, but before registration. This amount is credited at registration time against charges then due. Refunds are made under the following conditions:

1. If requested prior to the indicated dates or within 30 days after acceptance and before the first day of classes.
2. If the College withdraws conditional acceptance.
3. If the College president deems that conditions beyond the student’s control warrant a refund.

Deferred Admission

Students admitted to the College in a curriculum other than music, who elect not to enter in the semester for which they are admitted, may request that admission be deferred. Students attending college elsewhere are not eligible for a deferral and must reapply to the College. For students in a music curriculum, please contact the Office of the Associate Dean of The Crane School of Music at 315-267-2775.

Readmission to the College

The College encourages former students to return to school. However, readmission is considered a privilege and not a right. The following procedures apply to those who were previously matriculated to SUNY Potsdam and who desire readmission (whether they have attended another institution or not):

1. Visit the “Undergraduate Readmission” link on the Office of the Registrar website for detailed information and to obtain a readmission application.
2. Submit completed applications (and transcripts from any other colleges attended) by August 7 for the fall semester and December 7 for the spring semester.
3. Decisions on the application for readmission will be sent to the applicant shortly after all necessary forms have been completed.

See also Readmission after Dismissal, see page 52.

Second Bachelor’s Degree and Post-Baccalaureate Admissions

A student may be permitted to matriculate for a second bachelor’s degree at SUNY Potsdam, either after completing the first bachelor’s degree, or concurrently with the first bachelor’s degree at the College. A student with a bachelor’s degree may also be permitted to enroll as a non-matriculated student to complete a minor or a second major, to fulfill teacher certification requirements or prerequisites for a graduate program (see “Post-Graduation Admission of Non-Degree Students” below).

Matriculation for a Second Bachelor's Degree

General Requirements

Requirements for completion of a second bachelor's degree include the following:

1. The student must complete at least 30 academic credit hours at SUNY Potsdam above those required for the first bachelor's degree. For students pursuing post-completion study, these 30 hours must be earned subsequent to admission for the second degree. Students completing the two degrees concurrently must earn a minimum of 150 academic credit hours. A minimum 2.0 cumulative grade point average is required for completion of the second degree program.
2. The student must complete all major and cognate requirements for the second degree. All departmental and College policies will apply during the pursuit of the second bachelor's degree.
3. Courses taken to complete General Education requirements in the first degree will apply to the second degree as appropriate. If the General Education requirements for the two degrees are different, requirements for both degrees must be satisfied. General Education requirements for students pursuing post-completion study will be those in place at the time of admission for the second degree.
4. Of the additional hours of coursework for the second bachelor's degree, at least 15 must be taken at the upper-division level in the major of the second degree program, and in residence at SUNY Potsdam.
5. All baccalaureate-level coursework taken at SUNY Potsdam will appear on one transcript with a single cumulative grade point average.

Students wishing to receive a second bachelor's degree from SUNY Potsdam must meet all conditions for one of the following options:

Post-Completion Options

1. If the student's first degree was awarded by SUNY Potsdam, the student must apply to the Office of the Registrar for readmission for a second bachelor's degree. The second degree must be in a different department from the first. Any exceptions to this rule must be approved by the Provost or designee; exceptions are rarely granted, and only when the second degree is in a discipline significantly different from the first degree. Students must also complete a form (available from the Registrar) specifying their educational goals and a detailed educational plan including all courses they will take each semester at the College. This plan must be signed by the chair of the department in which the second degree program is offered. The student must also meet the other general requirements above.
2. If the student's first degree was not awarded by SUNY Potsdam, the student must apply to the Office of Admissions as a transfer student. The second degree must be in a discipline significantly different from the first degree earned. The student must also meet the other general requirements above.

Concurrent Study Option

Students working concurrently toward completion of two bachelor's degrees need to file an application for a concurrent second degree and submit an approved educational plan for completion of their second program degree with the Office of the Registrar before completing ninety (90) academic hours of classes. Students must have completed College requirements for both degrees by the end of the semester the degrees will be awarded. The two degrees must not be of the same type. For example, a B.A. and a B.S. would be appropriate, but two B.A. degrees would not, as the latter could be accomplished through the

declaration of a second major. The student must also meet the other general requirements above.

Post-Graduation Admission of Non-Degree Students

Students who have a bachelor's degree may apply to the Office of Extended Education for admission as non-matriculated students for the following purposes:

1. Completion of an additional major or minor. Upon certification by the Office of the Registrar that the major or minor requirements have been fulfilled, a comment will be added to the transcript: "Completed all courses required for XXX major/minor." Note that students in this category are not eligible for financial aid and are limited to registering for eight (8) credits per semester unless they receive special permission from the Admissions Committee.
2. Completion of prerequisites for a graduate program into which they have been admitted. Students who can supply a letter from the SUNY Potsdam Office of Graduate Studies, or another institution with accredited graduate programs, verifying that they have been provisionally admitted to a graduate program pending only the completion of specific prerequisite courses, may register for the number of credits permitted for matriculated students and may be eligible for financial aid.

FINANCIAL INFORMATION

Contact information: Office of Student Accounts, 412 Raymond Hall 315-267-2137, student-accounts@potsdam.edu

Rates contained in this catalog reflect tentative information effective for the 2013-14 academic year and are subject to change pending New York State Budget, SUNY Board of Trustees or college action. For the most current cost, please visit the Office of Student Account web page (www.potsdam.edu/offices/studentaccounts/) and click on the Tuition and Fee Schedules link.

Tuition

Full-time Students (12 semester hours or more)	Semester
New York State Residents	\$2,935.00
Out-of-State Residents	\$7,660.00

Part-time Students

New York State Residents	\$245.00 per credit hour
Out-of-State Residents	\$638.00 per credit hour

Fees

Comprehensive Fees

The following fees will appear on the Student Billing Statement combined as one fee and listed as "Comprehensive Fee."

College Fee

A fee imposed by SUNY.

Full-time	\$12.50
Part-time (per credit hour)	\$0.85

Student Government Association Fee (SGA)

A fee that supports the Student Government Association for activities that include student social programs clubs and organizations and publications that are approved by a periodic student referendum.

Full-time	\$80.00
Part-time (per credit hour)	\$6.50

Health Fee

A fee that supports student access to a nationally accredited health care facility on campus. This is not health insurance.

Full-time	\$168.00
Part-time (per credit hour)	\$14.00

Intercollegiate Athletic Fee

A fee that supports all intercollegiate athletic events for women and men's teams.

Full-time	\$179.00
Part-time (per credit hour)	\$15.00

Fitness Center Fee

A fee that supports the Fitness Center equipment and supervision for all students.

Full-time	\$15.00
Part-time (per credit hour)	\$1.25

Technology Fee

A fee that supports a critical component for the college's various technological services utilized by all students. Services include email, online web course registration and access to grades (BearPAWS), projection classrooms, hands-on classroom computer labs, curricular software, printing, various Internet web resources, and the learning management software.

Full-time	\$192.50
Part-time (per credit hour)	\$16.00

Transcript Fee

A fee that provides official transcripts to students and former students upon written request.

Full-time and Part-time	\$5.00
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Other Fees

Course Fees

A course based fee that supports related expenses for students enrolled in specific courses offered by The Crane School of Music, Art, Theater and Dance, Geology, Biology, Chemistry and Wilderness Education departments.

Field Experience Fee

A fee that supports expenses associated with the implementation of field-based teacher and music education programs. The fee begins in the sophomore year and continues until commencement.

Full-time	\$35.00
Part time (per credit hour).....	\$3.00

Music Fee

A fee that supports maintenance of musical instrument inventory and other music services for students enrolled in the Crane School of Music.

Full time	\$185.00
Part time (per credit hour).....	\$15.50

Concert Fee

A fee assessed to students enrolled in the Crane School of Music (undergraduate and graduate) that supports the expense of tickets for required attendance at concerts during the semester.

Per semester	\$200.00
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Orientation Fee

A one-time fee charged to all first-time students for social, cultural and educational activities related to entering the College.

Freshman	\$195.00
International	\$130.00
Transfer	\$35.00
Online.....	\$35.00

Optional Fees

Alumni Fee

Enables SUNY Potsdam to sponsor ongoing programs such as Alumni Career Day, Family Weekend, Parent's Association, as well as funding of internships, practicums, assistantships, field service and other experiential learning opportunities.

Per semester.....	\$10.00
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SpringFest Endowment Gift

A student gift, when partnered with other students' gifts, will be used to support the annual student Spring Fest.

Per semester.....	\$10.00
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Health Insurance Requirement

All domestic, matriculated, graduate or undergraduate students taking 12 or more credit hours are required to have health insurance coverage. Students without health insurance are encouraged to explore all available options to get coverage. Those without health insurance are required to purchase the SUNY Potsdam Insurance Plan (SPIP). **STUDENTS WHO HAVE HEALTH INSURANCE SHOULD SUBMIT AN ONLINE WAIVER FORM TO REMOVE THE SPIP PREMIUM FROM THEIR BILL.** Waivers must be submitted each semester a student attends SUNY Potsdam, and must be completed by the first Friday of the semester. Late waivers will not be granted for any reason.

Information on how to submit a waiver, the premium amount, coverage details, and enrollment is available at: www.potsdam.edu/studentlife/healthservices/insuranceplan.cfm.

Vehicle Registration Fee

All vehicles parked on campus must display a valid parking decal or temporary permit. All vehicle registrations are done online through BearPaws. The fee schedule is as follows:

- Full-time students (12 or more credit hours) \$105/academic year
- Part-time students (11 or less credit hours)..... \$57.50/academic year
- Student teachers \$80/academic year (full time on campus fall semester; off campus student teaching spring semester)
- Summer students..... \$30/summer

For information regarding discounted fees for designated parking areas, motorcycle permits, visitor, temporary and occasional use permits, please contact the University Police, Van Housen Hall, 315-267-2222.

Miscellaneous Charges

- Late Add/Drop Fee (per course) \$15.00
- Late Registration Fee (maximum)..... \$50.00

The State University authorizes charges for items such as no show to appointments, dorm damage and repairs, returned checks, loss of library materials and failure to return physical education or health center equipment. Fees are charged by Academic or Student Services department as appropriate and are subject to change.

Other Expenses

Room

For more detailed information please visit our webpage: www.potsdam.edu/studentlife/ResHalls/index.cfm or call 315-267-2350. Department email is reslife@potsdam.edu.

2013-2014 Room Rates

Room Type	Cost per Sem. / Year	Single rate per Sem. / Year (\$775 additional ea. semester)
Standard Double (non-suite), Built Single, and Triple	\$3,085 / \$6,170	\$3,860 / \$7,720
Lehman Apartment	\$3,385 / \$6,770	\$3,935 / \$7,870
Townhouse	\$3,935 / \$7,870	N/A
Suite without bath	\$3,085 / \$6,170	\$3,860 / \$7,720
Suite with bath	\$3,235 / \$6,470	\$4,010 / \$8,020

Meal Plans

All students who live on campus are required to purchase a residential meal plan unless they have satisfied the campus residency requirement. For a current description of meal plans and their structure, details, terms, conditions, and current pricing please visit www.potsdam.edu/studentlife/dining/MealPlans or contacting the PACES Business Office at 315-267-2658. Meal plan prices and structure are subject to change annually.

Personal Expenses (estimated for full-time)

- Books and Supplies \$800-1,200/year
- Transportation: In-state \$885-1,400/ year
- Miscellaneous Expenses \$1,100/year

SUNY Potsdam will assess charges to the student account approximately 30 days prior to the start of the semester. An email is sent to the student’s Potsdam email account notifying them when bills are available in their BearPAWS account. A paper bill will not be mailed. Bills are due approximately 14 days prior to the first day of classes. The Student Billing Statement will reflect the cost of attendance based on the credit hours of enrollment, major and type of courses selected at the time of billing. Late fees will be applied to student accounts that are not paid in full by the bill due date. The following NYS regulations apply to all billings:

Per State Finance Law, § 18, State agencies are authorized to assess interest or late payment penalty charges on overdue debt. State agencies or their representatives may charge collections fees to cover the estimated cost of processing, handling and collecting delinquent debts. If the debt is not paid within 90 days of your presumed receipt of the billing notice, the amount can be as much as 22 percent of the outstanding debt.

Per § 302.1(j) of Chapter V, Title 8 of the Official Compilation of Codes, Rules and Regulations, no person shall receive credit or other official recognition for work completed satisfactorily, or be allowed to re-register, until all tuition, fees and all other charges authorized by SUNY Potsdam have been paid or student loan obligations have been satisfied.

Per State Finance Law Section § 19, State agencies are authorized to charge a return check fee when a check is dishonored.

Per State Tax Law §171-f, State agencies are authorized to certify to the Department of Taxation and Finance that past due legally enforceable debts should be offset against any tax refunds, contracts or other State payments.

Payments may be made by cash, check, ACH and MasterCard/VISA/Discover/AMEX credit and debit cards. ACH, credit and debit card payments are processed online using the ePayment option available through the student’s BearPAWS account using the eBill link to the college’s CASHNet portal. Student can set up authorized payers in CASHNet and those users can opt in to receive billing email and text message notifications. Charges may be deferred to confirmed financial aid awards and if so a credit will be noted on the billing statement. SUNY policy requires the College to take the following measures for students in default of financial obligations:

1. Deny registrations for any subsequent term;
2. Withhold official transcripts;
3. Cancel current registrations where the College has inadvertently allowed students to register;
4. Withhold the granting of degrees;
5. Withhold semester grade reports.

If financial aid exceeds the student’s College bill or an overpayment exists, a refund will be issued in the student’s name. The Student Accounts Office will send a notification to the student’s SUNY Potsdam email address when the refund is available.

Refund Policy

Students who withdraw from the College will be refunded tuition, room and meal charges in accordance with the following schedule:

Official Withdrawal Date	Refund
1st week	100%
2nd week.....	70%
3rd week.....	50%
4th week.....	30%
5th week.....	0%

Students who withdraw from all courses and have had Federal Financial Aid applied to their student account will have their student accounts refunded according to Federal Title IV regulations (see Federal Title IV Withdrawals).

Approval of the withdrawal, with the date it becomes effective, must be certified by the President of the College or designee. For refund purposes, the first day of the class session shall be the first day of the semester. The end of the first week shall be deemed to have ended when seven calendar days, including the first day of the semester or term, have elapsed.

Fees are not refundable under ordinary circumstances.

Federal Title IV Withdrawals

Any student who has Federal Title IV financial aid and has fully withdrawn from all courses is subject to review under Federal Register Title IV policy.

Title IV financial aid includes Ford Federal Direct Subsidized Loans, Unsubsidized Loans and Direct PLUS Loans, Federal Perkins Loans, and Federal PELL and SEOG grants.

Federal Title IV financial aid shall be pro-rated based on the policy outlined by the U.S. Department of Education. Eligibility of Federal Title IV financial aid is proportional to the number of days the student attends to the total number of days in the academic semester.

Policy information regarding Federal Register Title IV is available upon request to SUNY Potsdam, Office of Student Accounts, 44 Pierrepont Avenue, Potsdam, New York 13676.

FINANCIAL AID

There are three major types of financial aid available to students: Grants and Scholarships (awards which do not have to be repaid); Loans (which must be repaid); and Employment (allows students to earn funds to be used as spending money). Please note that to be considered for government aid, a student must be matriculated (that is, accepted into a degree program). Students pursuing Teacher Certification and prerequisite coursework for graduate admission as non-matriculants, also qualify for some forms of financial aid; inquiries should be directed to the Financial Aid Office.

The primary responsibility for meeting College costs rests with students and their parents. Financial aid is intended to be a resource to cover education-related expenses for eligible students.

A federal needs analysis formula has been developed to calculate a student's eligibility for U.S. government aid. This formula measures a family's annual ability to pay for college. An annual Expected Family Contribution (EFC) is calculated based upon a review of the data that the applicant reports on the Free Application for Federal Student Aid (FAFSA). This is a government application that gathers information about the family's income, assets, household size, as well as other relevant data. This is the information that is used to determine federal aid eligibility. Therefore, the accuracy of the completed FAFSA impacts the accuracy of the aid determination. An applicant must re-apply for federal aid for each new academic year (the Potsdam Financial Aid Office strongly encourages applicants to complete the new year FAFSA as soon after January 1st as possible).

The College financial aid office's role is to assist students and families in the aid application process. In addition, the office is charged with ensuring that aid eligibility is accurately determined. To that end, the office selects aid applications each year for the purpose of verifying income and other information reported on the FAFSA. All federal student aid applicants should be ready to document their family's income if requested to do so by the Financial Aid Office (see also General Financial Aid Procedures #4).

Once an applicant's family's annual ability to pay is determined, it is compared to the College's annual costs. The difference between the Expected Family Contribution and the College's cost of attendance is defined as the student's annual need. ($\text{Costs} - \text{EFC} = \text{Need}$). The College Financial Aid Office attempts to meet the student's annual need through a combination of institutional aid, federal and state aid, and possibly other public and/or private sources.

Independent Students

The requirement that parental income and sometimes assets be considered applies to the majority of students who are considered to be dependent on their parents for support.

For the purposes of federal financial aid programs (Federal Perkins, FWS, Federal SEOG, Federal Pell Grant, Federal Direct Stafford), independent student status may be claimed if the student: a) is 24 years of age or older; b) is a veteran of the U.S. Armed Forces; c) at any time since age 13 had both parents deceased, was in foster care or was a dependent or ward of the court; d) has legal dependents other than a spouse, who live with and receive more than half of their support from the student; e) is married; f) is a graduate student; or g) is currently serving active duty in the U.S. Armed Forces for purposes other than training; h) is or was an emancipated minor, as determined by a court in the state of legal residence (note: NYS does not currently allow such orders within its court system); i) is or was in legal guardianship as determined by a court in the state of legal residence; j) is or was, at any time after July 1, 2014, determined to be unaccompanied youth who was homeless, OR was self-supporting and at risk of being homeless.

In some cases students who do not meet one of the above conditions may appeal their dependency status and request consideration as an independent student. These students are required to submit supporting documentation to the Financial Aid Office. Students wishing to pursue such an appeal are encouraged to contact the Financial Aid Office for more information and assistance before they apply for aid.

The New York State TAP Grant program uses different criteria than that of the federal programs to measure independence. For more specific information concerning TAP independence criteria, contact either a college financial aid counselor or the New York State Higher Education Services Corporation in Albany.

General Financial Aid Procedures

The following application procedures apply to federal financial aid programs, including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins Loan, William D. Ford Federal Direct Loans and Federal Work Study (FWS):

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov after January. You/your parent will need a PIN to act as electronic signature. You can apply for a PIN at www.pin.ed.gov.

- To receive maximum consideration for Federal Perkins, FWS and Federal SEOG, it is suggested that the FAFSA be completed as early as possible. The College will consider applications on a rolling basis and awards will be made to students who demonstrate significant need, based upon results of the FAFSA, providing funds are still available.
- Read the following sections for details concerning the special application procedures required for other forms of financial aid such as the Tuition Assistance Program (TAP), New York State Scholarships and/or William D. Ford Federal Direct Loans. Most forms of financial aid require at least six weeks for processing.
- Notify the Financial Aid office, in writing, of any funding awarded from private/outside sources.
- Respond promptly to any requests for information that you receive from either the College Financial Aid Office and/or federal /state agencies. Among other things, the College Financial Aid Office may request signed copies of either the U.S. and/or state tax forms of the student and/or the parent and/or the student's spouse. The receipt of U.S. government aid requires that an applicant and the parent(s) of an applicant/the spouse of an applicant abide by U.S. government tax laws/regulations.

Grants

Federal Pell Grant

The Federal Pell Grant is a grant program. Grants do not require repayment. To be eligible for a Federal Pell Grant, you must:

- Be a U.S. citizen or permanent resident alien;
- Be enrolled (or accepted for enrollment) in an undergraduate degree program;
- Demonstrate financial need. Available to undergraduate students working on a first degree.
- Federal Pell Grants are limited to 12 full-time semester equivalents.

Once the FAFSA is processed, a Student Aid Report is mailed or emailed to the student. The Financial Aid Office determines the amount of the award based on the expected family contribution. After enrollment, funds are paid directly to the applicant or credited to the institutional account. All or part of a Federal Pell Grant may be declined to reserve funds for later use.

The amount of the award is affected by costs of attendance and full- or part-time enrollment status.

Standards of academic progress for Federal Pell eligibility are described at the end of this section.

Federal Iraq and Afghanistan Service Grant

To be eligible for an Iraq and Afghanistan Service Grant, you must:

- Have a parent or guardian who was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and
- Not be eligible for a Federal Pell Grant based on your Expected Family Contribution (EFC), and
- Meet the remaining Federal Pell Grant eligibility requirements, and
- Have been under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant/Loan Program

Available to undergraduate and graduate students (for full-time enrollment may be awarded up to \$4,000 per year and a maximum of \$16,000, with no more than \$8,000 of that for graduate study) and awarded as a grant with mandatory service requirements that if unfulfilled would result in its conversion to a loan. It is a non-need based aid program that can be awarded like the Federal Unsubsidized Stafford or Federal PLUS loans, to replace Expected Family Contribution. To be eligible you must:

- Be a U.S. citizen or permanent resident alien;
- Be enrolled in course work that is necessary to begin a career in teaching or plan to complete such course work.
- Have declared an eligible major/degree program (list available on our website at www.potsdam.edu/financial_aid).
- Have a score above the 75th percentile on an admissions test, such as the SAT, ACT or GRE, or at least a 3.25 GPA.
- Teach full-time for at least four years within eight years of completing the program as a highly qualified teacher, at a school that serves low-income students, in a high need subject area (mathematics, science, a foreign language, bilingual education, special education, as a reading specialist, and other identified teacher shortage areas as of the time you accept the TEACH award). The service requirement may be fulfilled with concurrent years of teaching for multiple TEACH Grants.
- Sign an Agreement-to-Serve each year an award is received to certify understanding of the terms of the grant and the terms of the teaching service requirements.
- Complete Entrance Counseling, Subsequent Counseling for each year that the TEACH Grant/Loan is accepted, and Exit Counseling when no longer receiving the TEACH Grant/Loan.

Grant recipients who fail to fulfill the service obligation must repay the award as an Unsubsidized Direct Stafford Loan, with interest from the date(s) of original disbursement. It is expected that 80% of students who accept this grant will be unable to fulfill the teaching service requirement, and will repay this as a loan.

For more information go to www.teachgrant.ed.gov.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is awarded to students with high financial need. To be eligible for FSEOG you must:

- Be a U.S. citizen or permanent resident alien;
- Be enrolled (or accepted for enrollment) in an undergraduate degree program;
- Demonstrate the highest level of financial need (a FAFSA calculated EFC of \$0);
- Students who receive Federal Pell Grants and who have the greatest need will be considered to receive FSEOG.

A student who has already earned a Bachelor's or first professional degree is not eligible to receive FSEOG.

To apply for FSEOG refer to the General Financial Aid procedures, as described above. Standards for academic progress for FSEOG eligibility are described at the end of this section.

Tuition Assistance Program (TAP)

TAP is a grant program that provides aid to New York State residents attending college in New York State full-time. The final determination of an award rests with the Higher Education Services Corporation (HESC).

To apply for the TAP Grant on line, students should first complete the FAFSA on line at www.fafsa.gov. Information from the FAFSA will populate the online TAP application. After completing the web-based FAFSA, the student should link to the online TAP application from the FAFSA Confirmation Page. You may also access the TAP application directly at tapweb.org. The application deadline date is May 1 of the academic year for which the funds are intended.

Undergraduate students generally may receive TAP awards for four years of study. Students enrolled in approved five-year programs, or in a State-sponsored opportunity program, may receive undergraduate awards for five years.

A new Part-Time TAP Grant has been created, effective for the 2007-2008 academic year. To be eligible, a student must have been a first-time freshman in the 2006-2007 academic year or thereafter. In addition, the student must have earned 12 credits or more in each of the 2 previous consecutive semesters, for a minimum of 24 credits earned. The student must also carry a "C" average. The Part-Time TAP program also requires that a recipient be a U.S. citizen or eligible non-citizen, a legal resident of New York State, a graduate from a U.S. high school or a GED recipient, matriculated in an approved degree program, in good academic standing, charged at least annual tuition of \$200, taking at least 6 but fewer than 12 credit hours per semester, not be in default on a federal student loan, not owe a repayment on any state award and meet income eligibility limits.

Aid for Part-Time Study (APTS)

APTS is a tuition aid grant program that provides aid to New York State residents attending college part-time in New York State. The student needs to be enrolled in three to eleven credit hours per semester in a degree program.

To apply, a student must complete an APTS application at the beginning of each academic year. Applications are available from the Financial Aid Office.

Awards are dependent upon the funds allocated by New York State. Standards of academic progress for APTS eligibility are similar to the TAP program, described on page 24.

Other State Aid Programs

The following New York State scholarships and grants are also available through HESC:

- Memorial Scholarship for Families of Deceased Police Officers, Firefighters, Peace Officers and EMS workers
- Veterans Tuition Awards
- World Trade Center Memorial Scholarship
- Scholarships for Academic Excellence
- Regents Award for Child of a Deceased/Disabled Veteran
- Segal AmeriCorps Education Award
- NYS Math/Science Teaching Incentive Scholarship
- Military Service Recognition Scholarships
- Flight 587 Memorial Scholarships
- Flight 3407 Memorial Scholarships

Additional information is available by contacting Higher Education Services Corporation at 888-NYSHESC (888-697-4372) or by contacting the HESC website at: www.hesc.ny.gov.

Vocational Rehabilitation

Application Procedures: Details may be obtained from the Office of Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES-VR). Request a list of local offices from ACCES-VR, New York State Education Department, One Commerce Plaza, Room 1609, Albany, NY 12234.

Selection of Recipients and Allocation of Awards: Any disabled person, with a substantial employment handicap, who can become employable within a reasonable period of time, may be eligible. ACCES-VR serves those having any physical, emotional or mental disability except blindness.

The legally blind are served by the Office of Children and Family Services Commission for the Blind and Visually Handicapped, State Department of Social Services, 52 Washington Street, Rensselaer, NY 12144-2796.

Eligible applicants may receive counseling, medical examinations and other evaluation services, physical restoration services and instruction and training, including that given at institutions of postsecondary education.

State Aid to Native Americans

Application Procedures: Application forms may be obtained from the Native American Education Unit, Room 461 EBA, State Education Department, 89 Washington Ave, Albany, NY 12234. The completed application form should be forwarded by the applicant to the Native American Education Unit along with the following materials:

1. Application for New York State Indian Aid
2. Official transcript of high school credits; or copy of Equivalency Diploma; or official statement of enrollment in a special degree granting program; or college transcript if completed one or more semesters at the college level;
2. Personal letter, clearly setting forth educational goals and plans;
3. Signatures of the parents of minor applicants, approving education plans;
4. Official tribal certification form; enrollment cards will not be accepted;
5. Copy of acceptance letter from college attending.

Selection of Recipients and Allocation of Awards: The applicant must:

1. Be a member of one of the Native American tribes within New York State and a resident of New York State (NYS);
2. Have graduated from an approved high school, or have earned a General Equivalency Diploma; and
3. Be enrolled in an approved postsecondary institution in NYS.

State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule: The award is provided for a maximum of four years of full-time study (five years, where a fifth year is required for completion of degree requirements). Students registered for less than full-time enrollment will be funded on a pro-rated basis. Remedial programs are not fundable.

Responsibilities of Recipients: Students are responsible for notifying the Native American Education Unit in writing of any change in student status, program or institutional enrollment. Students also must submit semester grades, at the end of each semester, showing satisfactory progress toward completion of degree or certification requirements. Students must maintain a 2.0 GPA to remain eligible for funding. Application deadline dates are July 15 for the fall semester; December 31 for the spring semester; and May 20 for the summer term. For more information, contact the Native American Indian Education Unit in Albany at 518-474-0537.

Federal Aid to Native Americans

To qualify an applicant must:

1. Be at least one-fourth American Indian, Eskimo or Aleut;
2. Be an enrolled member of a tribe, band or group on record with the Bureau of Indian Affairs;
3. Be enrolled (or accepted for enrollment) in an approved college or university, pursuing at least a four-year degree; and
4. Have financial need.

Application forms may be obtained from a liaison office of the U.S. Bureau of Indian Affairs. A new application is necessary at the beginning of each year of study. An official need analysis, completed by the Financial Aid Office, is required each year. Applications for Mohawks and Senecas may be obtained at their respective tribal education offices.

First-time applicants must obtain proof of tribal enrollment from the Bureau of Indian Affairs area or agency office, which keeps the records of enrollment for the tribe.

For grants to be awarded in successive years, the student must make satisfactory progress toward a degree and show financial need. Freshmen must maintain a 2.0 GPA to remain eligible for funding; sophomores, juniors and seniors must maintain a 2.5 GPA. Application deadline is July 15 for the fall semester.

Educational Opportunity Program (EOP)

The Educational Opportunity Program is a special admissions and academic support program for economically and educationally disadvantaged students at SUNY Potsdam. Educationally disadvantaged means that the student could not be admitted to SUNY Potsdam through the regular admissions process (due to low SAT scores, low high school average, etc.). Economically disadvantaged means that the family income cannot exceed a level determined by New York State. (Refer to the SUNY Admissions Guidebook for specific eligibility criteria.)

Financial assistance is provided through the Educational Opportunity Program, and that office coordinates with the Financial Aid Office in awarding all other aid (Federal Pell, TAP, etc.). The following services are also provided to eligible students on an ongoing basis: personal counseling, academic advising, tutoring, career counseling and a variety of academic support programs. Entering EOP freshmen are required to attend an orientation program.

Interested students should contact the Director of Special Programs, Sisson 136 at 315-267-2335.

Loans

Federal Perkins Loan

Based upon financial need, students may qualify to borrow through the Federal Perkins Loan Program. To apply, refer to the General Financial Aid Procedures on page 19.

To be eligible for a Federal Perkins Loan, one must:

1. Be a U.S. citizen or permanent resident alien;
2. Be enrolled (or accepted for enrollment) in a degree program on at least a half-time basis;
3. Demonstrate financial need.

The interest rate, which accrues only during the repayment period, is five percent on the unpaid principal balance. Repayment begins nine months after graduation or leaving school, and may extend up to ten years. Several deferment options are available to postpone repayment for those who qualify. Cancellation benefits are available for a variety of reasons to teachers in federally designated low-income schools, and to those who teach in fields designated as having a shortage of teachers. Additional loan cancellation options are available to nurses, medical technicians, law enforcement or corrections officers, VISTA or Peace Corps volunteers and for service in the U.S. Armed Forces, firefighters, librarians working in a Title I eligible school, attorney for a public organization, employees of a public agency providing services to high-risk children, child care employee or other professional positions in an education field.

William D. Ford Federal Direct Loans

The William D. Ford Federal Direct Loan program provides low-interest rate loans to students and parents.

To be eligible for a loan, a student must:

1. Be a U.S. citizen or permanent resident alien;
2. Be enrolled at least half time as a matriculated student at an approved college, university or other postsecondary institution in any of the United States or in a foreign country;
3. Be deemed eligible by the school. To be eligible for funding, students must qualify by showing need through the federally mandated award formulas.

To apply for these loans, students/parents complete the FAFSA. Students accept the loan(s) on the financial aid package Award Confirmation Form or in BearPAWS. Parents should apply for parent loans online at www.studentloans.gov.

Upon acceptance of a Federal Direct Loan, first-time Ford Federal Direct borrowers must complete a Master Promissory Note (MPN). Once an MPN has been submitted and processed it is good for up to 10 years. Students wanting additional loan funding, in the current or future years, will not be required to sign another MPN as long as there is an active MPN already on file.

When planning loan financing, students should expect a deduction of funds for an origination and insurance fee at the time of disbursement. Current fee amounts and interest rates can be accessed on the SUNY Potsdam Financial Aid webpage.

Federal Direct Subsidized Stafford Loans

Federal Direct Subsidized Loans are available to undergraduate students with financial need.

- The Financial Aid Office will determine the amount you can borrow and the amount may not exceed your financial need.
- The U.S. Department of Education pays the interest on a Federal Direct Subsidized Loan while you're in school at least half-time, for the first six months after you leave school (referred to as a grace period*), and/or during a period of deferment (a postponement of loan payments).
- If you are a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive Direct Subsidized Loans. If this limit applies to you, you may not receive Direct Subsidized Loans for more than 150 percent of the published length of your program.

*Note: If you receive a Federal Direct Subsidized Loan that is first disbursed between July 1, 2012 and July 1, 2014, you will be responsible for paying any interest that accrues during your grace period. If you choose not to pay the interest that accrues during your grace period, the interest will be added to your principal balance.

Federal Direct Unsubsidized Stafford Loans

Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need.

- The Financial Aid Office determines the amount you can borrow based on your cost of attendance and other financial aid you receive.
- You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods.
- If you choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).

Loan Limits

The combination of subsidized and unsubsidized loans cannot exceed the following maximum annual loan limits:

- \$5,500 freshmen
- \$6,500 sophomores
- \$7,500 juniors & seniors
- \$20,500 graduate students (unsubsidized only)

Students who have been deemed independent for purposes of Federal financial aid and dependent students whose parents have been denied Federal Direct PLUS funding may be eligible for the following additional unsubsidized loan funds:

- \$4,000 freshmen & sophomores
- \$5,000 juniors & seniors

The cumulative total for undergraduate loans for dependent students cannot exceed \$31,000 (no more than \$23,000 of which can be subsidized). The cumulative total for independent undergraduate students cannot exceed \$57,500 (no more than \$23,000 subsidized). Graduate students may borrow up to a combined total of \$138,500 with subsidized funding limited to \$65,500.

For more information on Federal Student Loans visit the website www.studentaid.gov or contact the Financial Aid Office at 315-267-2162.

Federal Direct Graduate PLUS Loan

Federal Student Loan for Graduate or Professional students with terms similar to a Federal Direct PLUS loan (see below). A credit check does apply. A student can borrow up to the cost of attendance minus other aid at a fixed interest rate.

Federal Direct Parent Loans for Undergraduate Students (PLUS)

Parents of dependent undergraduate students, who are enrolled for a minimum of 6 credit hours, may apply for a Federal Direct Parent Loan. Parents may borrow up to the total cost of education minus any other aid received for the academic period. A credit review must be completed to determine eligibility for the loan. There will be a reduction in the award amount at disbursement for origination and insurance fees. Repayment begins 60 days after the loan is fully disbursed.

Application Procedures: Students who have filed a FAFSA and are deemed eligible will be offered and required to accept or decline PLUS loan funding. Students who accept loan funding as part of the award package will be required to have a parent complete an application and a Promissory Note at www.studentloans.gov before funds can be credited and/or disbursed to the student billing account. Once all required steps are completed the College will request the disbursement of funds from the United States Department of Education and disburse funds to the student billing account.

Emergency Refund Advance

The Financial Aid Office administers a short-term loan program, which is intended to assist students during times of unanticipated emergencies or other demonstrated necessity by providing an advance on expected refunds of financial aid monies. Full-time registered SUNY Potsdam students who have financial aid pending may request advances of up to \$500. A \$10 service fee will be charged for each approved loan. To obtain an application form, contact the Financial Aid Office. Students must be eligible for financial aid to receive this advance. Changes in aid eligibility and award amounts may result in a balance due on the advance, for which the student is responsible to pay.

Employment

All on campus student employment opportunities are posted online.

Federal Work-Study (FWS)

FWS is awarded to some students who have financial need and who wish to earn part of their educational expenses. To be eligible for Federal Work-Study, you must:

1. Be a U.S. citizen or permanent resident alien;
2. Be enrolled (or accepted for enrollment) in a degree program; and
3. Demonstrate financial need.

Based on availability, students may select their place of employment from various openings throughout the campus. Job openings are posted on Bear Tracker, which is accessed at <https://bearpaws.potsdam.edu>. Students may work approximately 5 to 7 hours per week and are paid on a scale starting at minimum wage to a maximum of \$10/hour.

To apply for FWS, refer to the General Financial Aid Procedures, as described on page 19.

Part-time Student Employment

In addition to Federal Work-Study, a limited number of part-time employment opportunities are available on campus and in the Potsdam community.

Employment with the food service program, as a residence hall assistant or as a student assistant with academic or administrative departments are a few examples of the various on-campus opportunities.

The Office of Human Resources coordinates the publicity for part-time student employment. Job openings through student assistantships, Student Government Association, Temporary Service and the Potsdam College Foundation are posted on our website at: www.potsdam.edu/offices/hr/student.cfm.

PACES hires over 200 student workers a year through its Dining Services and College Store Retail Complex. Information about wages, benefits, and the application process is available at www.potsdam.edu/offices/paces/employment.

Eligibility for Continued State Financial Aid

In order to receive any New York State financial assistance (TAP, New York State Scholarships, etc.), students must show that they are making adequate progress toward completion of the bachelor's degree. This is measured in two ways: program pursuit and satisfactory academic progress. To show satisfactory pursuit, students must finish/complete a certain percentage of a full-time load each semester during their first, second, and subsequent years of State funding.

1st year of State aid funding finish 6 hours/semester
 2nd year of State aid funding finish 9 hours/semester
 Subsequent years of State aid funding finish 12 hours/semester

Please note that a "W" (withdrawal) is not a satisfactory grade under the pursuit regulations. Students who withdraw from all coursework after TAP certification will lose TAP eligibility for the next semester. Also note that the repeat of a course in which credit was previously earned cannot be counted as part of the semester load for State funding purposes unless the repeated course is a graduation requirement.

In addition, a student's eligibility for certain State awards may require that a student be registered or enrolled in an approved program of study. For example, a student must declare a major before receiving a fifth TAP payment. The declaration of major must occur within 30 days of the end of the drop/add period.

The charts below show requirements for satisfactory academic progress that have been approved for State University colleges offering the bachelor's degree. Transfer students and students readmitted after a period of absence of at least one year from the College may be placed on the schedule of satisfactory academic progress in accord with either the number of payments received or the number of credit hours earned, whichever is more beneficial to the student.

Eligibility for State Student Aid at SUNY Potsdam

Standards for students who received TAP prior to the 2006-07 year:

Before being certified for this payment:	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A student must have accrued at least this many credits:	0	3	9	18	30	45	60	75	90	105
With at least this GPA:	0	.5	.75	1.2	2	2	2	2	2	2

Standards for Non-EOP students who first received state aid in 2007-08, 2008-09, or 2009-10 and for EOP Students first receiving aid in 2007-08 and thereafter:

Before being certified for this payment:	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A student must have accrued at least this many credits:	0	3	9	21	33	45	60	75	90	105
With at least this GPA:	0	1.1	1.2	1.3	2	2	2	2	2	2

Standards for Non-EOP students who first received state aid in 2010-11 and thereafter:

Before being certified for this payment:	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A student must have accrued at least this many credits:	0	6	15	27	39	51	66	81	96	111
With at least this GPA:	0	1.5	1.8	1.8	2	2	2	2	2	2

Students who lose good academic standing through failure to meet requirements for either program pursuit or satisfactory academic progress are notified by the Higher Education Services Corporation that they have lost good academic standing for State financial assistance purposes. They then have the option of applying for a one-time waiver, if they believe that the loss of good academic standing was the result of extraordinary conditions. The College will consider requests for waivers based upon serious illness of the student, serious illness or death in the immediate family, emotional difficulties, or other detailed and documented unusual personal circumstances. It is expected that students normally will regain good academic standing by pursuing their program satisfactorily and making appropriate progress toward program completion for a minimum period of one term. Responsibility for consideration and determination of state aid academic waivers rests with the Registrar's Office.

Eligibility for Continued Federal Financial Aid

Federal regulation mandates that a recipient of Federal Title IV aid (Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Work-Study, Federal TEACH Grant/Loan, Federal Parent Loan for Undergraduate Students, Graduate PLUS, and Federal Stafford Loan) make satisfactory academic progress (SAP) toward the completion of a degree to maintain eligibility for that funding. Satisfactory academic

progress requirements for federal aid are evaluated by the Financial Aid Office. Progress must be reviewed, on a cumulative basis, after the fall, spring and summer terms, and includes periods for which the student did not receive financial aid. All federal satisfactory academic progress requirements are measured at the end of each scheduled evaluation period. Each evaluation will result in an aid eligibility determination and assignment of an appropriate status as follows.

Eligible for Federal Aid

- *Making Satisfactory Academic Progress (SAP)* – Assigned to a student who has earned 67% of all attempted credit hours, is meeting the GPA requirement, and has not exceeded the maximum allowed time frame.
- *Financial Aid Warning* – Assigned to a student who has not earned 67% of all attempted credit hours, or has failed to meet the GPA requirement or both. This student will receive federal aid in the first subsequent term of attendance that follows the term in which the requirement was not met. Financial aid warning status may be assigned without an appeal or other action by the student. Financial Aid Warning is available one time only. Students must meet SAP requirements at the end of the payment period to continue to be eligible for federal aid.
- *Financial Aid Probation* – Assigned to a student who has not earned 67% of all attempted credit hours, has failed to meet the GPA requirement or both, was previously placed on “Financial Aid Warning”; and receives approval of an appeal to have federal aid reinstated. At the end of one payment period on financial aid probation, the student must meet satisfactory academic progress standards or meet the requirements of the academic plan, as developed by SUNY Potsdam and the student, to qualify for further federal aid.

Ineligible for Federal Aid

- *Not Making Satisfactory Academic Progress* – Assigned to a student who has not earned 67% of all attempted credit hours, or has not met the GPA requirement and has been academically dismissed by the college, and is no longer eligible for “Financial Aid Warning”.
- *Over Maximum Time Frame* – Assigned to a student who has exceeded the maximum allowed time frame and has attempted more than 150% of their degree requirements.

Satisfactory Academic Progress (SAP) Requirements

GPA Requirement

Federal aid recipients must maintain a GPA satisfactory for enrollment as a matriculant, as defined by the Academic Standards Committee, in the “Academic Standards Policy” in the current SUNY Potsdam Undergraduate Catalog (see page 52).

Credit Hour Requirement

Federal aid recipients are required to earn a minimum of 67% of all **attempted** credit hours.

Maximum Time Frame

Undergraduate students may receive aid for a maximum of 150% of the degree program requirements. For students admitted before fall 2012, the average length of an undergraduate program of study at SUNY Potsdam is 124 credit hours (120 academic hours plus two physical education/health and wellness credits). The maximum time frame for most SUNY Potsdam students to receive aid is 183 **attempted** credit hours. For students admitted to SUNY Potsdam beginning in the fall

2012, the average length of an undergraduate program of study at SUNY Potsdam is 122 credit hours (120 academic hours plus two physical education/health and wellness credits). The maximum time frame for most SUNY Potsdam students to receive aid is 183 **attempted** credit hours. Some music students will have up to a maximum time frame of 199 **attempted** credit hours. Students in music-related degree programs as well as those in dual degree programs will be reviewed on a case-by-case basis. Students enrolled in double majors are bound by the same maximum limitations as students in standard programs.

Graduate students may receive federal aid for a maximum of 150% of their degree program requirements. The average length of a graduate program at SUNY Potsdam varies from 30 to 52 credit hours. Graduate students who have a degree program that requires 30 credits are allowed a maximum of 45 attempted credit hours. Graduate students who have a degree program that requires more credits are allowed to attempt more (up to a maximum of 150% of their program requirement).

Evaluation by Credit Type & Other Considerations

Transfer credits will be included in the evaluation and will count as both attempted and earned hours. Withdrawals, Incompletes and Repeated coursework are also considered in the analysis. Part-time enrollment counts in the same manner as full-time enrollment. Students earning credits through a consortium agreement and students who change their major are bound by the same requirements as students in standard programs. Students working on second degrees are not bound by the same standards as those working on their first degree.

Students who are readmitted or students who have been granted academic forgiveness for previous coursework are subject to the standards defined in this policy for federal aid eligibility. Academic progress will be reviewed upon readmission and receipt of the Free Application for Federal Student Aid (FAFSA). All previous coursework at SUNY Potsdam must be included in each review of academic progress for federal aid; therefore, even coursework “forgiven” academically must be considered in the review.

Reestablishing Aid Eligibility

A student making satisfactory academic progress (SAP) has earned 67% of all attempted credit hours, is meeting the GPA requirement, and has not exceeded the maximum allowed time frame. Students who lose federal aid eligibility can regain eligibility for federal aid by meeting SUNY Potsdam’s SAP requirements.

Appeal Process

Appeal Form

The Satisfactory Progress Appeal form is available both online and in the Financial Aid Office.

Submitting an Appeal

Students deemed ineligible for federal aid may appeal the status through the Financial Aid Office. Appeals will be considered on the basis of mitigating circumstances, such as personal illness or injury, or the death of an immediate family member. Students may appeal more than once, but must provide new documentation of a mitigating circumstance to justify the request. A written statement from the student must accompany the appeal and must explain why the student failed to make satisfactory academic progress, and what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

Acceptable Documentation

Acceptable forms of documentation include but are not limited to: physician's written statement to substantiate illness or accident, newspaper obituaries or death certificates to substantiate deaths, written statement from clergy, family member, or other third party familiar with the student's situation, and written statement from academic advisor or professor. Students who have lost federal aid and have an appeal approved are placed on "Financial Aid Probation" for the subsequent term and may receive federal aid for that term.

Appeal Deadline

Appeals must be submitted by the mid-point in the term for which they are seeking the appeal.

Approval Notice

Appeals are received, logged and passed to the Satisfactory Academic Progress Committee who will review appeals; decisions of the committee will be forwarded to each appellant in writing, and will be final. Students placed on "Financial Aid Probation" must earn 67% of their cumulative attempted credits at the end of their probationary period in order to regain federal aid eligibility. All students granted an appeal will be provided with an "Academic Plan" that specifies the new pace to which the student must adhere in order to regain federal aid eligibility; an Academic Plan may span more than one semester (term). Any student on probation who does not meet the requirements of the Academic Plan at the end of any term within the Academic Plan will lose federal aid eligibility; *the student must then meet SAP requirements before regaining federal aid eligibility.*

SUNY Potsdam Scholarships

Thanks to the generosity of many SUNY Potsdam alumni, employees, businesses, foundations and friends, The Potsdam College Foundation, Inc., and SUNY Potsdam are able to award nearly \$2.3 million in scholarships and awards to over 900 incoming and returning students each year. Most scholarships and awards are based upon student achievement, and some also take into account financial need as well. When applicable, financial need is determined by analysis of the Free Application for Federal Student Aid (FAFSA).

Most scholarships do not require a specific application. Those that do require an application are marked as such in the list below. Scholarships for incoming students (freshman or transfer) are awarded upon admission to SUNY Potsdam and are generally based on the student's high school or transfer grade point average, and auditions for students applying to The Crane School of Music. In some cases scholarships are based on financial need and/or involvement in extracurricular activities. Scholarships for returning students are generally awarded through the department. For more specific information on scholarships and awards, please contact the Financial Aid Office, which administers all scholarships and awards, at 315-267-2162 or go to www.potsdam.edu/scholarships. You may also consult a professor in your major concerning scholarships specific to your major.

Please note that the value of scholarships is not listed here because amounts vary each year depending upon availability of funds. Also, not every scholarship is available to new recipients every year. Some scholarships are renewable from year to year; that is, the recipient may continue to receive the award every year until graduation, as long as he or she continues to meet the scholarship criteria.

Scholarships may be affected by the estimated cost of attendance and by other sources of aid received.

Admissions Scholarships for Freshman Students**SUNY Potsdam Scholars Program – application required**

The SUNY Potsdam Scholars Program provides scholarship awards to incoming first-year fall applicants based on academic excellence as measured by high school grade point average or with standardized test scores. Consideration is given to participation and leadership in extracurricular activities as well as community service. NCAA Division III regulations prohibit the consideration of high school athletic ability, athletic participation, athletic leadership or athletic performance in awarding scholarships. Students earning at least an 88 GPA or combined SAT Math and Critical Reading scores of 1100 (ACT composite of 24) and higher may apply for a SUNY Potsdam Scholars Award. An application, one recommendation letter and current FAFSA application are required. Awards start at \$1,000 a year, and are renewable for an additional three years with the attainment of a 3.25 minimum GPA and continuous full-time enrollment. This award may not be used in conjunction with the Mt. Emmons Scholarship.

Mount Emmons Scholarship – application required

Five scholarships covering in-state tuition and basic fees, a \$500 book stipend, residence hall fee waiver and board waiver are awarded each year to incoming first-year fall applicants. Consideration is given to participation and leadership in extracurricular activities as well as community service. NCAA Division III regulations prohibit the consideration of high school athletic ability, athletic participation, athletic leadership or athletic performance in awarding scholarships. Students earning at least a 92 GPA and combined SAT Math and Critical Reading scores of 1300 (ACT composite of 29) and higher may apply for the Mount Emmons Scholarship. These awards are renewable for three additional years of undergraduate study with the attainment of a 3.25 minimum GPA and continuous full-time enrollment. The value of these awards may be adjusted based upon other grants and scholarships a student receives. A scholarship application, two recommendation letters, and interview are required.

SUNY Empire State Diversity Honors Scholarships

New York State budget allocations include funds for SUNY to administer a scholarship program to provide direct aid funding to attract and retain undergraduate students who have demonstrated high academic achievement. These awards may be renewable or non-renewable.

SUNY Potsdam FIRST Scholarship – application required

The FIRST Scholarship is available to first-year fall freshman applicants who have participated on a FIRST team during their high school career. Awards are \$1,000 a year, and are renewable for an additional three years with the attainment of a 3.25 minimum GPA and continuous full-time enrollment.

Admissions Scholarships for Transfer Students**SUNY Potsdam Scholars Program – application required**

The SUNY Potsdam Scholars Program provides scholarship awards to incoming transfer fall applicants based on academic excellence as measured by the previous college grade point average. Consideration is given to participation and leadership in extracurricular activities as well as community service. NCAA Division III regulations prohibit the consideration of high school athletic ability, athletic participation, athletic leadership or athletic performance in awarding scholarships. These awards are renewable for one additional year with the attainment of a 3.25 minimum GPA after the first year and continuous full-time enrollment. An application and current FAFSA application are required. Awards start at \$1,000 a year.

SUNY Empire State Diversity Honors Scholarships

See Freshman Scholarships above for description.

SUNY Potsdam Foundation Scholarships for All Students

Most scholarships for SUNY Potsdam students are awarded by Academic Departments and the Office of Financial Aid without requiring a student application. Scholarships are listed alphabetically (by last name) and will indicate if an application is required.

Alice Aaess Endowed Scholarship

Awarded to full-time sophomore students pursuing a degree in music.

Alan E. Adams '61 Scholarship

Awarded to a junior Voice student in The Crane School of Music who has demonstrated superior artistry and technical skill in their area of performance.

Alumni Association Scholarship – application required

For entering freshmen, entering transfer students, or returning students. Awarded to a child, grandchild or parent of a SUNY Potsdam graduate. Student must be nominated by said SUNY Potsdam graduate. Criteria for the scholarship include high school and/or college academic performance, participation in school/community activities, documented leadership capabilities, and seriousness of purpose in pursuing a college education. Awarded by the Alumni Board of Trustees.

Andre Alexander and Patricia Sanford Scholarship Fund

Awarded to a full-time, undergraduate student with a declared major in Studio Art. Although not mandatory, extra consideration shall be given to members of a recognized minority or disadvantaged group.

William J. Amoriell Scholarship

Awarded to a full-time or part-time undergraduate “rising junior” or graduate student in a degree program offered by the School of Education and Professional Studies (SOEPS), with preference to a non-traditional adult learner.

Sylvia Levitt Angus Scholarship

Awarded to incoming sophomore transfer students based on academic achievement in any academic major at the College.

Alfred and Fadwa Aseel Scholarship

Awarded to non-traditional students who are balancing family and/or work obligations, allowing them to “re-invent” themselves and their future.

James Autenrith Scholarship

Awarded to a student who has had some organ lessons and/or has had experience playing for church services, or to a Voice major or a Choral Conducting student who is interested in sacred music as a soloist or choir director, or to a Piano student who is engaged in vocal studio or choral organization accompaniment.

Chuck & Claudia Thomas Ayer Scholarship

Awarded to an incoming freshman with a declared major in the School of Arts & Sciences or in The Crane School of Music.

Curtis S. & Irma B. Bailey Memorial Scholarship

Awarded to worthy and promising undergraduate students enrolled in The Crane School of Music.

Pete Baker Award for Student Leadership in Improving Campus Climate

The Pete Baker Award shall be given to a student in his or her sophomore or junior year at SUNY Potsdam to recognize outstanding efforts in fostering civility and inclusion on campus. The recipient shall be selected by the Division of Student Affairs.

Elizabeth and Maurice Baritaud String Scholarship

Awarded to a freshman or sophomore string student at The Crane School of Music.

Dr. Thomas M. Barrington Scholarship

Awarded to incoming students who are residents of the North Country.

Penny Thompson Barshied Scholarship

Open to all incoming students based on achievement.

George W. Blaha Award

Awarded to the outstanding junior Voice major from The Crane School of Music at Spring Honors Convocation.

Horace and Genevieve Bowman Scholarship

Awarded to worthy and deserving Voice major students.

Anna Pease Breaky Scholarship

Awarded to Piano students at The Crane School of Music.

Robert and Katherine Briggs Scholarship

Awarded to two students majoring in History. Priority will be given to St. Lawrence County students who have just finished their freshman year.

Harry F. Brooks '68 Teacher Education Scholarship (either freshman or graduate student)

Awarded to an incoming SUNY Potsdam student in a teacher-preparation program at the bachelor's or master's level. Preference is given to students from Northville Central High School, Northville, Fulton County, NY, but may be from Fulton, St. Lawrence, Franklin, Clinton, Essex, Warren, Washington and Hamilton counties.

Lorraine Mader Bryner Memorial Scholarship – application required

For graduate students pursuing a master's degree in Special Education. Candidates will be evaluated on their potential and commitment to become an exceptional teacher of Special Education, such as their love of children, dedication to the teaching profession, desire to teach children with special needs, and creativity in developing and adapting teaching methods to meet special needs. Awarded by the School of Education and Professional Studies.

Winton H. Buddington Reading Scholarship

Awarded to matriculated students in the MS Education program with a Reading specialization.

Captain William F. Burke, Jr. Memorial Scholarship – application required

The recipient must be a current or retired member of the New York Fire Department (FDNY) or first degree relative of a current, retired, or deceased member of the FDNY. Awarded by the Financial Aid Office.

“Mr. C.” Theatre Education Scholarship

Awarded to a full-time undergraduate North Country junior or senior majoring in Theatre Education.

Kenneth M. Campbell Scholarship – application required

Awarded to a graduate from the Clifton-Fine school district in the junior or senior year, majoring in Education or Music Education, who has demonstrated financial need. Awarded by the School of Education and Professional Studies.

Noreen Canfield Scholarships

Awarded to juniors or seniors in 10 different departments. This award is made at the close of the year prior to the student achieving junior or senior status.

Carbary Scholarship – application required

Awarded to matriculated students enrolled in an Education major who have attained junior status, and have legal residence in Clinton, Essex, Hamilton, Franklin, St. Lawrence or Jefferson County. Awarded by the School of Education and Professional Studies.

Charlene Knapp Carey Memorial Scholarship

Awarded to a Crane School of Music student from Beacon, NY, or from Dutchess County, who demonstrates financial need and has participated in extracurricular activities.

Dorothy B. Carpenter '34 Scholarship

Awarded to students in a teacher preparation program for a bachelor's or master's degree in Education.

Vasily Cateforis Scholarship

The scholarship will be awarded to a BA/MA Mathematics student based on merit. The scholarship is intended to be a one-time award, although under special circumstances the Department may choose to award it to a student for a second time.

Virginia Rose Cayey Scholarship

Awarded to Crane students with substantial performance skill and teaching potential who lack the financial resources to attend college. Students must have successfully completed their freshman year.

Virginia Rose Cayey '60 Music Education Scholarship

Awarded to students with a declared Music Education major who demonstrated potential for excellence in teaching. Students must have successfully completed their freshman year.

Bob Cerwonka Memorial Scholarship – application required

A successful candidate will be a student who has declared Biology as his or her major, is in good academic standing at SUNY Potsdam (min. of 2.5 GPA), with preference given to but not limited to students who demonstrate an interest and appreciation of nature and the environment. Candidates must submit an essay describing why they wish to be considered for the scholarship. Awarded by the Biology Department.

Vernice Ives Church '61 Scholarship

The scholarship will be awarded to an incoming freshman who has declared an Elementary Education major. The student shall possess a demonstrated commitment to teaching.

CIS Alumni Scholarship

To be awarded to new and continuing students who show significant promise to be successful CIS graduates.

Edwin B. Clark Scholarship

Awarded to a student in the 3/2 Engineering Program who is entering his or her junior year.

Clarkson Memorial Award

Awarded to a 3/2 Engineering Program student finishing his or her junior year who has demonstrated outstanding academic achievement during his or her time at SUNY Potsdam.

Class of 1948 Scholarship

Awarded to any entering student who exhibits a strong academic background and the potential for future academic excellence, financial need, and some of the ideals that shaped the lives of the Class of 1948, including the desire for an education, evidence of a broader social awareness, a volunteer spirit, and a desire to make a positive impact in their world through their education.

Class of 1951 Scholarship

Awarded to any first-time student at SUNY Potsdam, freshman or transfer, who is pursuing a teaching degree. The recipient will exhibit academic potential, financial need, eagerness for an education, and a desire to make a positive contribution to society through his or her education.

Class of 1953 Scholarship

Candidates must be undergraduate students, either entering or continuing student, pursuing a teaching degree, alternately in general or music education. Must be a non-traditional student, in good academic standing and have demonstrated financial need.

Class of 1977 Scholarship

Awarded to two second-year students who demonstrated both academic and leadership abilities at the College and/or in the community during their first full year at SUNY Potsdam. Preference given to students who show intellectual promise and have taken an active role in College life via campus organizations, intercollegiate athletics, theater and/or administrative activities.

Carol Clements Scholarship

Awarded to students in a teacher preparation program for a bachelor's or master's degree in education.

Laurie Augustus and Annella Clouden Endowed Scholarship for Business or Politics

Awarded to an entering freshman student from one of the five boroughs of New York City who plans to major in Business or Politics. Alternatively, consideration may be given to students planning to major in Computer Science, Economics, Engineering or Math.

Oscar Cohen Memorial Scholarship

Awarded to an entering freshman or transfer student who has declared a major or minor in the Business of Music program. The student must be an active participant in MADSTOP records.

Cole Family Scholarship

Student must be a Music major in The Crane School of Music, with first preference given to a student with a disability, second preference to a student with a Special Education/Music Concentration, or finally a Crane student with high financial need.

Eugene Collins Memorial Scholarship

Awarded to an entering undergraduate student with financial need.

Anna Ashwood Collins '67 & Susan L. Morrison Scholars Fund

Awarded to an incoming freshman from New York State with financial need.

Compeau-Fournier Scholarship

For entering first-year students from Franklin and Broome County, with preference to students with public service activities and who show a strong potential for success.

Bruce and Barbara Conroe Arts Management Internship Scholarship

Awarded on recommendation by and in consultation with the Loughheed Festival of the Arts Advisory Committee to a student who exhibits a passion for the arts for a yearlong internship experience on the SUNY Potsdam campus.

Ken Cottrell Outstanding Human Service Award

Awarded annually to two Music majors in their sophomore or junior year. Eligible students will exhibit generosity of spirit and a positive attitude toward their own growth and the growth of other individuals and a willingness to support and encourage others in their own pursuit of excellence.

Kenneth C. Cottrell Endowed Award

Awarded to full-time students pursuing a degree in Music Education.

Crane Centennial Scholarship

Available to any student attending The Crane School of Music.

Crane Faculty/Spencer Scholarship

Awarded to musically talented students at The Crane School of Music.

Julia E. Crane Scholarship

Awarded to students of The Crane School of Music preparing to be public school teachers.

Crane Family Endowed Scholarship for Math and Science Education

Awarded to a full-time rising junior enrolled in a math or science education program, who has exemplary character and demonstrated potential to become an exceptional math or science teacher.

Crane Recruitment Scholarship

Available to students attending The Crane School of Music.

Crane Youth Music – Schaberg Scholarship

Awarded to an outstanding music student entering The Crane School of Music who had attended the Crane Youth Music program at least one year.

Helen Woods Cullen 1898 Scholarship

Awarded to a full-time freshman, transfer or continuing student at The Crane School of Music. Candidates must exhibit financial need.

Peg Cullen Scholarship

Awarded to a student who has completed a minimum of one year of college study in a teacher preparation program. Candidate must exhibit a commitment to teaching.

D'Addario Family Scholarship for Music Education

Awarded to a freshman Music Education student entering the Crane School of Music.

Lucy Dai Scholarship

Awarded at the completion of the sophomore year of study to a student who shows exceptional promise as an artist and teacher of art.

Dr. Poeliu Dai Scholarship

Awarded to a sophomore or junior Political Science major. First preference will be given to foreign students with exceptional abilities.

Allen Danks Memorial Award

Awarded to Politics majors in at least 16 hours in the major at the time the award is made. Candidates will show evidence of active involvement in social, community, and/or political causes.

Cassie Davino Memorial Scholarship

Recipients shall be sophomore Voice majors, selected by The Crane School of Music Voice Faculty.

Richard J. Del Guidice Scholarship

Awarded to a junior Pre-law student to assist in paying the costs associated with taking the Law School Admission Test and applying to various law schools.

Susan Holly Dierks '75 Scholarship for Early Childhood Education – application required

Awarded to SUNY Potsdam undergraduates majoring in Early Childhood/Childhood Education or Jefferson Community College (JCC) students enrolled in the jointly registered Early Childhood/Childhood Education program with SUNY Potsdam. The student must have completed two years of study at SUNY Potsdam or at JCC in the jointly registered Early Childhood/Childhood Education program with SUNY Potsdam, and have at least a 3.0 GPA. Awarded by the School of Education and Professional Studies.

Rocque F. Dominick Memorial Scholarship

Two awards given, one to a senior judged to be the outstanding Clarinetist in the graduating class and who has upheld the ideals of The Crane School of Music. The second award will be used for an incoming Clarinetist.

Richard C. and Joy (MacDonald '58) Dorf Family Scholarship – application required

Recipients must be students in the Education program. Scholarship recipients shall be selected by the School of Education and Professional Studies' Scholarship Committee.

Richard C. and Joy (MacDonald '58) Dorf General Family Scholarship

Awarded to a SUNY Potsdam student.

Florence M. Dowd Scholarship – application required

Awarded to a student from (in order of preference) Canton Central High School, Lisbon Central High School, or Ogdensburg Free Academy, for the purpose of aid to a full-time student in pursuit of an undergraduate or graduate degree to teach in the elementary school.

Rose Minster Dunnet '23 Scholarship

Recipient must be an incoming international student.

Donald Eaton '71 Scholarship

Awarded to a new or continuing student at SUNY Potsdam.

Allen D. Edrington Scholarship

Awarded to a graduate of a St. Lawrence County high school who has achieved junior or senior status at SUNY Potsdam as an Art major. Student must have demonstrated artistic ability. Financial need and academic promise are also considered.

Enbridge St. Lawrence Gas Scholarship

Awarded to a student residing in one of the following towns in St. Lawrence or Lewis County: Massena, Potsdam, Canton, Norfolk, Norwood, Oswegatchie, Ogdensburg, Lisbon, Heuvelton, Raymondville, Gouverneur, Madrid, Waddington, New Bremen, Croghan, Brasher, North Lawrence, Moira, North Bangor, Malone, Burke, Chateaugay, Stockholm, Lawrence, Brushton or Bangor.

Catherine A. English Scholarship

Given to a graduating student at The Crane School of Music in recognition of distinguished undergraduate teaching experience.

Mary E. English Scholarship

Given to deserving Music Education and/or String majors.

Betty and Merton Evans Scholarship

Awarded to an entering first-year student who is physically challenged and/or learning disabled. Recipients will be selected on the basis of demonstrated academic achievement and financial need.

Evans-Cummings '83 Scholarship – application required

Awarded to an incoming freshman, transfer student or current SUNY Potsdam student who is pursuing a degree in Education. The student must have graduated from a North Country school district, with preference given to students from the South Jefferson Central School District. Student must have financial need and must be in good academic standing and involved in his or her community or the College. Awarded by the School of Education and Professional Studies.

Kathleen Strobeck Fales '44 & Allen R. Fales Scholarship

Awarded to a student with an Early Childhood/Childhood Education major.

Fallon Family Leadership Award

Awarded annually to a sophomore or junior student who demonstrates significant leadership and service. The Fallons wish to recognize and encourage subtle and quiet leadership.

Ronald and Teresa Fishbeck Computer Science Scholarship

Awarded to a rising junior majoring in Computer Science, who has secured an internship in the computer science field outside the North Country. Preference will be given to a student pursuing an internship in a healthcare related field.

Dorothy C. and John P. Flynn Scholarship

Awarded to a student in SUNY Potsdam's Educational Opportunity Program (EOP).

William H. Flynn Teacher Preparation Scholarship

Awarded to a graduate of Ogdensburg Free Academy (OFA), who declares a Teacher Education major.

Krista Fordham '94 Scholarship

Awarded to a student majoring in English or Communication who is in good academic standing at SUNY Potsdam. The student must also exhibit financial need.

Foreign Student Scholarship

Awarded to international students. Recipients are selected by the Office for International Education & Programs.

Charles Fowler Arts Scholarship

Awarded to full-time undergraduate students who are pursuing an academic major in an arts area. Intent and potential to establish a career in teaching, interest and ability in pursuing across-the-arts studies, financial need, and talent and promise shall all be considered.

Frackepohl Honors Brass Quintet

Awarded to students at The Crane School of Music, who are declared Brass majors. Recipients are selected annually by the Brass Faculty based on auditions.

Marian Lee Frazier Class of 1940 and Lulu M. Lee Scholarship for The Crane School of Music

Awarded to a continuing student majoring in Music Education or Music. Preference for students who are single parents or come from single-parent homes.

Marian Lee Frazier Class of 1940 and Lulu M. Lee Scholarship for the School of Education & Professional Studies

Awarded to a continuing student majoring in Early Childhood/Childhood Education. Preference for students who are single parents or come from single-parent homes.

Kathleen Friery and Bill Ritter Internship

Awarded to a rising junior or senior for an internship that relates to the student's academic major.

Calvin C. Gage Memorial Scholarship

Awarded to a student pursuing a Music Education degree at The Crane School of Music. The recipient must demonstrate financial need, reside in New York State, and exhibit a potential to become a successful music educator.

William and Helen Gambling Scholarship

The recipient shall be a declared Art Studio or Art History major, who has completed a minimum of one year of college study, exhibits passion and commitment and is in good academic standing at SUNY Potsdam.

Dorothy Gmucs Scholarship for Performance and Creative Excellence

Awarded to a Theatre major, minor or student-initiated interdisciplinary major studying technical theater, design aspects, directing and/or acting. The student must be pursuing an internship in a professional theater or performance venue during his or her junior or senior year.

Betty Jane Paro Golding Scholarship

Awarded to a St. Lawrence County student majoring in Education, Music, or both, who has significant financial need and exemplifies a commitment to and love of education as a profession.

Olive D. Goodrich Memorial Award

Awarded to a student with outstanding academic achievement and who has, in the opinion of the music faculty, best fulfilled the ideals of The Crane School of Music. Preference is to be given to a qualified student who is an outstanding Vocalist.

Rose L. Greenblatt Award

Awarded to a full-time matriculated, undergraduate student studying Piano as his or her major at The Crane School of Music, who in the opinion of the faculty has made the greatest progress as a piano student

Norman Halprin Scholarship

Awarded to a student at The Crane School of Music who attended Franklin Academy in Malone.

Michael C. Handley '09 Memorial Scholarship

Awarded annually to a junior or senior in good academic standing, who is a member of Phi Kappa Sigma and exhibits financial need.

Jessie B. Harman Scholarship

Awarded to a student in The Crane School of Music who is in need of financial assistance.

Harvey-Perry Scholarship

Awarded to a student from the North Country.

Osceola Harvey Hill Memorial Scholarship

Awarded to a full-time student who is a graduate of Alexandria Bay Central High School. Selection is based on academic excellence.

Gary and Deborah Diefendorf Hind Scholarship

Awarded to students who have declared a major in Education or Music Education. The student must exhibit financial need.

J. Stuart Hobkirk Memorial Award

Awarded to a graduating student majoring in Education. The student must be a graduate of Madrid-Waddington Central High School and possess high academic achievement and financial need.

Helen M. Hosmer Scholarship

Awarded to an incoming first-year student for four semesters based on musicianship, scholarship, personality, recommendations, and evidence of superior potential as a music educator.

Bernadine Howe Scholarship

Awarded to students at SUNY Potsdam with preference to St. Lawrence County students.

Mary Lou Hultberg String Scholarship

Awarded to outstanding String students at The Crane School of Music.

Paul E. Hunt Crane School of Music Scholarship

Awarded to an incoming student at The Crane School of Music.

Immerman-Lenden Scholarship

Awarded to an academically successful SUNY Potsdam freshman from Malone and/or Delmar. The donors wish to recognize and encourage leadership and initiative with a scholarship to follow him or her through their four undergraduate years.

George R. Isenberg Award

Honors award given to the outstanding senior Biology and cognate science student.

Lucille B. Jackson '51 Scholarship

Recipient shall be from Long Island and a String major (or alternately any music major) at The Crane School of Music.

Elizabeth Jackson-Renner '57 Scholarship

Awarded to an outstanding, full-time, non-traditional SUNY Potsdam student with financial need.

Alma Maltzan Jaquay Memorial Scholarship

Awarded to an incoming student who has declared a Music Education and Voice major. The successful candidate needs to possess above average proficiency in piano/keyboard and intends to teach in New York State. Preference shall be given to a student(s) from Central or Southern Tier New York counties.

Faye Cohen Jeser '66 Piano Scholarship

Awarded to a Crane major whose primary studio is piano, with a preference for a performance major.

Nannie Zelle Johnson Memorial Scholarship

Awarded to a student who demonstrates financial need, outstanding academic performance, and extracurricular involvement. Applicants must be in a program leading to teacher certification in any field. Preference is given to minority students from the inner city.

Dr. Neil and Marilyn Johnson Scholarship

Awarded to a rising junior who is a Community Health major, who has demonstrated overall academic excellence.

Johnson-White Annual Internship Scholarship – application required

The academic internship must be a minimum of 6 credits (summer session) and the students must have a secure internship placement when applying for this scholarship. All candidates must submit an Internship Proposal and Learning Contract with the scholarship application. The student must have an overall GPA of 2.5 or higher. Students must also demonstrate financial aid need as defined by the Office of Financial Aid. Awarded by the Internship Office.

Karleen Brown Jones '56 School of Education Scholarship

Awarded to a declared early childhood education major in The School of Education and Professional Studies.

Thomas Jones-Tavano Memorial Scholarship

Awarded to a declared major at The Crane School of Music.

Deborah and Babe Kaplan Award

Awarded to two graduating seniors who demonstrated the greatest promise of distinguished human service.

Kellogg Family Scholarship

Awarded to a declared major in the School of Arts and Sciences, with strong leadership skills and demonstrated involvement in an internship or other work experience related to their major or career path.

Evelyn Timerman Kelsey Memorial Scholarship

Recruitment scholarship for Education majors.

Darlene Kerr/Niagara Mohawk Scholarship

Awarded to incoming first-year or transfer students whose permanent residence is within the Northern Region of the Niagara Mohawk/National Grid Service Territory and whose major is Mathematics, Computer Science, Biology, Chemistry, Physics, Geology, or Interdisciplinary Natural Science.

KeyBank Scholarship

Awarded to North Country students with financial need.

Jeff Kimball Memorial Alley Scholarship

Awarded to a SUNY Potsdam junior enrolled in The Crane School of Music, who is in good academic standing and a declared Percussion major, with preference to a student with talent on the snare drum.

Jeffery Kimball Memorial Percussion Scholarship

The scholarship will be awarded to a junior enrolled in The Crane School of Music who has declared a major in Percussion. The recipient must exhibit a passion for music, and qualities Jeffery possessed such as kindness, compassion, enthusiasm and a love for life and others. The student shall also be in good academic standing and preference will be given to students who exhibit financial need.

Harry Kobialka Memorial Award

Awarded to a String student who has achieved junior status and who, in the opinion of the String faculty, best exemplifies the traits and characteristics of good musicianship, scholarship and service to the College and community. To be given at Honors Convocation.

Komar Family Scholarship

Awarded to an entering freshman or transfer student majoring in Mathematics, Computer Science, Biology, Chemistry or Biochemistry In the top 15% of the applicant pool.

Claire Freedman Koshar '58 and Martin Koshar Writing Internship Scholarship

Awarded by the Director of the Rebecca V. Sheard Literacy Center to a Writing Intern who will create a Writing Club experience for North Country 4th- 6th grade students to develop their skill and confidence in the craft of writing.

Mary Lou and Johannes Koulman Scholarship

Awarded to students attending The Crane School of Music, with preference to Oboe students.

Althea Kraker Memorial Scholarship

Awarded to a talented Flute student at The Crane School of Music.

Mary Repazy Kuracina Scholarship

Awarded to a student who is a Crane School of Music student, demonstrates financial need, and is in good academic standing.

Lambert-Eagle Endowed Internship Scholarship – application required

The scholarship will be awarded to a student who maintains an overall GPA of 2.5 or higher whose academic internship is a minimum of 6 credits. The student must have a secure internship placement at the time of application for the scholarship and must submit an Internship Proposal and Learning Contract along with the application. The student must also demonstrate financial aid need as defined by the Office of Financial Aid. Awarded by the Internship Office.

Haden Land Internship Scholarship – application required

Recipient will be chosen according to the following criteria: Must be a student in one or more STEM/STEAM Programs - a double major or major/minor combination is encouraged, e.g., CIS/Math double major, CIS major/Physics minor, etc.; Student must secure an internship in the Aerospace & Defense industry. Preference given to an internship at Lockheed Martin; Students involved in Greek life are encouraged to apply; Student must meet minimum qualifications established by the Internship Program, e.g. a student must have a minimum GPA of 2.5

and must be of junior or senior standing (60 credit hours); Students must complete the Learning Agreement with the Internships office prior to beginning the internship.

Frances L. Leitzell Award

Awarded to the outstanding student teacher each year, based on the student teacher's demonstrated professionalism and ability to engage students in meaningful learning activities.

Milton and Judith Lowell Scholarship

Awarded to a student from St. Lawrence County who has completed at least one year at SUNY Potsdam.

Ludwig Scholarship

Awarded to the most capable Percussion student as identified by the Dean of The Crane School of Music.

Dr. Alexander and Genevieve Major Science Scholarship

Awarded to a Biology, Chemistry or Biochemistry major who has is a rising senior. Candidates should demonstrate a passion and drive for the Sciences. Preference shall be given to New York State residents.

Gordon Mathie Trumpet Scholarship

Awarded to an incoming Music Education major whose primary studio is trumpet.

McCall Family Scholarship

Awarded to a student pursuing a major in Art Studio, Art History, or Bachelor of Fine Arts (BFA).

Brock McElheran String Scholarship

Awarded to an incoming freshman who is enrolled in The Crane School of Music as a declared String major.

Dorothy M. McGeoch Memorial Award

Awarded to an outstanding graduate student completing a Master of Science in Education.

McMenamin Scholarship

Awarded to assist needy and worthy students in attendance at The Crane School of Music.

Jessie J. McNall Scholarship

One award for a sophomore student majoring in each of the following: Physics, Biology, Chemistry, and Geology. Preference is given to those who plan to teach.

Shirley Merritt Memorial Award

Awarded to student or students who have been involved in significant service activities within the SUNY Potsdam campus or community. Nominees are to be proposed by the Gamma Sigma Sigma Sorority Executive Board in consultation with their adviser.

Mary Powers Miller Scholarship

Awarded to a student majoring in Drama at the College.

Minerva Scholarship

Awarded to incoming first-year students based on academic achievement, special abilities, and demonstrated talents.

Gloria B. Misnick Scholarship – application required

Awarded to an entering freshman from Corning East (NY) High School who intends to pursue a teaching degree at SUNY Potsdam. Candidate must exhibit financial need.

Morale-Zagorski Greek Life Internship Scholarship

Awarded to a graduate or undergraduate student completing an internship with Campus Life and the All-Greek Council.

Verna M. Mulvana and Margaret Ann Mulvana Nicola Scholarship

Awarded to a New York State resident, with preference given to a student from Central New York, who is a declared Social Studies Education major and has a deep passion to teach History.

Marcia K. Murphy and Gary J. Northrup Scholarship

Awarded to outstanding String students at The Crane School of Music.

Joseph G. Nestich Scholarship

Awarded to non-traditional incoming students at any class level who have high financial need and academic excellence based on high school coursework, transfer credits, or other appropriate measures.

Diana Zinnecker Nole Internship Scholarship – application required

The scholarship will be awarded to a female student who maintains an overall GPA of 2.5 or higher and is majoring in Computer Science, Mathematics or a Science (Biology, Chemistry, Biochemistry, Physics or Geology), and whose academic internship is a minimum of 6 credits. The student must have a secure internship placement at the time of application for the scholarship and must submit an Internship Proposal and Learning Contract along with the application. Awarded by the Internship Office.

North Country Merwin Scholarship

For students from the North Country. Leadership and significant student activities will also be considered.

North Country Newell Scholarship

For students from the North Country. Leadership and significant student activities will also be considered.

Elizabeth “Betsy” Burgan Northrop Class of 1961 Scholarship

Awarded to an undergraduate “rising junior” who shows great promise of being an outstanding Early Childhood/Childhood teacher.

Thomas and Elizabeth Omohundro Anthropology Scholarship

Awarded to a junior or senior declared Anthropology student. Recipient shall be recommended by the Department of Anthropology.

Thomas and Elizabeth Omohundro Environmental Studies Scholarship

Awarded to a junior or senior declared Environmental Studies student. Recipient shall be recommended by the faculty of Environmental Studies.

Doris Ormsby Scholarship

Awarded to a student in The Crane School of Music.

Joy Bernetta Ortel Memorial Scholarship

Awarded to transfer students.

PACES Scholarship

Awarded to a matriculated student who is a PACES student employee or the child of a PACES employee. Students must show leadership in campus and/or community programs while at SUNY Potsdam. Financial need may be considered.

PACES/IDA Scholarship

Awarded to a matriculated student who is a PACES student employee or the child of a PACES employee. Students must show leadership in campus and/or community programs while at SUNY Potsdam. Financial need may be considered. Must be a resident of St. Lawrence County.

Peggy Peach Scholarship

Awarded to an entering Crane School of Music student (either a first-year or transfer student) with financial need. Must have demonstrated high level of musicianship and have the potential of becoming an outstanding teacher and/or performer.

Father James Pennock Memorial Scholarship

Awarded to a sophomore, junior, or senior History major.

Tony Peterson Memorial Scholarship

Awarded to a sophomore, junior or senior who is in good academic standing and who is a Clifton Fine Central High School graduate. For students majoring in (in order of preference): Music Education, a Bachelor of Music program (not education), Theatre, Art or other Humanities area, or any Clifton Fine graduate, regardless of major.

Mildred Mason Petrie Scholarship

Awarded to a junior or senior demonstrating financial need and enrolled in a program leading to teacher certification in Music or Elementary Education.

David Petty Memorial Scholarship

Awarded to a student transferring to SUNY Potsdam from North Country Community College.

Marty Phillips Scholarship

Awarded to a junior or senior who is majoring in Music or Art.

Physics Prize

Awarded to an outstanding Physics major each year.

Eola Pitz Memorial Scholarship – application required

Awarded to non-traditional, full-time students pursuing a degree in Education. Recipient will be a sophomore who maintains a grade point average of 3.0 or higher. Awarded by the School of Education and Professional Studies.

Annette R. Plante Scholarship – application required

Awarded to students committed to two semesters of study in France at a recognized school at the collegiate level. Selection will be made by a committee chaired and managed by the Chair of the Modern Languages Department.

Galen K. Pletcher Scholarship

Awarded to a “rising junior” majoring in an Arts and Sciences discipline or in an interdisciplinary program based in Arts and Sciences, for a collaborative “discovery” project with a faculty member.

Dr. Dominga J. Portugal Music Business Scholarship

Awarded to a graduating senior Music major who has been admitted to a graduate business program. Recipient will be selected by the Scholarship and Awards Committee of the Crane Institute for Music Business Faculty Associates.

Fortunato M. Portugal Memorial Scholarship – application required

Awarded by the Office of International Education & Programs to an International student, with preference given to a Business Administration major.

Susan Portugal Statistics and Business Award

Awarded to students majoring in Mathematics and minoring or pursuing a second major in Business Administration. The recipient shall be a junior or senior.

Scott Powell Memorial Scholarship – application required

Awarded to provide financial assistance to a student for field work in Archaeology/Anthropology. Awarded by the Anthropology Department.

Rebecca Pratt Scholarship – application required

Awarded annually to a sophomore or junior student who demonstrates, by way of an essay, the strength they have acquired due to a family or personal struggle. Financial need or grade point average will not be factors in the decision process. Applications submitted to the Politics Department.

Rebecca R. Pratt Arts and Sciences Scholarship

Awarded to an incoming freshman student who has declared a major in the Arts and Sciences, based on academic achievement and financial need.

Rebecca R. Pratt Scholarship for Excellence in Politics

Awarded to a junior Politics major, based on financial need and academic achievement as determined by the Politics Department.

Presser Award

Awarded to an outstanding student majoring in Music. Award will be made at the end of the student's junior year.

The Ramage Art History Travel Award

The award shall be granted to an Art History major or minor who will be traveling to further their education and to advance their knowledge of art history. The award is based on merit as determined by the Art History faculty in consultation with the Art Department Chair or designee.

Camilla Ray Scholarship

Awarded to entering students matriculated in a program leading to teacher certification. Academic excellence, leadership in activities in high school, community, and campus programs, and financial need shall all be considered.

C. Robert Reinert Scholarship

Awarded to an outstanding Voice or Bassoon major.

Renzi Brothers Scholarship

Awarded to a student from St. Lawrence County and a student from Jefferson County. One of the two scholarships will be based on financial need and the other will be merit-based.

Quentin Reutershan Memorial Scholarship

Awarded to non-traditional transfer students who demonstrated academic excellence and leadership potential through activities at the previous institution. Recipients must have high financial need.

Ellen Hughey Reynolds '76 Scholarship – application required

Available for students in any major. Selected by the Internship Coordinator based on a written application describing the marketable skills to be developed through the internship experience, how the internship relates to the student's academic major or degree of study, how the student's course work relates to the desired internship, and what they expect from their experience. Successful candidates must also demonstrate financial need as defined by the Office of Financial Aid. Awarded by the Internship Office.

Dr. John "Jack" Rezelman Award

Presented to an Economics major who exhibits financial need and a serious commitment to economics.

Jeanne Kimmich Roberts Scholarship

Awarded to an incoming female freshman who shows great potential to be an outstanding mathematics or computer science major.

Cecilia Alton Rock Scholarship

Awarded by the Department of Early Childhood, Childhood and General Professional Education to an outstanding student pursuing a degree in teaching. Student must have financial need and the potential to be an excellent teacher.

Rose & Kiernan Scholarship

Awarded to a sophomore student attending SUNY Potsdam who majors in Business, Business Administration, or Computer and Information Sciences, and is a graduate from one of the following counties in northern New York: St. Lawrence, Clinton, Essex, Franklin, Jefferson, or Lewis.

Thomas L. and Jane D. Russell Distance Education Scholarship – application required

The student must have successfully completed at least one credit-bearing distance education course either at SUNY Potsdam or another institution, and the student must be registered for a second (or subsequent) distance education credit-bearing course. Any SUNY Potsdam distance education credit-bearing course is eligible for consideration. First preference will be given to matriculated Crane School of Music majors. Awarded by the Office of Extended Education.

Ada Santaferri/Community Health Internship Scholarship – application required

The award will provide financial assistance to Community Health students at SUNY Potsdam for their internship semester. The scholarship is intended to assist the student in paying expenses associated with their internship, such as room and board, travel, or tuition if needed. Awarded by the Internship Office.

Jean Schaffler '57 Music Education Scholarship

Awarded to a freshman Music Education student in The Crane School of Music, with preference given to students from the Southern Tier of New York State.

School of Education & Professional Studies/Annual Fund Award

Selected by Education Department.

Evelyn Perley Schmidt '35 Scholarship

Awarded to undergraduate students majoring in Early Childhood Education according to the following criteria: must have completed a full year of study at SUNY Potsdam and must show a commitment to, and passion for, teaching young children. Preference shall be given to students with financial need, but need is not a requirement for the scholarship.

John & Ann Schorge Trumpet Scholarship

Awarded to a junior Music Education student majoring in Trumpet in The Crane School of Music. Selected by the Trumpet faculty.

John F. and Anne C. Schwaller Scholarship for Study Abroad – application required

The scholarship will be awarded to a student planning to study abroad (excluding Canada), by the Financial Aid and International Education Offices. Students must have attained sophomore or junior status at the time of the award. The student must have a minimum earned GPA of 3.0, on a 4.0 scale and demonstrated financial need as determined by the Financial Aid Office. The scholarship may only be used within a recognized academic program of study abroad or for independent research for academic credit within an academic program.

Rita Itkin Schwartz Class of 1958 Crane School of Music Scholarship

Awarded to an incoming student from New York City, NY with a declared major in The Crane School of Music.

Ruth Johnson and James Walter Scott Scholarship - application required

Awarded to undergraduate and graduate students pursuing certification in teaching who exhibit financial need. Awarded by the School of Education and Professional Studies.

SeaComm Scholarship

Awarded to an incoming freshman from St. Lawrence or Franklin County, NY.

Selmer Scholarship

Awarded to the most capable Brass or Woodwind major as selected by the Dean of The Crane School of Music.

Shane T. Shaul Memorial SGA Scholarship – application required

Presented annually to a full-time undergraduate who exhibits outstanding leadership qualities in a Student Government Association recognized student organization, has a defining role in volunteer services in the local community, and has demonstrated the ability to work effectively with the College faculty, staff, or administration for the benefit of all students. Candidates must have a cumulative grade point average of 3.0 and have at least sophomore standing, completing his/her second semester at SUNY Potsdam. Applicants may not be an elected or appointed official of the Student Government Executive Board. Awarded by the Financial Aid Office.

Ilse J. Shaw History Award

This award shall be given annually to a senior, or in unusual cases to a junior, principally on the basis of scholarship and cumulative grade average in history courses.

Sheldon Scholarship

Awarded, alternately, to an English major, with preference given to a student pursuing teaching certification, or a Business of Music major, with preference given to a Percussion student. For a student from St. Lawrence County, or Franklin, Clinton, Jefferson or Lewis counties, or New York State.

Shelly Electric Scholarship

Awarded to a North Country student, with preference given to those from St. Lawrence County. Selection shall be based on academic strength and demonstrated need. Children of Shelly Electric employees shall receive preference when appropriate.

Anna G. Shepherd Scholarship

Awarded to a student at The Crane School of Music selected by the Dean.

Elizabeth Panzner Shulman '48 Award

The award shall be granted to a Choral or Instrumental student enrolled in The Crane School of Music who possesses the ability to read music and also the ability to play by ear or improvise. The award will be given each year to a graduating senior at the end of the academic year.

Frances Aust Silbereisen Scholarship

Awarded to students based on financial need.

Kathleen M. Sipher Memorial Scholarship – application required

Awarded to a junior Math Education major in the SUNY Potsdam School of Education and Professional Studies with financial need.

William Sloan Internship Scholarship – application required

Available for students in any major. Student must have secured their internship placement before applying for this award, which involves submitting a proposal to the Internship Coordinator outlining anticipated learning outcomes. Student must exhibit financial need and have earned an overall GPA of 2.5 or higher. Awarded by the Internship Office.

Dr. Charles L. Smith Math Education Scholarship

Awarded to a rising junior with a declared major in Math Education or Childhood Education with a specialization in Math.

Charlie Smith Math Scholarship

Awarded to Math majors.

Ellen Smith Memorial Scholarship

Awarded to a non-traditional student with financial need. Preference shall be given to a single parent.

Sara Merrick Snell Scholarship

Awarded to a student at The Crane School of Music, who is the daughter of a Crane graduate, provided the individual is qualified from the standpoint of scholarship and financial need.

St. Lawrence River Patrons of the Arts Scholarship – Art

Awarded to students who reside in Central and Northern New York. The Art Department will annually select a student in the spring based on artistic ability and potential and financial need. Academic record

and GPA will not be the primary determining factor.

St. Lawrence River Patrons of the Arts Scholarship – Music

Recipients should have musical ability and potential, but lack the adequate financial resources to attend college. Academic record and GPA will not be the primary determining factor. Awarded to students who reside in Central and Northern New York.

Alan H. Stillman Memorial Award

Used in support of computer science education including but not restricted to, hiring student interns, providing grants in aid to needy students majoring in Computer Science, scholarships and/or purchase of equipment.

Eva Strait-Dean Award

Awarded to Speech Communication majors who have completed their sophomore year. Candidates must be residents of St. Lawrence, Clinton, Essex, Jefferson, Hamilton, or Lewis Counties. Students must also demonstrate personal initiative.

Edwin C. and Virginia Sykes Dreby Scholarship

Awarded to an entering first-year or non-traditional student from Cranberry or Conifer, or a non-traditional student returning to college to finish an undergraduate degree. If no candidate is identified from Cranberry or Conifer, a student from St. Lawrence or Onondaga counties may be considered. Recipients must exhibit clear financial need and show promise that higher education will make a significant difference in their professional, personal, and community lives.

SUNY Potsdam Faculty Award

Presented by the faculty to two graduating students with the highest grade point average who have completed all degree requirements at SUNY Potsdam.

The Teacher Education Study Abroad Scholarship – application required

The recipient must be an Education major and first preference will be granted to an Education major who is planning to student teach abroad. Second preference is given to an Education major studying abroad for at least a semester and third preference, to an Education major who is planning to study abroad for a Winterim or Summer Session.

Max W. Templeton Memorial Scholarship

To be awarded to a student from Oswego County who is in need of financial assistance.

Thompson Family Scholarship for Arts Management – application required

The scholarship will be awarded to a female student who maintains an overall GPA of 2.5 or higher and whose academic internship is a minimum of 6 credits. The student must have a secure internship placement at the time of application for the scholarship and must submit an Internship Proposal and Learning Contract along with the application. Awarded by the Internship Office.

Bill '74 and Annette Gagnier '75 Thornton Scholarship

Awarded to an incoming freshman with a minimum 90 high school GPA who is a New York State resident north of the I90 corridor. The recipient may be undeclared or have declared a major in the School of Arts and Sciences.

Humphrey Tonkin and Jane Edwards Scholarship

Awarded to a matriculated foreign student who needs financial support for travel either to or from his or her home country at any point during, immediately before, or immediately after his or her study at SUNY Potsdam.

Peter & Veronica Frech '63 Trinkle Scholarship

Awarded to an entering freshman student who has graduated from a Nassau or Suffolk County high school, and who has declared a Music Education major in The Crane School of Music.

Jean Kettler Triumpho '39 Scholarship

Awarded to an entering student from the Albany Region to include in and around Canajoharie, NY.

James M. and Charlene Tyler Endowed Scholarship

Awarded to a sophomore student who had a high school grade point average of 83 or less but excelled academically at SUNY Potsdam during his or her freshman year.

Judith H. Tyra Memorial Scholarship

Awarded to outstanding students at The Crane School of Music who are excellent musicians, scholars, and contributors to Crane. Awarded at the end of the sophomore year.

Susan Smykla Udell '57 Scholarship

Awarded annually to a junior music major who has shown proficiency as a piano accompanist, based on excellence in technique, musicality, sensitivity to ensemble and collaborative attitude.

T. Urling and Mabel B. Walker Family Fund for Native American Student

Awarded to Native American student(s) from northern New York.

Wardell Scholarship

Available to students in The Crane School of Music.

Mildred Pierce Wark Memorial Scholarship

Awarded to a SUNY Potsdam student entering his or her senior year. Recipients should exhibit great potential as a teacher and be in good academic standing.

The Robert Washburn Fund – application required

The award shall be applied as support for a Crane student desiring to travel abroad for an international experience in music. The recipient will be chosen each spring, for travel the following academic year.

Watkins Fund

Scholarships awarded to North Country students on the basis of financial need and academic ability. Leadership and significant student activities are also taken into consideration.

Judy Weise Memorial Scholarship for Study Abroad – application required

Awarded by the Office of International Education to a student with financial need planning to study abroad. Preference is given to students who have physical disabilities.

Jerry and Catherine Welsh Scholarship

Awarded to a matriculated student who has expressed an interest in pursuing teaching certification and has successfully completed at least one course required for coaching. Candidate must demonstrate involvement

in leadership in campus and/or community programs while at SUNY Potsdam. Candidate must be a graduate of a St. Lawrence, Jefferson, Clinton, Essex, Franklin or Lewis County high school, or, if there are no qualified candidates from any of these counties, a resident of New York.

Eileen Goss Whelley Scholarship for Women Leaders

Awarded to a student with at least junior standing who exhibits leadership qualities that were proven during her freshman and sophomore years, for an internship outside of the North Country to broaden the student's perspective and experiences in her field.

Peg White Scholarship of Love

Awarded to a junior or senior majoring in one of the arts at SUNY Potsdam.

Nancy Murchie Wustman and John Wustman Scholarship

Awarded to an incoming freshman who is a declared voice major at The Crane School of Music.

Yamaha Wind and Percussion Scholarship

Awarded to juniors and seniors based on musical and academic performance. The scholarship will be awarded annually, alternating between a Wind and a Percussion player.

Wayne and Mary Zanetti Scholarship

Awarded to an incoming freshman who is a resident of Sullivan County, NY.

Jerry and Carolyn Zwaga Study Abroad Fund and Endowment

Awarded to students participating in SUNY Potsdam faculty sponsored study abroad experiences.

Other Sources of Financial Assistance

Online Scholarship Source

FastWEB: www.fastweb.com

Financial Aid Information on the World Wide Web. This includes a database of approximately 225,000 private scholarships, grants and loans for college students of all ages and interests. This free service will provide information on possible scholarships based on a student's background, college, parent's income, interests, etc.

Veterans Benefits

Veterans of the U.S. Armed Forces, National Guard, and Reserves, their dependents and survivors may be eligible for postsecondary education benefits.

For detailed information, contact the Veterans Administration at 1-888-442-4551 or see the GI Bill website: www.gibill.va.gov.

If you are planning to use GI benefits at SUNY Potsdam, please contact the Military and Veterans Student Services Coordinator in the Student Success Center in Sisson Hall, 315-267-3398. The Potsdam website is www.potsdam.edu/support/military/index.cfm.

Consumer Information

The United States Department of Education regulates that certain consumer information be disclosed to enrolled and prospective students. Students have the right to obtain the following:

- Student Right-To-Know Act
- Information on completion/graduation rates for general student body;
- Equity in Athletics Disclosure Act;

- Drug and alcohol abuse prevention information;
- Clery (Campus Security) Act;
- Family Educational Rights and Privacy Act (FERPA);
- Student Rights and Responsibilities;
- Withdrawal and Return of Title IV funds;
- Copyright policy;
- Transfer of credit policy.

A printed copy of such information will be provided to students upon written request. Please submit your request to: SUNY Potsdam Financial Aid Office; 44 Pierrepont Avenue; Potsdam, NY 13676; Phone: 315-267-2162; Fax: 315-267-3067.

STUDENT LIFE

Campus Life Policies

Maintenance of Public Order

The State University of New York at Potsdam wishes to maintain public order appropriate for a university campus without limiting or restricting the freedom of speech or peaceful assembly of students, faculty or administration. The College has, therefore, issued Rules for the Maintenance of Public Order to ensure that the rights of others are protected and to set forth prohibited conduct. For a copy of the Rules, contact the Office of Student Conduct and Community Standards or go to www.potsdam.edu/studentlife/studentconduct/index.cfm.

Rules of Student Conduct

SUNY Potsdam recognizes that students have, within the law, rights of free expression and advocacy and seeks to encourage and preserve these freedoms within the entire University. Inherent within this broad policy is the obligation of all students to conduct themselves lawfully, maturely and responsibly. To this end, SUNY Potsdam has established the Code of Student Rights, Responsibilities and Conduct, which sets forth detailed regulations for conduct and disciplinary proceedings. These regulations recognize the need for due process and procedural fairness prior to the imposition of disciplinary action. For further information and written requirements, contact the Office of Student Conduct and Community Standards or go to www.potsdam.edu/studentlife/studentconduct/index.cfm.

Student Conduct and Community Standards

The Office of Student Conduct and Community Standards works closely with students, faculty, staff, and the local community on conflict resolution, appropriate citizenship, academic integrity, and other quality of life issues. It is the goal of the office, through coordination of the student conduct system, to help students learn to think proactively concerning their behavior and its effect on others. The desired result is that students will accept both the responsibility and consequences for their behavior and will strive to make appropriate choices. In addition, the Office of Student Conduct and Community Standards coordinates the College's research and programming related to student use and abuse of alcohol and other drugs. For further information, go www.potsdam.edu/studentlife/studentconduct/index.cfm.

Vehicle and Traffic Regulations

Regulations have been established to govern vehicular and pedestrian traffic and parking on highways, streets, roads and sidewalks owned, controlled or maintained by the College. These regulations apply to

students, faculty, employees, visitors and all other persons upon such premises. For more information on vehicle regulations and appeal procedures or for copies of the Campus Traffic and Parking Regulations brochure please contact University Police at 315-267-2222 or go to: www.potsdam.edu/police.

Leadership and Student Engagement

Our staff works to motivate students to become involved in learning opportunities at SUNY Potsdam, within the local community, and beyond, by providing resources, workshops, and activities to enhance the out-of-class experience. We empower students and student leaders to reach their full potential, achieve their goals, and make a positive difference in shaping the SUNY Potsdam college experience for all students. By facilitating communication between all of the different student groups/organization across campus, we increase collaboration and create an integrated and active community.

Residence Life

The residence halls are a vital part of the college experience at SUNY Potsdam and are an integral part of our mission. Students spend a significant portion of time outside of the classroom and our residence halls are at the center of the student experience. Living on campus presents many opportunities for learning and personal growth. Our two main residential learning outcomes are centered around Self-Discovery and Development and Community Engagement. These are at the core of our philosophy; learning about yourself and what it means to be a positive and contributing member of a community that is based on embracing civility and diversity. We strive to connect students to activities and experiences across campus and in the local community that promote their holistic growth and development. This includes housing students in an environment that is healthy, safe and conducive to academic and personal success.

Mission and Vision

The Department of Residence Life provides a safe and clean environment, resourceful staff, and learning experiences for the members of our residential community in pursuit of their educational goals.

We aspire to be a distinctive educational community where intentional student learning is our focus. We will be a catalyst for student excellence by providing staff, facilities, services, programs, and activities that foster student retention and success. This includes facilities that are accessible, modern, sustainable, and technologically advanced, staff who are dedicated, knowledgeable, well-trained, supportive, professional, and diverse, and a variety of social and educational programs and activities.

Residence Halls

Potsdam undergraduate students can choose from seven different residential areas with living options that range from traditional double rooms to two-, four-, five-, six- and eight-person suites, apartments and townhouses. A limited number of singles may also be available for upper class students on a space availability basis. The First Year Experience (FYE) program, designed to address the transitional needs of first-year students, is also available to incoming first-year students. A major goal of the program is to provide opportunities to make meaningful connections with their peers as well as with faculty and staff. The FYE program has residential, programmatic, and academic components. Some areas within FYE have academic theme floors. All students living in FYE halls are enrolled in the First Year Success Seminar (FYSS).

Residency

All incoming first-year students are required to live on campus for four consecutive semesters. Transfer students must live on campus for two consecutive semesters. Exemptions from this policy are routinely granted to students who live with their parents or legal guardians, continue to reside in their official residence as defined by the Office of the College Registrar, are married, transfer with junior class standing or are 21 years of age as of September 1 (for fall admission) or January 1 (for spring admission). Students for whom this policy creates special documented hardships may apply for exemption to the Director of The Center for Campus Life.

Management of Residence Life Program

Potsdam's Residence Life Program is led by the Director of Residence Life, and two Assistant Directors. Full-time, professional staff and student resident assistants (RAs) staff live and work in the halls to create a safe and comfortable living environment that is conducive to the educational mission of the College.

Residence Hall Facilities and Services

Each residence hall is equipped with several common areas for all to use. These include study lounges and recreation rooms. In addition, each residence hall has a kitchenette designed for preparing occasional snacks and small dinners. Washers and dryers are available, free of charge to residential students, in each residence hall provided by Mac Gray through a contract with PACES. The cost of laundry is included in the cost of the room. Every floor has a common area and single-sex bathrooms (except areas that have suites with bathrooms, Lehman North Apartments, Gender-Neutral floors, and the Town Houses).

Every student room/suite in the residence halls includes access to the Internet as part of our partnership with Time Warner. We offer a "port per pillow" so that every student (not just each room/suite) has the opportunity to connect to the internet. Students need to provide their own 12-25 foot Ethernet cord (for wired access only). Moreover, each room/suite comes equipped with a coaxial cable TV hook-up. This allows students access to over sixty cable stations also through Time Warner. Students must provide their own television sets and can purchase additional packages through Time Warner.

Each residence hall area has a variety of coin and BEAR Express operated vending machines for beverages and snacks. There is a limited amount of long-term storage space available in the residence halls throughout both the academic year and the summer. Each hall's cleaning staff maintains the public bathrooms and those found in suites as well as common areas (i.e. lounges, bathrooms, stairwells, hallways, etc.). They are responsible for the day-to-day general cleaning of public area spaces. The halls have an electronic keyless entry system that is active 24 hours a day and electronic exterior door monitoring. Some public areas also have video surveillance.

Potsdam Auxiliary and College Educational Services, Inc. (PACES)

What is PACES?

PACES is a not-for-profit corporation which has been providing essential services to the campus for 60 years. PACES' mission is to offer high quality products and services through the provision of auxiliary services while maximizing customer value and financial return to the benefit of the larger SUNY Potsdam community. PACES returns its net revenue to SUNY Potsdam.

All policies and operating budgets for PACES' services are established by the PACES Board of Directors: a group of four students, three faculty members, three College administrators, one member of the College Council, and the PACES Executive Director. PACES is the largest employer on campus, hiring student and community workers.

PACES manages and operates the SUNYCard office, Bear Express, Dining Services, The College Store, the Union Market, Vending Services and the MicroFridge rental program.

SUNYCard

SUNYCards are issued and replaced at the PACES Business Office in Merritt Hall. The SUNYCard is the campus ID card and is used to access to residence halls, Bear Express, and Meal Plan accounts. The cardholder is responsible for managing their accounts and balances: if a card is lost, stolen, or misplaced it can be de and re activated through BearPAWS. PACES is not responsible for purchases made with lost or stolen cards. A non-refundable fee of \$10 is charged for replacement of lost cards; damaged or broken cards are replaced free of charge.

Bear Express

A Bear Express account is a declining balance account. Customers place funds on the card for use on or off campus. A Bear Express account provides convenience: it is universally accepted on campus. Accounts are automatically opened for most students and balances appear on the student bill. Bear Express accounts should be reviewed, changed, or cancelled on the student bill through BearPAWS, prior to September 14 and February 1 of every year. Accounts may also be opened (and added to) with cash, check, or credit card at the PACES Business office. Unused balances roll over from semester to semester and balances (over \$20) are credited to accounts at the end of the academic year.

Dining Services

PACES Dining Services provides quality food, good value, and choice for its customers regardless of where they eat on campus. To meet the dining needs of campus customers, PACES operates restaurants at eight campus locations. Traditional all-you-can-eat meals are provided in Lehman Dining Center. Other campus dining units include a la carte areas: the Student Union Dining Court in Barrington Student Union, Dexter's Café in Thatcher Hall, Minerva's Café in the Crumb Library, the Crane Snack Bar in the Crane Complex, Becky's Place and Tim Hortons Café Express at Pratt Commons, and the Performing Arts Café in the Performing Arts Center.

PACES Dining Service has award winning services, food, and programs. In 2012, it was voted the #1 Dining Service in the SUNY System in the SUNY Student Opinion Survey. PACES Dining Services consistently has scored higher than the national average in most every category in the National Association of College and University Food Services Annual Benchmarking surveys. PACES Dining Services is evaluated on general satisfaction, food quality, value, service, nutritional content, healthy choices, vegetarian choices, variety, and freshness.

Meal Plans

PACES' meal plans allow students to eat whenever and wherever they want, and food is available up to seventeen hours a day on campus.

Signing up for Plans

Students are responsible for managing meal plan selections on BearPAWS. Any changes must be made by the close of business on Thursday of the first week of classes.

Meal plans are solely for use by the card holder. Keeping in mind that there are approximately 110 days in the academic semester, how many meals you choose to have available on your meal plan is an individual decision. When choosing what plan is best for you, think about how much time you expect to spend away from campus as well as your eating habits. Plan eligibility is based on residency requirements.

For a current description of meal plans and their structure, details, terms, conditions, and current pricing please visit www.potsdam.edu/studentlife/dining/MealPlans. Meal plan prices and structure are subject to change annually. Meal Plan selection is subject to review and audit by the SUNY Card office. Meal Plan contracts are valid for the academic year but students may change to other plans they are eligible for between semesters.

How Meal PLANS Work

PACES offers a wide variety of meal plans from the all-you-care-to-eat traditional residential plan to a flexible townhouse/commuter meal plan. Meal Plans are designed to meet the diverse needs of our student body and feature different combinations of Guaranteed Meals, FLEX Dining Credits, and Be-My-Guest passes.

Meal Plans have three parts: meals, flex credits, and guest passes. Meals are either issued weekly or in a block for the semester. Weekly meals must be used by Sunday at 2am –unused ones don't roll into the next week. You can use as many meals as you want in any given day. Weekly plans help to insure that meals are budgeted evenly through the semester.

Flex Credits allow you to purchase items at any time from any campus restaurant with your meal plan. Flex Credits are part of the meal plan contract and expire along with any unused meals at the end of the semester.

If a student uses all their Flex Credits before the semester ends, more can be added to the account at Dining Services registers or at the PACES Business office. FLEX credits have the purchasing power of one dollar but no cash value. Grabbing extras during the day, having a special meal, using them at the Maxcy concession stand, or supplementing the meal allowance is what this portion of the meal plan is designed for.

Guest Passes allow students to take a friend to Lehman Dining Center.

The College Store Complex

PACES operates The College Store, located in the Barrington Student Union. Textbooks, school apparel, school supplies, dorm living essentials, educationally priced computers, and unique gifts and merchandise are available here. The store is open six days a week during the academic year, with online shopping and textbook ordering at <http://bookstore.potsdam.edu>.

Textbooks

The College Store is the official SUNY Potsdam textbook retailer. Professors request specific books, editions, and course material which is available for pre pack ordering online or for pick up in the store.

Pre pack orders are filled before books go on sale in the bookstore. The online ordering system will show which titles are required, recommended, or suggested and which formats (new, used, e-book or rental) are available in the store.

Federal Law requires that course materials be listed online when students become eligible to register for classes (March and October). This means stores must estimate book costs and list them as of that date, which is

3-6 months in advance of purchase. Actual costs are displayed when the online system goes live - after The College Store staff has researched, competed, negotiated, bargained for the best deals on textbooks.

Online ordering begins in early August and two weeks prior to the start of the Spring Semester. Books can be paid for with Bear Express or a Credit Card. No charge is processed until books are packed – typically two weeks before the start of classes. Check email regularly for updates and notifications.

There are lots of reasons why textbooks cost as much as they do. Pricing depends on variables such as: title availability, timely faculty requisitions, published formats, age of edition, popularity, and publisher's "bundles" (CDs, DVDs, manuals, etc.). Come to the store and we'll explain the ins and outs of the textbook market.

The Union Market

The Union Market is the campus convenience store. Groceries, pharmacy items, cosmetics, electronics, candy, snacks, and a digital photo center are available in the store. The Market carries a wide assortment of magazines and serves hot coffee and breakfast sandwiches.

Microfridge Rentals

PACES rents microwave/fridge units to residential students for the academic year through The College Store's website. Online rentals are available from the first orientation session until three weeks prior to the start of the Fall semester, or when all units are rented. For more information visit <http://bookstore.potsdam.edu>.

ATM Services on Campus

PACES contracts with North Country Savings Bank to provide two ATMs on campus. They are located in the Student Union lobby and Carson Hall, adjacent to Becky's Place. Students with North Country Savings Bank accounts receive "fee-free" ATM withdrawals at both ATMs on campus, and at all other North Country Savings Bank ATMs.

The Counseling Center

The Counseling Center staff provides individual or group counseling to any registered SUNY Potsdam student. Counseling may assist with a wide range of issues, but focus is on empowering a client to continue towards their educational goals in a way that is most healthy for the individual. We view each person as a unique individual and offer a safe, confidential place to discuss problems. SUNY Potsdam students often use the Counseling Center to focus on: relationship problems, depression, anxiety and stress control, relaxation and yoga, eating disorders, homesickness, social phobias, sexuality concerns, career and academic major decisions, family of origin issues, psychiatric disorders, and many others. Support groups are formed based on need or interest. For those who prefer a self-help approach, we have an extensive self-help library, as well as a light box to assist students struggling with Seasonal Affective Disorder.

The Counseling Center offers full psychiatric services to any registered student at the College. Our psychiatrist provides diagnostic evaluations, psychotherapy and when approved, medication therapy and medication monitoring services for students utilizing their services. In addition, the psychiatrist provides clinical consultations to the professional staff of both The Counseling Center and Student Health Services.

We provide consultation and workshops on a wide variety of topics in an effort to help faculty, staff and students understand how to help

their fellow SUNY Potsdam community members. One workshop of particular importance to us is QPR Suicide Prevention Training (Question, Persuade, Refer) to faculty, staff and students; over 1300 campus members have been trained in the past three years.

The Counseling Center provides free yoga and meditation classes throughout the academic year. Yoga can be an effective resource that helps individuals reduce stress while increasing psychological and emotional balance in a person's life. A certified yoga instructor facilitates group and individual work. Just outside of our office, we have installed a tile labyrinth available to students and staff for meditative purposes.

The Wellness Advocates (known as campus as a "WAs") are Peer Counselors; fellow SUNY Potsdam students who have completed a training internship. If you live on campus, WAs will come right to your room. If you live off campus, you can talk on the phone or meet on campus. For a Wellness Advocate, call: 315-261-8942 or 315-261-8873 between 4:30 p.m. and 8:00 a.m., 7 days a week while Fall and Spring classes are in session.

Student Health Services

SUNY Potsdam's Watkins Student Health Center, in Van Housen Hall, is accredited by the Accreditation Association for Ambulatory Health Care. This accreditation means that health services has met nationally recognized standards for health care and that we are committed to providing high-quality care to all students. In addition to serving as a clinic for students who need health care, Student Health Services makes significant contributions to the physical and psychological health of the entire campus community. The following highlights some of the services that SUNY Potsdam's health center provides:

- Free appointments
- Medications dispensed for most acute illnesses for a small fee; prescriptions to fill at a local pharmacy are free
- On site laboratory services
- Review and maintenance of health records for all students in accordance with NYS law
- Allergy shots
- Self-Care Center for colds and flu
- Physicals for college athletes, travel abroad, or employment
- Confidential HIV testing and counseling
- Psychological screening and referral
- Reproductive health counseling and treatment
- Smoking cessation counseling
- On-site student insurance representative
- Annual Wellness Fair
- Flu shot clinics
- Full-time health educator

EXAMS ARE BY APPOINTMENT ONLY.

Appointments are scheduled online at: BearPAWS > New Student Services > Student Health Services Portal.

Campus Ministry

The goals of the Campus Ministry are to enhance spirituality on campus, to encourage and give guidance to those who desire participation with a particular place of worship with the community, to be available to those who have spiritual needs or wants, and to foster the personal and spiritual development of individuals.

With these goals in mind, the campus minister plans and oversees programming activities including discussion groups, study sessions, retreats and conferences, and other events that support the spiritual needs of the campus community. Programs may include presentations on faith, culture and morality; theological discussions and debates; belief expressed in acts of charity; the pursuit of religious truth within a spirit of community; and peace and justice.

The campus minister also builds connections between the College and local faith communities in an effort to create and promote opportunities for students to explore and express their spiritual nature. Finally, the campus minister maintains posted office hours for students dealing with questions of faith, grief, relationships, and any range of issues or matters calling for support.

SUNY Potsdam Child Care Center, Inc.

SUNY Potsdam Child Care Center, Inc. is a non-profit, privately run childcare facility centrally located on campus in Merritt Hall. The Center accepts children for care from six weeks through age nine, to include school age, after school, vacation and snow days. Staff members are carefully screened and well trained; many hold degrees in early childhood education. The Center serves children of SUNY faculty, students and staff, as well as the community at large, providing a safe, loving environment with child-centered programs, and meals prepared at the Center. Space is limited, so it is very important to contact the Center as soon as a need for childcare is known. For more information, contact the Center's Director at 315-267-2391 or log on to the website: www.potsdam.edu/faculty/spccc.

University Police

The University Police at SUNY Potsdam provides the highest levels of safety and security through a professional, skilled and compassionate workforce. The Department strives to support a rich academic and diverse social experience at Potsdam by working in tandem with all departments and organizations on campus while promoting strong and positive relationships with our surrounding communities.

Currently, the Department is staffed with nine police officers, two Lieutenants, one Chief of Police and two civilian employees. We also hire about 15 students each year who serve as clerical and dispatch assistants. The Department is a fully functioning law enforcement agency that is responsible for the enforcement of federal, state, county and local laws. We also help members of the college community comply with campus rules and regulations. However we pride ourselves with being a service-oriented Department that offers personal safety and crime prevention programming, 24 hour per day lock-out assistance, vehicle jump-starts and many other kinds of services. We also administer the campus parking program and participate in the Campus Mediation Center.

Members of the campus community will find University Police officers and staff throughout the university on foot, bike and vehicle patrol. They serve on many committees including the Campus Safety Advisory Committee, the Parking Committee and the committee charged with tobacco use on campus.

The University Police Department prepares the Annual Security Report each year that provides detailed crime statistics on and around the campus and describes many of our campus programs and processes. This can be viewed at www.potsdam.edu/studentlife/safety/index.cfm (Annual Report). A hard copy or digital version is also available

from University Police at 315-267-2222 or universitypolice@potsdam.edu. This statistical information is also available through the United States Department of Education web site: www.ope.ed.gov/security/.

Computing & Technology Services

Computing & Technology Services (CTS) provides support and leadership for SUNY Potsdam in all areas of information technology including desktop computing, networking, administrative systems and telephone services. To learn about the many services we provide and support, CTS strongly encourages students to visit our regularly updated website at www.potsdam.edu/cts.

For questions or concerns, students can contact our Helpdesk by calling x2083 or sending email with questions or concerns to: helpdesk@potsdam.edu. Students are always more than welcome to stop by our Helpdesk location in Stillman Hall 103.

ACADEMIC PHILOSOPHY

The academic programs at SUNY Potsdam offer students the opportunity to combine career preparation with strong liberal arts education. The College maintains its emphasis on the liberal arts because we believe that liberally educated individuals are best equipped to respond to challenges and to take advantage of opportunities in all areas of life. The liberal arts foster the flexibility needed to adapt to our rapidly changing a society by developing skills in observation, analysis, communication, research, and judgment that are applicable in any situation.

The curriculum at SUNY Potsdam also encourages students to pursue professional preparation through selected degree and certification programs as well as second majors and minors at the same time that they study the liberal arts. The curriculum at SUNY Potsdam blends the liberal and the professional to prepare the whole person for the challenges of living in a complex and changing global environment. This philosophy governs all of the programs of the College, from performance in The Crane School of Music to secondary education certification in the School of Education and Professional Studies, from studio art to biology or sociology in the School of Arts and Sciences.

The College desires to provide the opportunities for students to develop into citizens who are able to contribute in a positive, creative way to the demands of our society, and who have the knowledge, skills and experiences to accomplish their personal goals. The Potsdam Graduate, adopted by the Faculty and SUNY Potsdam, is a statement of the College's expectations of the SUNY Potsdam student expressed in terms of knowledge, skills and experiences to be acquired during the college experience.

The Potsdam Graduate

The Potsdam Faculty believes that an educated person is one who can thrive and provide leadership in our complex, ambiguous and mutable world. Such an individual possesses not only knowledge and skills, but also the commitment to apply them reflectively in order to create a more humane, sustainable and just world.

An educated person is one who aspires to learn throughout life and is committed to the search for truth through free inquiry and open debate. While all aspects of the student experience contribute to such an education, the curriculum is central. Each student's curriculum is ideally an integrated whole, consisting of three components: the general education program which provides a framework of skills, knowledge

and experience for learning; a major that permits disciplined study of a particular body of knowledge; and in most programs of study, electives that allow students to shape learning to individual goals and needs.

Skills

Students will demonstrate the ability to:

- organize thought and communicate in written and oral form
- reason analytically, formally, symbolically and quantitatively
- solve problems by creative synthesis of knowledge
- judge, appraise and evaluate, in matters ethical, aesthetic, empirical and logical
- locate, evaluate, and effectively use information
- use technology appropriately to solve problems and disseminate ideas

Knowledge

Students will demonstrate knowledge of:

- the historical method of investigation, including knowledge of the heritage of Western Civilization and of at least one non-Western culture
- fundamental biological and physical concepts
- the impact of human activities on the environment
- contemporary social institutions, including their underlying values and principles.
- both historical and contemporary currents in and approaches to literature, arts, and philosophy
- a second language and of the culture of speakers of that language the rights and responsibilities of citizens and the principles of democratic civic engagement

Experiences

Students will experience opportunities to:

- actively engage with the creative process in the arts
- explore the way the sciences generate, organize, and verify scientific concepts
- participate in physical activities that include instruction emphasizing the importance of life-long health and wellness
- serve the campus as well as the wider community

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 personal and professional relationship between a student and their faculty adviser, built through the process of periodic communication. Advising 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, increasing their overall connection the College and its mission, as well as assisting them in making the academic decisions that are ultimately their responsibility. 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 POLICIES AND PROCEDURES

SUNY Potsdam Academic Honor Code

I. Academic Integrity

Throughout their history, institutions of higher learning have viewed themselves and have been viewed by society as a community of persons not only seeking the truth and knowledge, but also seeking them in a truthful and ethical fashion. Indeed, the institution traditionally trusted by the public and the one to which individuals most often turn for unbiased factual information is the university. Thus, how a university behaves is as important as what it explores and teaches. SUNY Potsdam expects all members of its community to conduct themselves in a manner befitting this tradition of honor and integrity. Enrollment at the College requires a commitment to the principles of the SUNY Potsdam Academic Honor Code both in spirit and in adherence to rules and policies. The Academic Honor Code makes SUNY Potsdam a better and more enjoyable place as it affords to each member of the SUNY Potsdam community the trust and freedom that honesty promotes.

Personal honor, integrity and respect for the word and work of another are the basis of the Academic Honor Code. Thus, it is the responsibility of every student enrolled in SUNY Potsdam to adhere to and uphold this Code in pursuit of academic integrity. The Academic Honor Code furthers this effort by prohibiting lying, cheating and stealing.

This Code applies to all academic programs, faculties and departments at the College both graduate and undergraduate. More detailed standards of academic conduct may be set forth by each of the schools and individual faculty members. It is the responsibility of every member of the academic community to be familiar with and supportive of the Academic Honor Code.

II. Academic Honesty Pledge

On all academic work done by students at SUNY Potsdam, the pledge below is either required or implied. Furthermore, this statement is regarded as an indication that the student understands and has complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

“On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor.”

III. Basic Standards of Academic Integrity

Specific acts that are considered to be academic dishonesty and that are prohibited by this Code include, but are not limited to:

1. **Cheating:** using unauthorized notes, study aids or information on an examination; altering graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name.
2. **Plagiarism:** presenting, as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to, exams, papers, any writing or printed text, computer programs, web sites, art, music, photography or video.
3. **Fabrication:** falsifying or inventing any data, citation or information.
 - a. **Citation:** any attribution to, or use of, a source (real or invented)

from which the referenced material was not obtained, including use of a quoted reference from a non-original source while implying reference to the original source.

- b. **Data:** presenting data that were not gathered in accordance with standard guidelines defining appropriate methods for data collecting; generating data and failing to include an accurate account of the method by altered or contrived manner in such a way as to be deliberately misleading.
- c. **Information:** providing false information in connection with any inquiry regarding academic dishonesty.
4. **Multiple submissions:** submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent of the course instructor(s) to whom the materials being or has been submitted.
5. **Obtaining or providing an unfair advantage:**
 - a. Gaining or providing access to examination materials prior to the time authorized by the instructor.
 - b. Stealing, destroying, defacing or concealing library materials or other shared-use materials.
 - c. Providing materials, information or other assistance on an academic assignment without authorization from the instructor(s).
 - d. Gaining or providing access to previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination.
 - e. Intentionally obstructing or interfacing with another student's academic work.
 - f. Assisting others in the violation of this Academic Honor Code.
6. **Falsification of records and official documents:** altering documents affecting academic records, forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, attendance list or any other official College document.

IV. Procedures, Due Process and Student Rights

SUNY Potsdam's procedure for the enforcement of the Academic Honor Code lies within the campus judicial system. The College judicial procedures and students' rights within these procedures are listed in the "Code of Student Rights, Responsibilities and Conduct" found in the Guide to Student Life (www.potsdam.edu/studentconduct). The Campus Judicial System in consultation with the course instructor(s) will assign appropriate sanctions should it be determined that a student is responsible for a violation of the Academic Honor Code.

Note: The information and definitions listed in this Honor Code were adapted from The SUNY Potsdam Academic Integrity Policy, the Northwestern University Principles Regarding Academic Integrity www.northwestern.edu/uacc/uniprin.html, and The Rice University Honor Council <http://honor.rice.edu/>.

Potsdam Information Technology Acceptable Use Policy

SUNY Potsdam has an Information Technology Acceptable Use Policy that all students, faculty and staff, as well as other authorized users must comply with. To view this policy in detail, go to www.potsdam.edu/cts/policiesforms/acceptableuse.cfm.

Academic Honors

President's List

To be named to the President's List students must have completed at least 12 numerically graded undergraduate credit hours for the semester with a semester grade point average of 3.50 or higher. A notation of this honor will be printed on the transcript.

Dean's List

To be named to the Dean's List students must have completed at least 12 numerically graded undergraduate credit hours for the semester with a semester grade point average of 3.25 to 3.49. A notation of this honor will be printed on the transcript.

Graduation with Honors

Students qualifying for degrees of distinction must have completed a minimum of 60 academic credit hours at SUNY Potsdam, of which 75 percent must be numerically graded. These students will receive a degree cum laude for a cumulative average of 3.25 to 3.49; a degree magna cum laude for a cumulative average of 3.5 to 3.74; and a degree summa cum laude for a cumulative average of 3.75 or above.

To be eligible to wear College Honors Cords at commencement ceremonies, a student must have at least a 3.25 cumulative grade point average at the end of the previous fall semester and have completed a minimum of 45 academic credit hours at SUNY Potsdam, of which at least 75 percent must have been graded numerically.

Honor Societies

One of the highest academic achievements any student can attain is election to an honor society; it is a tangible, highly valued and widely recognized symbol of success. Potsdam students have the opportunity to gain such important recognition by the following honor societies:

Alpha Kappa Delta (sociology)
 Alpha Phi Sigma (criminal justice)
 Alpha Psi Omega (theatre)
 Alpha Sigma Lambda (all disciplines for non-traditional students)
 Beta Beta Beta (biology)
 Epsilon Delta Pi (computer and information sciences)
 Eta Sigma Gamma (health)
 Gamma Sigma Epsilon (chemistry)
 Kappa Delta Pi (education)
 Kappa Pi (art)
 Lambda Alpha (anthropology)
 Lambda Pi Eta (communication)
 Omicron Delta Epsilon (economics)
 Omicron Delta Kappa (leadership)
 Phi Alpha Theta (history)
 Phi Eta Sigma (national honor society for freshmen)
 Phi Kappa Phi (national honor society for juniors and seniors)
 Phi Sigma Tau (philosophy)
 Pi Delta Phi (French)
 Pi Kappa Lambda (music)
 Pi Mu Epsilon (mathematics)
 Pi Sigma Alpha (political science)
 Psi Chi (psychology)
 Sigma Beta Delta (business management & administration)
 Sigma Delta Pi (Spanish)
 Sigma Gamma Epsilon (earth sciences)
 Sigma Pi Sigma (physics)
 Sigma Tau Delta (English)

Scholarships and Awards

The College bestows a number of scholarships and other awards upon students whose outstanding performance merits special recognition. These awards emphasize the value placed on academic achievement and excellence by the College and are presented annually at the College's Honors Convocation.

For endowed Honors Convocation awards, see the Scholarships section of this catalog beginning on page 26.

Student Classifications

Matriculated Students

Matriculated students have completed the SUNY Potsdam application form, paid an application fee, had credentials reviewed by the Admission Office, been accepted as degree candidates in a particular curriculum, registered for classes and attended them at least one day. Such students are considered to be matriculated until they graduate or are dismissed.

Non-matriculated Students

Non-matriculated students also go by other informal names (e.g., casual, guest, special, non-degree). They have not been formally admitted to the College as degree candidates. Normally 30 credit hours taken at SUNY Potsdam as a non-matriculated undergraduate may be applied toward the requirements for a baccalaureate degree. Acceptance of more than 30 credit hours taken as a student in this status may be approved by the dean of the School in which the student is accepted for matriculation.

Full-time Students

Students who are registered for 12 or more credit hours in a given semester are considered full-time. Full-time students pay a uniform tuition and College fee. Full-time students may subsequently become part-time students and vice versa.

Part-time Students

Students who are registered for fewer than 12 credit hours in a given semester are considered part-time. Part-time students pay tuition and fees by the semester hour. Part-time students may subsequently become full-time students and vice versa.

Class Standing

Matriculated students are classified according to the number of credit hours earned:

Freshman	0-23 credit hours
Sophomore	24-56 credit hours
Junior	57-87 credit hours
Senior	88+ credit hours

Lower Division

Students who have earned fewer than 57 credit hours are classified as freshmen or sophomores. Such students typically register for coursework at either the 100 or 200 levels. Likewise, courses offered at the 100 or 200 levels are described as lower-division offerings. It should be noted that all work taken at a two-year, community or junior college is considered lower-division work.

Upper Division

Students who have earned 57 or more credit hours are classified as juniors or seniors. Such students typically register for courses at the 300 and 400 levels and occasionally (with special permission) may register for

courses at the 500 level. Likewise, courses offered at the 300 and 400 levels are described upper-division offerings. It should be noted that graduation requirements mandate completion of at least 45 credit hours of upper-division work, 15 of which must be in the major.

Transfer Students

Students completing a minimum of 12 credit hours of coursework at another accredited college or university subsequent to high school graduation are considered transfer students.

Every student accepted in a SUNY Potsdam baccalaureate degree program, regardless of whether enrolling as a freshman or transfer is bound by the same academic policies and procedures and must satisfactorily complete all specified requirements for the degree.

Requirements for graduation are binding for six years from the date of one's initial college matriculation. For transfer students, this date coincides with the initial matriculation date at the first college attended. This assures continuity of the academic advising process between two- and four-year programs. Every student pursuing a bachelor's degree at SUNY Potsdam must complete a minimum of 30 credit hours of SUNY Potsdam coursework, which includes at least 15 upper-division credits in each academic major. Forty-five upper-division hours are also required for the bachelor's degree. (Music majors should consult requirements specified for the Bachelor of Music degree.)

Transfer students who complete the Associate in Arts degree (A.A.) or Associate in Science degree (A.S.), including an academic program considered parallel to that which they pursue at SUNY Potsdam, will be guaranteed the opportunity to complete the Bachelor of Arts or Bachelor of Science degree within four semesters of full-time enrollment, assuming satisfactory progress. Students who pursue New York State teacher certification may, in some cases, need to enroll for one additional semester in order to complete the professional semester component of student teaching.

Class standing is determined by the number of credit hours completed by an individual (this includes both SUNY Potsdam and transfer coursework). Transfer students entering SUNY Potsdam upon completion of the A.A., A.S. or A.A.S. degree are granted full junior class standing.

College Credit Policies

Students nominally earn course credits at the rate of one credit for each hour of time spent in class per week over the period of one semester. The actual formula, however, is based upon minutes spent in class (e.g., a minimum of 15 meetings x 50 minutes = 750 minutes = 1 credit hour). Thus, to earn 3 credits for completing a 3-hour course, students must pass the course, and the class itself must meet 2,250 minutes or 37.5 hours. Online courses must require the equivalent amount of academic work and meet the same learning outcomes as a face-to-face course earning the same number of credits.

Liberal Arts Credit

A course carrying liberal arts credit is a course of college-level work designed to contribute to students' intellectual and cultural and/or artistic growth. In such a course, the study is devoted to historical, cultural, analytical, evaluative, theoretical or conceptual treatments of the subject matter.

Non-liberal Arts Credit

A course carrying non-liberal arts credits is a course of college-level work designed primarily to help students develop appropriate skills, knowledge and attitudes necessary for the pursuit of specific professions or vocations. In such a course the majority of the study focuses on methods, techniques, technical skills, practical applications, or specialized knowledge with a narrow range of applicability outside of the given field. Non-liberal Arts courses are indicated with an @ sign in the course title.

Credit Loads

Part-time load = 0-11 credit hours

Full-time load = 12-19 credit hours (including P.E. experiences)

Overload = above 19 semester hours (including P.E. experiences)

Applying for an Overload

1. Students must be a sophomore or higher, have a 3.0 GPA, and complete an overload form available in the office of each school dean, including the signature of adviser and appropriate dean or designee.
2. Students must state their reasons for needing the overload on this form. Dean's reasons for granting or denying students' request will also be recorded on this form.

Summer Session and Winterim Course Load

1. The maximum course load for any Summer School Session lasting four weeks or more is seven credit hours.
2. The maximum course load for any session shorter than four weeks is four credit hours.
3. For overlapping sessions, the maximum course load is seven credit hours.
4. In exceptional circumstances, overload hours may be approved with written permission from the dean (or designee) and the faculty members of the applicable courses being registered for.

Prerequisites for Courses

Students and their advisers need to carefully check course descriptions in the Undergraduate Catalog to ensure that students possess the competence to undertake specific coursework. Frequently, a lower-division or introductory-level course may be a requirement for upper-division or advanced courses. Occasionally, however, the description may simply require a consultation with the instructor and his or her permission.

Course Levels

Courses are numbered to provide a measure of their difficulty. For instance, it would normally be unwise for freshmen, without previous experience in a discipline, to register for a 400-level course. These course levels are listed as follows:

100-299	Undergraduate lower division
300-499	Undergraduate upper division
500-599	Graduate (Advanced undergraduates may take them, with permission, for undergraduate credit.)
600-699	Graduate (Limited to graduate students and seniors with permission.)

Graduate Courses for Undergraduate Students

Courses at the 500-level are designated as graduate courses, but may, with permission of the instructor, be taken by upper-division undergraduates

(students who have earned 57 or more semester hours of credit) on a space-available basis for undergraduate credit. Courses at the 600-level are limited to students seeking graduate credit only.

Seniors wishing to enroll in courses for graduate credit must complete an application with Graduate Studies, Satterlee Hall 116. Seniors may enroll in graduate coursework for graduate credit under the following conditions and on a space-available basis. They must:

1. Have a cumulative GPA of at least 3.0, at least 75 hours earned in numerical grading;
2. Be within 9 hours of completing their undergraduate program;
3. Register for no more than 6 hours of graduate credit;
4. Register for no more than 15 credit hours of combined undergraduate and graduate courses; and
5. Be approved by the department offering the course(s).

Auditing Courses

Certain academic courses may be audited on a space-available basis with instructor's permission. Faculty, staff, members of their immediate family, registered students, and alumnae of SUNY Potsdam may audit without paying an auditing fee. All others may be assessed an auditing fee per course. Courses in which studio, laboratory, performance, observation, travel, or other active participation is involved may only be audited at the discretion of the instructor and chair of the department. There is a cost of \$50 per course, unless you are directly associated with SUNY Potsdam. Fee is subject to change and additional fees (lab, technology, athletic, travel, etc.) may apply.

High school students may audit courses. To do so, they must complete the course audit form, be a junior or senior, and have written permission from their principal or guidance counselor.

Anyone auditing a course shall not be enrolled in that course and shall not be listed on its roster. Auditors do not earn academic credit or any formal recognition. Auditors are not required to meet the requirements of the course and the instructor is not obligated to evaluate their work in any way. Persons who want to audit a course should obtain a "Request to Audit Form" from the Office of Extended Education or online at www.potsdam.edu/exted. The form requires the written approval of the course instructor and the chair of the department offering the course. Completed forms must be submitted to the Office of Extended Education. A course audit may be revoked if space is limited, and if a formally registered student wishes to enroll in the course by the official posted late-add deadline. Auditors only attend at the discretion of the course instructor and are subject to all appropriate guidelines under the student Code of Conduct.

Remedial Credits

Credit hours earned in classes which are primarily remedial or college preparatory in nature may not be counted among credit hours earned or toward degree requirements.

Credits Not Earned at SUNY Potsdam

Transfer Credits

Definition: Credits earned for instruction not under the direct control of SUNY Potsdam are transfer credits.

Acceptance of Credit: The Academic Transfer Services Office is responsible for evaluation of transfer credentials. Credits will be accepted for coursework completed with a 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 or foreign institution). Guidelines issued by the American Association of College Registrars and Admissions Officers (AACRAO) will be used where necessary and applicable to assist in evaluation.

An official evaluation of transfer credit will be completed for each transfer student at the time of acceptance to the College. This evaluation constitutes an agreement between the student and SUNY Potsdam and is binding for six years from the catalog date indicated on the evaluation. During that time no changes may be made to the detriment of the student because of subsequent changes in College policy or 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. Therefore, they are not included in eligibility for the President's List, Dean's List or honors designations.

Transfer credit from colleges on the quarter plan necessitates numerical conversion to semester credit hours (quarter hours \times 2/3 = semester credit hours).

Upper-Division Credit: No community college course may be transferred for upper-division credit. Courses taught at the lower-division level at the transfer institution will transfer as lower-division credit. Such a course may transfer as equivalent in course content to an upper-division SUNY Potsdam course; however, it will not count as upper-division credit.

Major Field Credit: The decision as to whether and how transferred credits apply toward completion of a major at SUNY Potsdam rests with the major academic department. Note: A grade of C or better must be earned in each course to be applied toward the major or major cognates. In addition, a minimum of 15 credits in the major at the upper-division level must be completed at SUNY Potsdam.

Liberal Arts Credit: In general, credits earned in a department corresponding to an arts and sciences department at SUNY Potsdam will be considered liberal arts. Should the liberal arts content of a particular course be questioned, the decision will be made by the Academic Transfer Services Office in consultation with the department concerned. Courses from departments of education, military science or business administration are defined as non-liberal arts. If students question the determination of non-liberal arts credit for courses originating in such departments, they may appeal to the Academic Transfer Services Office for a reexamination of the decision.

Transfer credits from departments which do not exist at SUNY Potsdam may be given liberal arts credit. In such cases, the decision will be made by the Director of Academic Transfer Services in consultation with related departments.

Transfer Support Services

SUNY Potsdam acknowledges that students transferring from one academic environment to another face special needs and concerns. Any student having questions relating to the transfer of credit to SUNY Potsdam is encouraged to stop by Academic Transfer Services, 305 Raymond Hall, 315-267-2932.

SUNY Student Transfer Appeal Processes

The State University of New York has an appeal process pertaining to decisions regarding the transfer of credit from SUNY Community Colleges to baccalaureate programs at a SUNY institution, according to the SUNY guidelines for eligibility.

This process is only for SUNY Community College students who have been accepted or are currently enrolled in baccalaureate programs at a SUNY institution, and who do not agree with the campus decision regarding acceptance or placement of credit earned elsewhere in SUNY.

The coordinator of the appeal process is Susan Manfred, Director of Academic Transfer Services. Students wishing to pursue this process should contact Ms. Manfred by phone at 315-267-2237 or by email at manfresr@potsdam.edu. If a concern is not resolved through informal communication between the appropriate program director or academic department chair, the following processes are available.

Appeal at the SUNY Potsdam Campus Level

Step One: The student submits a written letter outlining the reasons for the appeal to the appropriate program director or chair. For instance, appeals regarding General Education credit are submitted to the Director of General Education and appeals regarding a major degree program are submitted to the chair of the department in which the degree program is located. The Academic Transfer Services Office can assist a student in identifying the appropriate person to whom a specific appeal should be submitted.

Within five business days of the date of receipt of the appeal, the program director or chair will respond to the student in writing regarding the disposition of the appeal.

Step Two: If the student is not satisfied with the decision rendered in Step One, a Step Two appeal may be submitted to the Office of the Provost outlining the reasons for the appeal and responding to issues raised by the program director or chair in Step One. The Provost or a designee will respond in writing to the student in five business days of receipt of the Step Two appeal.

Note: An appeal at the SUNY System level is available, as outlined below. The Academic Transfer Services Office can supply the appropriate forms for this level of appeal.

Appeal at the SUNY System Level

If the student has not had a response from the campus within ten business days, or is not satisfied with response at the campus level, he/she can submit an appeal to the SUNY Provost with supporting materials. The SUNY Provost or designee will gain additional information from the receiving institution as needed. The SUNY Provost will respond to the student within five business days from receipt of completed appeal application.

If the SUNY Provost reverses the campus decision on a course, that reversal will apply only to that student, not to the generalized acceptability of the course. All decisions will be officially communicated to the student and the campus provost or provost's designee. If appropriate, the SUNY Provost may recommend that the University-wide Transfer Review Committee consider this course during deliberations during the next campus appeal cycle.

Advanced Placement Examination Credits

A student who has had advanced work in one or more subjects in high school may be granted college credit on the basis of college Board Advanced Placement (AP) Examination scores. The assignment of college credit will be determined by the Academic Transfer Services Office.

AP credit may be applied toward General Education requirements, major/minor requirements or electives. Students who have earned such credit should have official score reports forwarded to the Academic Transfer Services Office. Application forms and a bulletin of information about the AP Examinations may be obtained from the College Board Advanced Placement Examinations, P.O. Box 992, Princeton, New Jersey 08540.

For further information on how AP Credit may be used to satisfy General Education requirements, see page 60.

College-Level Examination Program (CLEP)

The College-Level Examination Program provides the opportunity for non-traditional students to earn college credit by examination. CLEP information may be obtained from: CLEP, Educational Testing Service, Princeton, New Jersey 08540. SUNY Potsdam accepts CLEP credit as follows.

General Examinations: no credit is granted for CLEP general exams.

Subject Examinations: credit for general CLEP subject exams is granted for students earning the minimum score (equivalent to a C/2.0 grade) or higher as recommended by the American Council on Education (ACE). The suggested credit to be awarded for each exam is clearly indicated on the official CLEP report. In order to gain credit for CLEP exams, students must have an official score report sent directly from ETS to the SUNY Potsdam Academic Transfer Services Office.

International Baccalaureate Program (IB)

With its origins in Europe, the International Baccalaureate Program is a secondary education program now being offered by a number of high schools in the United States. SUNY Potsdam welcomes applications from IB students.

College credit for higher level IB subjects will be granted on a course-by-course evaluation for each subject in which a student earns a score of 4 (satisfactory) to 7 (excellent). In order to gain credit, students must have both a final high school transcript and official IB score report/transcript mailed directly to the Academic Transfer Services Office.

Military Credit

College credit for military education will be granted on a case-by-case basis for students who provide official educational documentation. Students should have official Community College of the Air Force, AARTS, SMART or Joint Services Transcript (JST) transcripts mailed directly to the Academic Transfer Services Office. Granting of College credit for the AARTS, SMART and JST transcript is based on recommendations from the American Council on Education (ACE) as noted on each transcript.

Credit by Examination in The Crane School of Music

See Part I in The Crane School of Music publication, Academic Information Supplement available online at www.potsdam.edu/academics/crane (click on Quick Link "Degree Programs," and then, on the right side of the page, select the year the student began college).

Grading and Course Related Policies

Undergraduate Grading System

A numeric system: grades are entered on the student's permanent record and calculated into the cumulative grade point average (GPA). Levels of achievement are indicated according to the following intervals:

- 4.0 = A Excellent
- 3.7
- 3.3
- 3.0 = B Good
- 2.7
- 2.3
- 2.0 = C Satisfactory
- 1.7
- 1.3
- 1.0 = D Minimum for which credit is awarded
- 0.0 = F Failure

An alternate grading system: students may opt to be graded by an alternative grading system (S/U) in individual courses.

"S" is recorded for a grade of 2.0 or higher.

"U" is recorded for a grade lower than 2.0.

Both "S" and "U" are recorded on the permanent record, but neither is calculated in the cumulative grade point average. "S" confers credit for a course; "U" does not.

Students may consider this option for a maximum of 14 credit hours during an entire college career, but cannot choose it when repeating a class. To select this option, students must file a form with the Registrar's Office before the end of the withdrawal period (the end of the eighth week of classes). Instructors will continue to report achievement in the numerical system. Disclosure of this grading option to the instructor is at the student's discretion.

In certain courses the College itself may award an S* or U* (e.g., P.E. experiences, student teaching). An S* denotes satisfactory performance; U* denotes unsatisfactory performance. Students graded in this manner will not have such credits counted toward the 14 credit hour maximum.

Incompletes

The grade of Incomplete, noted as "Inc" on the grade report, may be reported by an instructor only under the following circumstances:

1. The student has requested an Incomplete.
2. Course requirements have not been completed for reasons beyond the student's control (e.g., illness or family emergency).
3. The student has completed the majority of the work for the class, and the student can accomplish the remaining requirements without further registration.

An incomplete form specifying the course requirements remaining to be fulfilled and the timeline for completion should be filed in the appropriate dean's office.

The conditions for changing the grade of "Incomplete" to a final grade must be met by the end of the next regular semester following issuance of the grade.

"Incompletes" not completed by the appropriate time will automatically be converted to 0.0, "U" or "U*", depending upon the student's choice of grading option or the designation of the course at the time of the original registration.

Early Alert System

At the end of the sixth week of each semester, SUNY Potsdam contacts class instructors regarding the achievement of students. Instructors are requested to complete an Early Alert for any student with a course grade of 2.0 or below at that time. On the Early Alert roster, instructors may record the student's grade, make suggestions for academic improvement, and/or make additional comments if desired. This information is then reported to students, their advisers, and various support offices.

Repeating Courses

Students may repeat a course only once. Permission to repeat a course will be further limited by available space, providing priority for first-time registrants. In extraordinary circumstances students may repeat a course more than once with the permission of the appropriate dean.

Students who drop a course during the Add/Drop period, or who formally withdraw before the end of the eighth week of classes, have not earned a grade. Accordingly, if they choose to register for the same course in another semester, this does not constitute a repeat. However, a second registration may also be limited by available space.

The following rules govern the recomputation of grades and credits earned:

- All courses repeated at SUNY Potsdam will be graded on a numeric basis—the S/U grading option may not be chosen. This rule does not apply to those courses which may be taken only for S*/U* grades.
- A numeric grade replacing a numeric grade: If the new grade is higher than the original grade, the student earns the differential in quality points but no additional credit hours (unless the original grade was 0.0). If the new grade is equivalent to or lower than the original grade, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.
- A numeric grade replacing an “S” grade: If the new grade is 2.0 or higher, the student earns the quality points but no additional credit hours. If the new grade is less than 2.0, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.
- A numeric grade replacing a “U” grade: If the new grade is 1.0 or higher, the student earns the quality points and the additional credit hours. If the new grade is 0.0, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.
- On the permanent academic record, repeated course grades that are included in the GPA calculation will be noted with an “I” for “include”; those not included in the GPA calculation will be noted with an “E” for “exclude”.
- Students repeating a course which previously had a 195, 295, 395 or 495 number, or which was taken at another college, must notify the Registrar's Office so that the repeat can be correctly coded on their academic record; other repeated courses will be coded by an automated process.

Note that while the grades of courses taken at another college are not included in the SUNY Potsdam GPA, if a student repeats a course at another college and earns a higher grade, the lower grade will be excluded from the SUNY Potsdam GPA.

Changing Recorded Grades

Grades submitted to the Registrar's Office are final. The only permissible reasons for changing a grade are: a) to correct an error in recording or

computation; b) to remove a grade of “Incomplete”; c) to reflect the judgment of a department acting in accordance with established College procedures concerning grade appeal.

Changes in grades already recorded in the Registrar's Office can be made only by: a) the instructor who awarded the grade; b) by the department chair in cases where the instructor is unable to do so (because of leave, resignation, etc.); or c) by the department chair acting in accordance with established College procedures concerning grade appeal.

All grade changes for a semester must be submitted by the end of the next regular fall or spring semester. Any grade changes submitted after the stated deadline require the additional approval of the dean of the appropriate school.

Course Syllabi Statement

Beginning on the first day of each class the instructor shall make available to each student (and deposit in the office of the respective academic dean) a current syllabus containing information on course objectives, general description of course material, listing of course activities, evaluation procedures, grading policy, attendance policy, office hours and faculty contact information.

Class Attendance

Students are responsible for meeting all academic requirements of a course and following the attendance policy set by the instructor. This policy must be announced during the first class meeting and must be explicitly stated in the course syllabus. For an online or hybrid course, the first class meeting is the first day of the semester or session or as defined for that course.

Students are expected to attend the first class meeting or, for an online or hybrid course, log in to the course utilizing the specified course management system (e.g. Blackboard) by the first day of class. Should a student fail to do so without offering his/her instructor an explanation within 48 hours, the instructor may drop the student from the course. It remains the student's responsibility to verify course drops.

In general, students are expected to attend all classes. Students are responsible for all work missed because of class absence. Instructors shall establish procedures to accommodate students who miss class work due to excused absences. An excused absence consists of an absence resulting from documented active participation in a College-sponsored activity, illness, religious observance, family emergency or military obligation. A College-sponsored activity is one that is declared such by the President of the College. College-sponsored activities involve events in which the student represents the College, such as athletic competitions, artistic performances, or academic presentations. In these instances the faculty or staff member responsible for the activity must provide participating students with a notification including the dates and times of the absences and the reason for the activity to present to their instructor at least two weeks in advance of the absence. Faculty members are expected to accommodate reasonable absences for College-sponsored activities. Students must develop a plan, subject to approval by the instructor, under which they will complete the missed work.

Students may also be involved in other activities supervised by a College faculty or staff member. Such activities include, but are not limited to, field trips, special events sponsored by a class, and attendance at conferences. It is the student's responsibility to consult faculty members in advance of their absence. Whenever possible, students must let their instructors know of their absence at least two weeks in advance by

providing a written description of the activity signed by their sponsor. Faculty members are encouraged to accommodate reasonable absences for college-related activities, but ultimately accommodation of such absences is at the discretion of faculty members.

Instructors are responsible for determining the details of attendance for their courses according to their own philosophy and the nature of their courses. Students should be evaluated primarily on the basis of achievement. However, the College supports the following attendance guidelines:

1. The instructor may assess a penalty to a student's grade for any unexcused absence.
2. For excessive unexcused absences, the instructor may assign a grade of 0.0 for the course.
3. The instructor may count excessive tardiness as absence.
4. The instructor may determine that student absences, even those "excused," are so excessive as to prevent a student from gaining the essential educational experience of the class. In such cases, the instructor may assign a final grade of 0.0; the student may apply for withdrawal or emergency withdrawal from the course.

Note: If additional or more specific policies are to apply to a course, the instructor must state those policies in the course syllabus.

Disputes (other than final grade appeals) arising from this policy shall be referred to the appropriate department chair and thereafter, if necessary, shall be referred for resolution to the appropriate academic dean.

Under New York State Education Law (sub-section 224-A) the following is also applicable.

S224-A. Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No

adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
 - 6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the regents of the university of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Personal Electronic Devices in the Classroom

The use of personal electronic devices in the classroom shall be at the discretion of each course instructor. Personal electronic devices that may be prohibited include, but are not limited to, laptops, cell phones, and mp3 players. Such devices, when used to assist students with documented disabilities, at the discretion of accommodative services may be exempt from restriction. It is encouraged that each course instructor write his or her policy in the course syllabus.

Final Examination Policy

1. A final examination is a comprehensive written test administered at the end of a course. It is designed to assess a student's knowledge of, and familiarity with, all, or a substantial part, of the content and/or skills associated with a given course in a given semester.
2. At the conclusion of every semester, a two-hour period will be arranged for each class to provide time for summation and evaluation. Except as specified below, a final examination may be administered only at this arranged two-hour period.
3. No test of any kind may be given during the last week of classes unless a final examination is also scheduled during the regular final examination period.
4. No student shall be required to take more than two examinations in one day.
 - a. If a student has more than two examinations scheduled in one day, the middle examination(s) must be rescheduled if the student requests.

- b. A student must request rescheduling at least two weeks before the last day of classes. This request must be in written form and must be filed with the professor with copies to the department chair and the dean of the School under whose jurisdiction the course in question is offered.
 - c. The appropriate dean has the final responsibility for the rescheduling of the examination. The rescheduled examination must normally occur at a time during the final examination week.
5. Provision will be made for the scheduling of examinations for combined sections of courses involving at least 70 students. The request for such scheduling must be made at the time the semester class schedule is submitted by the department.
 6. The above policy does not apply to take-home examinations or term papers. Questions relating to the possible applicability of the policy to oral examinations, studio classes, laboratory tests and other forms of testing should, in cases of doubt, be referred to the appropriate deans. The deans shall make exceptions to the policy wherever circumstances justify them.

Student Appeal Procedures

Purpose

The purpose of this procedure is to provide a prompt, equitable and efficient method for the resolution of a student grievance.

Guidelines

1. Academic issues will be grieved, as appropriate, via
 - a. Faculty or Professional Staff member
 - b. Department Chair
 - c. School Dean
 - d. Provost (Vice President for Academic Affairs)
 2. Student Affairs concerns will be grieved, as appropriate, via
 - a. Professional Staff member
 - b. Director of the Office concerned
 - c. Vice President of Student Affairs
 3. Appeals within the Administrative area will be grieved, as appropriate, via
 - a. Professional Staff member
 - b. Director of the Office providing the service
 - c. Next supervisory level, as appropriate
 - d. Appropriate Vice President overseeing the office
 4. Matters which may be grieved or appealed include only those matters which are not covered by existing grievance procedures.
 5. The student and the professional staff member may each represent him or herself or may seek an adviser to assist in the process. The adviser must be a member of the professional staff of the College.
 6. In the case of a grade appeal:
 - a. Only a final grade may be appealed
 - b. Student shall allege that the course instructor assigned a final grade for reasons unrelated to the quality of the work in question.
- act or omission giving rise to the appeal. The appeal shall contain a brief, dated statement of the claim, the facts surrounding it, and the remedy sought. The student and the faculty or professional staff member shall attempt an informal resolution of the grievance. A written response to the student from the initial level of appeal shall be issued within 14 calendar days after the receipt of the grievance. Calendar days will exclude the time between semesters and official holidays/vacation periods as shown on the approved academic calendar.
2. Step Two: if the response to Step One does not resolve the matter, the student may appeal the Step One response by filing an appeal with the next higher level within 14 calendar days after the receipt of the Step One response. In grievances where the Step One and Step Two individuals are the same, the appeal will be directly to Step Three. Such an appeal shall be in writing with a copy to the Step One faculty or professional staff member, and will include a copy of the appeal filed at Step One, a copy of the Step One response, and a brief, dated statement of the reasons for the disagreement with the Step One response. The official/supervisor at Step Two shall schedule where appropriate, a meeting with the student, the Step One faculty or professional staff member, and the adviser(s). Such meeting is to take place no later than 14 calendar days after receipt of the Step Two appeal. A written response from the Step Two supervisor/official shall be issued to the student within 14 calendar days after the meeting with a copy to the Step One faculty or professional staff member.
 3. Step Three: if the response to Step Two does not resolve the appeal, the student or the faculty or professional staff member may appeal the Step Two response by filing an appeal with the appropriate office within 14 calendar days after the receipt of the Step Two response. Such appeal shall be in writing and shall include a copy of the appeals filed at Step One and Step Two, copies of the Step One and Step Two responses, together with a brief, dated statement of the reasons for the disagreement with the Step Two response. The Step Three official (or designee) shall schedule a meeting with the student, the faculty or professional staff member, and as appropriate, Step Two officials and the adviser(s), within 14 calendar days after receipt of the appeal. The Step Three official (or designee) shall issue a written response to the student, and to the faculty or professional staff member, with copies to Step One and Step Two officials, within 14 calendar days following this meeting. The Step Three decision shall be final as to the substance of the appeal.
- Where a grievance involves a professional staff member who is covered by a collective bargaining agreement, the campus representative of the bargaining unit will be notified in writing when the appeal moves to Step Three.
4. Step Four: if the student or the professional staff member claims failure by the College to follow the appropriate procedural steps outlined above, the student or the professional staff member may request a review by the Vice President or Provost (or designees). Such a request shall be in writing and shall include a brief, dated statement of the claimed procedural failure. The Vice President or Provost (or designees) shall issue a written response to the student and the professional staff member with copies to the Step One, Step Two and Step Three officials within 14 calendar days after receipt of the request for review. The Step Four decision shall be final as to procedural issues.

Appeal Procedures

1. Step One: the grievance must be filed in writing with the first level in the appeals process (faculty, professional staff member or Director of Office, as appropriate) within 14 calendar days following the

Timeliness

An appeal that is untimely is considered to be lost unless there is mutual agreement by both parties for a delay, or where circumstances beyond an individual's control led to such delay. A late response or the absence of a timely response, at any level, will not prevent the appealing party from proceeding with an appeal to the next level no later than 14 calendar days from the date by which the response should have been made.

If neither party appeals the decision at any step, the decision stands.

Records Maintenance

Actions or decisions at any step may not be made until the appeal process has been completed.

The Office of the Vice President or Provost shall maintain a file on each grievance or appeal, which goes to Step Three or beyond. Such records shall be kept for a minimum of five years following the final action on the appeal.

Deadlines for Course Schedule Adjustments

A student desiring to make *any* changes more than one calendar year after the end of the semester in which the student was enrolled in the course must request approval from the Provost's Office.

Changing Class Enrollment and S/U Grading Option

A student wishing to add, drop or withdraw from a course or elect the S/U grading option should follow posted deadlines and procedures. The ADD/DROP period extends five class days into each semester.* A student may adjust courses during this period without a permanent record notation of "W" (withdrawal) for courses dropped.

To add or drop a course after the stated ADD/DROP period a student must obtain special permission from the director of the Student Success Center or the Crane Dean's office (for students taking Crane major courses), as well as the instructor's permission if adding, and pay a \$15 late fee. Students must be officially registered for all of their courses by the end of the third week of the semester. Late drops are permitted only under emergency circumstances, because the option to withdraw from a class is available until the end of the eighth week of classes in the current semester.

Students wishing to elect or remove the S/U grading option for extenuating circumstances after the posted deadline (the end of the eighth week of classes) must obtain special permission from the director of the Student Success Center or the Crane Dean's office (for students taking Crane major courses). No fees apply.

*Note: Add and drop deadlines for courses that are scheduled for only part of a semester, or for shortened terms such as Winterim and summer sessions, are adjusted depending on their length. The deadline for withdrawing or choosing the S/U option for such classes is the midpoint of the course.

Withdrawing from Courses

Undergraduate students may elect to withdraw from courses for any reason for a maximum of 14 credit hours during their SUNY Potsdam college career. Students may exercise this right only before the end of the eighth week of classes (or midpoint) in the current semester. In such

cases a "W" is noted on the permanent record. For full-time students, dropping below 12 credit hours in any one semester due to withdrawal may have an effect on financial aid eligibility. Students wishing to late withdraw for extenuating circumstances after the posted deadline must obtain special permission from the director of the Student Success Center or the Crane Dean's office (for students taking Crane major courses). No fees apply. To withdraw from the College, please see information below.

Emergency Withdrawal from Courses

An application for withdrawal for a documentable medical or other emergency may be requested at the Student Success Center (Sisson 128) or at the Crane School of Music Associate Dean's Office (for Crane students) and should be submitted by the last day of classes in the semester in which the student is requesting one or more emergency withdrawal grades. Requests are considered on a case-by-case basis, and for some students verification from a treating physician/clinician that they have been addressing the emergency issue and are prepared to return to successful college work may be encouraged prior to readmission. If approved, an emergency withdrawal will be noted on the permanent record as "W*" and will not be considered as part of the 14 credit hour maximum. Please note that an approved emergency withdrawal does not cancel the student's financial liability to the College for course tuition or fees.

Withdrawal due to a call to active military duty will be noted on the permanent record as "M*" and will not count toward the 14 credit hour limit. Military personnel withdrawing from any program or term because of changes of assignment beyond their control and upon proper certification of such change from a base education service officer or other appropriate military official shall be deemed to have incurred no liability for tuition and fees due from the student, as opposed to tuition and fees paid by the Federal government on the student's behalf. Once the withdrawal is approved by the appropriate college official, questions regarding the billing statement should be directed to the Office of Student Accounts.

Withdrawal or Leave of Absence from College

Undergraduate students who decide to terminate or interrupt their studies at SUNY Potsdam because of illness or injury, a personal or family emergency, a decision to pursue a different curriculum at another school, or some other reason may be eligible for either a Withdrawal and/or Leave of Absence from the College. Academically dismissed students are not eligible for either Leaves or Withdrawals from the College. Students who leave without notifying the College or without completing the necessary forms may encounter unexpected complications with their enrollment and financial aid statuses.

A Withdrawal from the College should be requested by students who do not plan to return to SUNY Potsdam or who are uncertain of their future plans.

A Leave of Absence should be requested by students who expect to return to the College within one year; students must indicate the semester they plan to return on the application. Any student who is eligible to register for the next semester is eligible to apply for a Leave of Absence for a period of one semester or one year. Students granted a Leave of Absence must also complete an Application for Readmission form with the Registrar's Office the semester before they plan to return to the College.

The academic consequences of a Withdrawal or Leave of Absence depend upon the point in the semester that the student leaves the College:

1. If a student's last day of attendance is before the deadline to Add and Drop (the fifth day of classes), his/her classes will all be dropped and will not appear on the official transcript.
2. If the last day a student attends classes is after the last day to Add and Drop but before the last day to Withdraw (midpoint or the end of the eighth week of classes), his/her grades will be reported as all W's (withdrawals), and his/her academic standing will be carried forward from the previous semester. These withdrawals do not count as part of the 14 credit hour limit on withdrawals from individual courses.
3. If the last day of class attendance is after the last day to Withdraw in that semester, the student will receive the grades reported by his/her instructors—most likely 0.0s if the student has not been attending classes regularly. Note: If a student applies for either of these options after the last day to Withdraw, his/her Leave or Withdrawal will not be approved until after grades are processed at the end of the semester.
4. Regardless of the last day of attendance, students may apply for Emergency Withdrawals (W*s) if they have documentable emergency reasons for leaving the College.

Those with interest in or questions regarding Withdrawal or a Leave of Absence should contact the Student Success Center, Sisson 128 at 315-267-2580 to discuss their options and complete all required paperwork. Students enrolled in The Crane School of Music should notify the Office of the Associate Dean.

Refund Policy

Note: The above information pertains to the academic consequences of withdrawal. For financial implications see the sections "Refund Policy" and "Federal Title IV Withdrawals" on pages 18 and 19.

Readmission to the College

Readmission is considered a privilege and not a right. The following procedures apply to those who were previously matriculated at SUNY Potsdam and who desire readmission (whether they have attended another institution or not):

1. Contact the Office of the Registrar at 315-267-2154 (or go to www.potsdam.edu/offices/registrar) to obtain a readmission application, then forward completed forms and transcripts from any other colleges attended (if applicable).
2. Applications must be completed by August 7 for the fall semester and January 7 for the spring semester. Note: Crane students may be required to reaudition prior to readmission to the College if more than one year has elapsed since their last enrollment at Crane.
3. Decisions on the application for readmission will be sent to the applicant shortly after all necessary forms have been completed and any obligations to the College have been resolved.
4. Requirements for graduation in effect at the time of the student's matriculation are not binding on the College for more than six years after the date of matriculation. Because academic disciplines change, students readmitted six or more years after initial matriculation will have their records reevaluated by the school and the major and minor department(s). Such reevaluation may result in students being required to take additional courses or retake certain courses.
5. Readmitted students will resume the same academic standing they

had when they left the College, except that previously dismissed students will be placed on Academic Probation.

Readmission after Dismissal

Readmission is considered a privilege and not a right. A previously dismissed student seeking readmission should contact the Office of the Registrar well in advance of the readmission deadline. The student will be expected to display evidence of readiness and motivation to resume studies. Readmission will be the decision of the Provost (or designee).

Academic Standards Policies

Academic Standards Committee

The Academic Standards Committee is appointed by the Provost of the College. It exists for the purpose of administering standards of acceptable academic performance, reviewing students' academic progress, and advising the Provost on appropriate College actions.

Acceptable Standing

The minimal academic levels for Acceptable Standing in a given semester are:

1. A Semester Grade Point Average of 2.0, and
2. A Cumulative Grade Point Average of 2.0.

Note: Students receiving certain types of financial aid are subject to other performance standards. For details, see the "Financial Aid" section of this catalog.

Academic Warning and Academic Probation

1. Academic Warning: for all students, except those completing their first semester at SUNY Potsdam, if a student's Semester Grade Point Average falls below 2.0, then the student will be placed on Academic Warning.
2. Academic Probation: for all students, except those completing their first semester at SUNY Potsdam, if a student's Cumulative Grade Point Average falls below 2.0, then the student will be placed on Academic Probation.
3. Students Completing their First Semester at Potsdam: first-semester students with Semester Grade Point Averages between 1.5 and 1.99, inclusive, will be placed on Academic Warning. First-semester students with Semester Grade Point Averages below 1.5 but above 0.0 will be placed on Academic Probation. First-semester students with semester grade point averages of 0.0 will be eligible for dismissal.
4. Students who qualify for both Academic Warning and Academic Probation status will be placed on Academic Probation.

Warning Sanctions

The College imposes no formal sanctions for students on Academic Warning status. Warning status, however, may affect students' eligibility to apply for awards, transfer to other institutions, or participate in certain organizations or activities.

Probationary Sanctions

1. Sanctions: while on probation, a student should avoid extensive non-academic commitments and curtail voluntary activities that consume significant amounts of available study time. Effecting an immediate academic recovery, and thereby averting possible dismissal, must become the student's primary objective. Note: See "Dismissal" section below. The student on probation is prohibited from student

teaching; fraternity/sorority pledging; serving as a Resident Assistant; serving on a College committee; representing the College in official intercollegiate competition, including cheerleading; and assuming or maintaining any office, designated post, position, or leadership role in organizations financially supported or formally recognized by the institution. A list of such organizations is available from the Provost, the SGA President, and the Dean of Students. All matters concerning eligibility and proper compliance shall be adjudicated by the Provost (or designee).

2. Procedures for Organizations:

- a. Each organization that is supported or recognized by the College shall submit to the Dean of Students (or designee) a roster citing all individuals serving as officers under the terms of its approved constitution no later than 10 days after the beginning of each semester.
- b. The Dean of Students (or designee) shall notify the Provost (or designee) when violations occur.
- c. A student found to be in noncompliance shall be immediately suspended from participation in the organization for the duration of the probationary period.
- d. An organization found to be in noncompliance (i.e., allowing ineligible members to participate) shall be at risk and liable to the immediate penalty of suspension of formal institutional support or recognition as deemed appropriate.

Changing Academic Status

1. Return to Acceptable Standing: The academic standing of students on Warning or Probation will return to Acceptable Standing when they achieve both a Semester and Cumulative Grade Point Average of 2.0 or above.
2. Repeated Courses: repeating a course does not enable students to change their academic status for a previous semester. For academic standing purposes the semester GPA is calculated before any exclusions for repeat courses are coded. Note: See the catalog section "Repeating Courses" on page 48 for more details concerning the College's repeat policy.
3. Transfer Courses: courses completed at another academic institution normally will not affect academic status at SUNY Potsdam, since only credit hours, not courses, transfer. When all the following conditions are met, however, transferred courses may change a student's academic status from Probation to Acceptable Standing:
 - a. The transferred course is an exact repeat of a SUNY Potsdam course. Note: Students who plan to repeat SUNY Potsdam courses at another college should consult in advance with the Academic Transfer Services Office to insure that the course will count as an exact equivalent.
 - b. The SUNY Potsdam Registrar's Office receives an official transcript of the repeated course. (Students must arrange for the other institutions to transmit the transcripts to SUNY Potsdam.)
 - c. The SUNY Potsdam Registrar's Office is notified of the repeated course by the student.
 - d. The grade for the repeated course is higher than the grade for the original course, and the exclusion of the original grade results in raising the student's Cumulative Grade Point Average to 2.0 or above. In this case, the student's academic standing will be Warning if the semester GPA in their last semester at SUNY Potsdam was below a 2.0, and Acceptable Standing if it was above a 2.0.

Notes:

- Transfer courses do not affect Dismissal status.
 - Transfer work cannot change the academic standing for a previous semester.
 - The modified standards for students completing their first semester at SUNY Potsdam do not apply in the case of transfer work, since it is completed after the student's first semester.
4. Winterim Courses: the academic standards policies of the College also apply to Winterim courses. Winterim is equivalent to a separate semester for purposes of academic standards.
 5. Summer Courses: the academic standards described in this policy also apply to summer courses. The sum of hours completed at SUNY Potsdam during summer counts as a single term for the purpose of determining academic status. Academic standards shall be reviewed once at the end of the summer.

Eligibility to Register

"Good Academic Standing" is defined as eligibility to register for and undertake academic coursework for the semester in question. Revocation of this privilege occurs when a student is dismissed from the College. A dismissed student may not register for or undertake coursework at SUNY Potsdam unless formally readmitted by the Office of the Registrar. Records relating to students' academic standing shall be maintained by the Registrar and the chair of the Academic Standards Committee.

Dismissal

1. Conditions for Dismissal: students may be subject to Dismissal in the following cases:
 - a. In their first semester at the College they earn a semester Grade Point Average of 0.0, or
 - b. After a semester on Probation, they fail to raise their cumulative Grade Point Average to a 2.0 or higher, with the following exception: if in their first semester on Probation they earn a semester Grade Point Average of 2.0 or above but fail to raise their cumulative Grade Point Average to a 2.0 or above, they will be permitted to return to the College for one more semester on Probation.
2. Dismissal and Future Enrollment:
 - a. *First Dismissal*: revocation of enrollment for a full academic year.
 - b. *Second Dismissal*: students dismissed for a second time may not continue their education at SUNY Potsdam.
 - c. *Special Dismissal Waiver for Exceptional Circumstances*: the Academic Standards Committee at its discretion may recommend a Special Dismissal Waiver when circumstances beyond the personal control of students prevented them from satisfying the appropriate standards set forth above. Students may petition for the Waiver upon notification of Dismissal. This appeal must be submitted on the form available from the Student Success Center by the deadlines indicated in the Dismissal notice. This Waiver allows students to enroll for one additional semester on Probationary status.
3. Students dismissed from the College will not be permitted to enroll in SUNY Potsdam courses as a cross-registrant from one of the Associated Colleges until they are removed from the dismissed status at SUNY Potsdam.

Academic Forgiveness Policy

For Full-time and Part-time Undergraduate Students

The intent of this policy is to allow readmitted students who previously accrued a record with a substantial number of grades below 2.0 to be “forgiven” for their earlier performance, if they meet the stated criteria.

Academic Forgiveness in this context means that the student’s previous college work shall be treated as if it had been transferred to SUNY Potsdam from another college: none of the grades received would be counted in the current GPA, but the student would receive credit for any courses in which he/she earned a 1.0 or above grade (or S, S*, or Cr). Courses for which credit was received could be used to fulfill General Education requirements, but could not count towards a major or minor unless passed with a 2.0 or higher grade, at the discretion of the chair of the department.

The criteria for being granted Academic Forgiveness and the stipulations of the policy follow:

1. The student must have not taken any coursework at SUNY Potsdam for a minimum of four calendar years at the time of readmission.
2. The student must not have attempted more than four full-time semesters or 48 hours of credit at SUNY Potsdam previous to readmission. If Academic Forgiveness is granted, all previous work will be treated as transfer work; the student cannot choose to retain the grades from a particular semester.
3. The student is not eligible to apply for Academic Forgiveness until he/she has completed one full-time semester or 12 hours of credit as a readmitted student; in this first full-time semester or 12 hours of credit, the student must have completed every course with a minimum 2.0 grade, and have received a minimum cumulative GPA of 3.0 for this work.
4. To be considered under this policy, the student must file a petition for Academic Forgiveness in the office of the Provost of the College within one semester of completion of the above requirements, and the petition must be approved by the Provost of the College (or designee).
5. If approved for Academic Forgiveness, a notation to this effect will be made on the student’s SUNY Potsdam transcript, and a new cumulative GPA will be calculated for all work beginning with the semester of readmission. This new GPA will be printed on the official transcript, and used for computing the student’s academic standing, and for meeting the minimum 2.0 GPA requirement for graduation. However, the previous SUNY Potsdam work will continue to be listed on the transcript with the original grades received.
6. Once Academic Forgiveness has been granted, the student will be eligible for Graduation with Honors based on the same criteria as those applied to transfer students.
7. Academic Forgiveness may be granted only once in a student’s college career.
8. The Provost of the College (or designee) may consider exceptions to any of the above requirements.

Degree and Graduation Policies

Academic Residency Requirements

Candidates for the baccalaureate degree must complete a minimum of 30 academic credit hours towards the degree at SUNY Potsdam. Also, a minimum of 15 upper-division hours for each declared major and

a minimum of one-half the credits required for each declared minor must be completed at SUNY Potsdam. Courses offered by the College at approved off-campus locations are included in residence credit.

Students taking courses elsewhere during the final 30 credits of their degree are strongly encouraged to check with their academic advisor and the Academic Transfer Services Office to ensure that the courses they take will fulfill degree requirements. To guarantee that courses will count at SUNY Potsdam, the student may file an “Application to Complete Degree Elsewhere” with the Registrar’s Office to have the proposed courses approved prior to the semester in which they will be taken.

Cumulative Grade Point Average

At least 75 percent of the credit hours taken at SUNY Potsdam for graduation must be numerically graded. In order to graduate, a student must achieve an average of at least 2.0 in these numerically graded courses. Students must complete at least 30 credit hours in their major with a minimum grade of 2.0 in each course. In addition, certain academic departments require more credit hours and/or higher grade point averages for their majors.

Applying to Graduate

In order to graduate from SUNY Potsdam, students must file an Application for Degree in the Registrar’s Office. Since the degree verification process generally requires a few weeks to complete, students should file the Application for Degree by the beginning of the semester in which they plan to graduate. SUNY Potsdam has three graduation dates, in May, August and December depending on when students complete their degree requirements; however, there is only one Commencement Ceremony each year in May.

Commencement Ceremony Participation Policy

SUNY Potsdam has one commencement ceremony each year in May. Undergraduate students who have completed 100 credit hours (exclusive of Physical Education activity courses) by the end of the fall semester preceding the commencement ceremony and who have applied to graduate in the previous December, or for May or August of the current academic year, are automatically eligible to participate in the ceremony. Students with fewer than 100 credit hours may petition to participate if they can show that they will be within 14 credit hours of completion of all their degree requirements by the end of the semester in which the commencement occurs. Petitions to participate must be submitted to the Registrar’s Office by March 1st of the commencement year.

Time Limitations

Requirements for graduation as stated in the Undergraduate Catalog, in effect at the time of the student’s matriculation, shall not be binding on the College for more than six years after the date of matriculation. Students who have not completed degree requirements during that time period must pursue requirements as stated in the Undergraduate Catalog in effect at the beginning of the seventh year. Also, students may elect to follow later graduation requirements in effect subsequent to matriculation, but must then finish those requirements completely.

Posthumous Degrees

SUNY Potsdam may award a degree posthumously when a student has substantially completed the requirements for the degree and was in good academic standing at the time of death. The degree would be awarded in recognition of the student’s work and as a source of solace to the student’s family.

For a posthumous degree to be awarded, the student should be within 30 academic hours of completion of the degree, as determined by the student's major department and at the discretion of the President of the College.

In cases where it is determined that a student has not met the requirements for a posthumous degree, a posthumous certificate of recognition may be awarded at the discretion of the President.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides current and former students with the right to inspect and review educational records, the right to seek to amend those records, the right to limit disclosure of information from the records and the right to file a complaint with the U.S. Department of Education. Applicants or students may also waive their rights to inspect confidential letters or statements of recommendation.

College officials may not disclose personally identifiable information about a student nor permit inspection of their records without the student's written permission unless such action is covered by certain exceptions permitted by FERPA. Under the provisions of the Act, a college may disclose information about a student if it has designated that information as "Directory Information." SUNY Potsdam has designated the following as Directory Information: student's name, date and place of birth, address, telephone number, email address, previous institution(s) attended, dates of attendance, enrollment status (full/part time), class standing, major field of study, academic honors or awards received, past and present participation in officially recognized sports or activities, physical factors (height, weight of athletes), and degrees conferred (including dates).

In accordance with FERPA, the student's consent is not required when a College official has a legitimate educational interest in the student's educational record; that is, if the official needs to review this information in order to fulfill his/her professional responsibility. However, this does not constitute authorization to share that information with a third party without the student's written consent. A "college official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including Campus Police and Student Health); a person or company with whom the College has contracted (such as an attorney, auditor or accrediting agent); a person serving on the College Council; or a student serving on an official committee, or assisting another College official in performing his or her tasks.

A former or currently enrolled student may request that no directory information be released to non-College personnel without the student's prior consent by filing a "Request to Withhold Release of Directory Information" in the Registrar's Office. Confidentiality requests are valid until rescinded by the student.

Please consider very carefully the consequences of any decision to withhold all Directory Information. All requests for such information from outside the College will be refused. Regardless of the effect upon you, the College assumes no liability for honoring your instructions that such information be withheld.

Alternatively, students may request that they be excluded from just the Campus online directory at any time, through the "Personal Information" menu in BearPAWS, the web interface where students can view their academic records.

FERPA Rights and Procedures

FERPA affords students certain rights with respect to their educational records. Students have the right to review their educational records within 45 days of the day the College receives a request for access. Students should submit to the College Registrar written requests that identify the record(s) they wish to inspect and the student will be notified of the time and place where the records may be inspected. If the records are not maintained in the office of the College Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

Students have the right to request an amendment to the educational records that are believed to be inaccurate. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by SUNY Potsdam to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

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 below. All offer opportunity for professional training.

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 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.

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

The Bachelor of Fine Arts is a professional undergraduate degree in an artistic field. The B.F.A. offers increased breadth and depth in one's art and includes advanced study in relevant theory and history.

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, though some majors require more. In addition, all students must satisfy the requirement of two physical education/health and wellness 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, please see the listings in the Department of Art or the Department of English and Communication.

The Liberal Arts Requirement

All Bachelor of Arts and Bachelor of Fine 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.

Internships and practica in the School of Arts and Sciences may or may not be counted as liberal arts courses. To be granted liberal arts credit, each course must be approved by the Provost's Academic Program Committee. In addition, no more than 12 credit hours of internships and practica may be counted as liberal arts credit towards a degree, and of these no more than six credit hours may be from any one department. Note: a maximum of 12 credits from all internship courses may be counted towards a bachelor's degree.

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, CHIN, 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, based on the transfer college's transcript credit explanation key.
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.

NOTE: The College's General Education Program is currently under review and students are responsible for the program that has been adopted

at the time of their matriculation. Please consult with your academic advisor for the current status of the General Education Program.

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 website at 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 first 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 selected from two distinct departments. The AC course must carry a minimum of three credits, and the AE course must carry a minimum of two credits. 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. English Communication courses and English Literature courses are also considered to be 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/Health and Wellness [PE/HW]

An understanding of the roles of physical conditioning, stress management, nutrition, physical fitness, leisure, and the benefits of exercise, directly influences an individual's ability to lead a productive life. All courses that fulfill the PE/HW requirement should address the aforementioned concerns through activities designed to develop not only physical skills, but also a positive attitude toward the student's health.

To fulfill the PE/HW requirements, students must complete either two appropriately designated physical education courses, two health and

wellness courses, or one physical education course and one health and wellness course in addition to the specific total academic credit hours required for the B.A., B.F.A., B.M., or the B.S. degree. A student may take the same PE course twice, except for outdoor education activities which 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. Participation on an intercollegiate athletic team, on the basis of one course credit given for one season of participation, may be used to fulfill the PE/HW requirement. No health and wellness courses may be repeated towards fulfilling this requirement.

A course approved for General Education Physical Education/Health and Wellness designation and also for a Mode of Inquiry may simultaneously serve toward the completion of both the academic requirement and one course of the PE/HW requirement.

Transfer students who have not completed this requirement prior to entering SUNY Potsdam are required to take one PE/HW course for every 30 credits completed at SUNY Potsdam, until the two-course requirement is fulfilled.

Important note: Potsdam's Physical Education requirement consists of two separate courses, not two 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 Academic Transfer Services Office 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

Advanced Placement (AP) Transfer Equivalents

Advanced Placement Program	General Education Requirement Fulfilled	Departmental Equivalence (Score of 3 or higher needed)
ART		
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
BIOLOGY		
	Scientific Inquiry-Biological Sciences with Laboratory [SB] [LB]	Score of 3 = 4 hrs., BIOL 100 Score of 4 = 4 hrs., BIOL 151 or 152 (See Chair) Score of 5 = 8 hrs., BIOL 151 and 152
CHEMISTRY		
	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
COMPUTER SCIENCE		
Computer Science A	Freshman Mathematics [FM]	3 hrs., CIS 201
Science AB	Freshman Mathematics [FM]	6 hrs., CIS 201 and 203
ECONOMICS		
Macroeconomics	Social Analysis [SA]	3 hrs., ECON 110
Microeconomics	Social Analysis [SA]	3 hrs., ECON 105
ENGLISH		
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
ENVIRONMENTAL SCIENCE		
Environmental Science	Scientific Inquiry-Physical Sciences [SP]	Score of 3, 4 or 5 = 3 hrs.
GEOGRAPHY		
Human Geography	Cross-Cultural Perspective [XC]	3 hrs., GEOG 350

GOVERNMENT AND POLITICS		
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
HISTORY		
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
MATHEMATICS		
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
MODERN LANGUAGE		
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]	
Spanish Literature		
German Language	Modern Language	Score of 3 = 3 hrs., Score of 4 or 5 = 6 hrs.
Italian Language		
Latin Literature	Proficiency [ML]	
Latin-Virgil		
MUSIC		
Music Theory	Aesthetic Experiential [AE]	3 hrs., MULT 101
PHYSICS		
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)
PSYCHOLOGY		
Psychology	Social Analysis [SA]	3 hrs., PSYC 100
STATISTICS		
Statistics	Freshman Mathematics [FM]	3 hrs., MATH 125 or STAT 100

visit the transfer website: www.potsdam.edu/admissions/transfer/course_equivalency_tables.cfm. 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 Academic Transfer Services Office, Raymond 305.

1. **Acceptance of Credit:** the Academic Transfer Services Office 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 Academic Transfer Services Office. 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 60 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 Academic Transfer Services Office 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. The student’s calendar year can be found on the official transfer credit evaluation as well as on BearDen.

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, having completed 30 semester hours of general education including 7 out of 10 SUNY General Education Requirements, will be exempt from any additional Potsdam General Education Foundations and Modes of Inquiry requirements not already satisfied. (As defined by SUNY, the 7 out of 10 general education requirements must include Basic Communication and mathematics.) Potsdam’s Modern Language, Speaking and Writing Intensive and Physical Education/Health and Wellness requirements will be evaluated by the Academic Transfer Services Office 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 Academic Transfer Services Office, an evaluation of their transfer credit as soon as their records at the College are complete, including all official transcripts. 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 Academic Transfer Services Office, in Raymond 305.

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 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 60 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. With the approval of the appropriate committee of the School, its dean, and the Provost, departments may establish distinct academic standards for their majors, including a higher minimum grade point average.

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 16.

The Crane School of Music students select a major at the time of admission and are assigned an adviser 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 178.

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 of Continuation in Major or Program/Right to Appeal Denial

Departments may deny continuance in the major to students who do not meet the established academic 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 AND CAREER SUPPORT SERVICES

Student Success Center

SUNY Potsdam's Student Success Center (SSC) provides students with one-stop access to a centralized, integrated group of student service offices. All offices are located on the first floor of Sisson Hall. Center personnel work together to assist students in understanding and meeting the College's requirements and in obtaining timely, accurate information and assistance. The staff in all offices strives to guide and encourage students to effectively use available resources in order to promote students' success at SUNY Potsdam and beyond.

For more information, contact the Director of the Student Success Center by calling 315-267-2580 or email duranttj@potsdam.edu. Check us out on the Web at www.potsdam.edu/support/ssc/.

Student Success Center Course Descriptions

FY 100 – First Year Success Seminar (1) This course is designed to accelerate students' transition to SUNY Potsdam. FYSS provides students with the opportunity to become integrated into the life of the campus by exploring the academic standards of the College, learning to manage their academic progress, and, most importantly, making a connection with the College, its faculty, staff and students. In addition, FYSS provides support for first year students by exploring problems and issues common to the first year experience.

FY 150 – Metaskills (1) This is an 8-week course designed to assist students with study skills and developing a sense of responsibility for their education.

FY 190 – @EOP Freshman Recitation (1) This course serves to complement existing courses by building a student's skill level and content understanding in a small group format. This course is for new EOP/Bridges Freshmen only.

FY 215 – Career Development (1) This course allows students to explore career interests and skills, research occupational and graduate school information and set objectives. The course is particularly aimed

at sophomore students who are undeclared, but is appropriate for any student who is uncertain about his or her career path.

Academic Advising

Each matriculated student is assigned an academic adviser who will give advice to assist the student toward timely graduation. However, the ultimate responsibility for understanding and completing degree and graduation requirements lies with the student, not the adviser. All non-matriculated students enrolling for 9 or more credit hours, and all matriculated students, must consult with an adviser before they will be permitted to register for classes each semester. A student's primary adviser will then release the advising hold, allowing the student to access the online registration system.

Students are assigned an adviser soon after their arrival on the SUNY Potsdam campus, usually reflecting the student's area of interest. If students have concerns about their adviser assignment, or have questions about academic requirements that their adviser cannot answer, they may contact the following offices: Arts and Sciences Advising Coordinator in Dunn 103 or Academic Advising and Support in Sisson 110 if they are in the School of Arts and Sciences; Teacher Education Advising Services in Satterlee 111 if they are in the School of Education and Professional Studies; and, Crane Advising in Bishop C222 if they are in the Crane School of Music.

When students officially declare a major or a minor, the department chair assigns them an adviser in that department. Students will have an adviser assigned for each major and minor they declare and will need to see each adviser every semester before registering. Advising should be a continuing process not limited to selection and approval of courses. Students should discuss with their academic adviser any academic difficulties in their classes, problems outside of class that affect their academic performance, career planning issues, and special academic opportunities such as internships, study abroad, cross-registration, departmental awards, and honor societies. Students should also consult with their adviser before making important academic decisions, such as withdrawing from a class, selecting the S/U grading option, or attempting a semester credit overload. The academic adviser receives copies of transfer credit evaluations and can access early alerts and course summaries on BearPaws and degree progress on BearDen.

Note: Each student is responsible for satisfying requirements for graduation as listed under College, general education, and major /minor requirements. This shall include notifying the Registrar's Office in the event any course, whether failed or passed, is repeated and regular consultation with an assigned adviser.

For more information on Academic Advising, please call 315-267-3447 or stop by Sisson 110.

Adult Learner/Non-traditional Student Advising

Non-traditional students are usually 24 years of age or older, have had at least a two-year break in their education, hold a GED rather than high school diploma, and/or are married or single with dependents.

Adult Learner/Non-traditional students are represented on campus through the Student and Family Transitions Office in the Student Success Center (SSC). There is also a Non-traditional Student Lounge located in 107 Carson Hall where students can relax, study or hold meetings. There are lockers available by the semester for student use located in both Carson and Sisson Halls. The Adult Learner Adviser facilitates programs, advises students, answers questions and provides

useful information on commuting/carpooling, childcare, tutoring, and computer technology assistance.

The Omicron Zeta Chapter (SUNY Potsdam Chapter) of Alpha Sigma Lambda is the international honor society chartered expressly for non-traditional students who are 24 years of age or older. Each spring semester a number of non-traditional students who meet the national standards for student membership are inducted into this prestigious honor society. National scholarships for which members may apply are also available for up to \$2,200.

For more information, contact Louise Tyo in the Office of Student and Family Transitions at 315-267-2735 or stop by Sisson 128.

Accommodative Services

SUNY Potsdam is committed to the full inclusion of all students who can benefit from educational opportunities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified students with disabilities to participate in all educational programs, services, and activities. The College will also strive to ensure that a person with a disability who is otherwise qualified will not, on the basis of that disability, be denied full and equal access to and enjoyment of academic and co-curricular programs or activities or be otherwise subjected to discrimination under programs or activities offered by the College.

The Office of Accommodative Services (OAS) provides academic accommodations for all qualified students who have documented learning, emotional, and/or physical disabilities and have need for accommodations. Accommodations can include such services as note takers, text readers, alternative testing arrangements or loan of some equipment.

A student with a disability requiring reasonable academic accommodations should make the specific request for such assistance to OAS. It is the responsibility of the student to identify him/herself as having a disability and to inform OAS that an accommodation is necessary. The student must submit written documentation of the disability and the need for accommodations from an appropriate authority. Accommodations will be determined on an individual basis.

OAS will assist students requesting non-academic auxiliary aids or services in locating the appropriate campus offices to address the requests. Personal care needs are the responsibility of the student.

For additional information on Accommodative Services, please call 315-267-3267 or stop by Sisson 111.

Student and Family Transitions/Orientation

The staff in the Office of Student and Family Transitions is responsible for organizing orientation for all first year students and coordinating sections of the First Year Success Seminar course offered to first year students. Orientation is one of the most significant activities for first year students. Over 95 percent of first year students participate in orientation.

Attending orientation accomplishes a number of critical functions:

1. It provides students with a relaxed and informal atmosphere in which to become comfortable with the campus and to become acquainted with professors and advisers;
2. It offers the students the opportunity to register for classes;
3. It enables students to learn about the policies and procedures of the College;

4. It offers time for social opportunities and the chance to meet other new students.

The First Year Success Seminar is a two-credit course designed specifically to give ambitious first year students an accelerated transition to SUNY Potsdam. The seminar provides the student with the opportunity to become integrated into the academic life of the campus by exploring campus programs, services and technologies. Together, these experiences will provide students with the inside track needed to develop their own academic skills and learning strategies necessary to be successful at SUNY Potsdam.

The mission of Family Programs is to partner parents and family members with the College to create a better understanding of the college experience and the growth of our students. The office oversees the annual Family Weekend programs, Parent Association listserv, and our Campus Link Newsletter. For more information, contact the Office of Student and Family Transitions at 315-267-2735 or stop by Sisson 128.

Military and Veterans' Student Services

The Office of Military and Veterans' Student Services is responsible for the following services to assist military service personnel, military dependents and veterans, including: advising incoming students; conducting veteran student orientation; certifying veteran benefits; representing the College in the North Country Consortium; seeking grant opportunities; and, coordinating local volunteer efforts on campus. This office serves over 100 students each semester. For additional information, contact the Office of Military and Veterans' Student Services at 315-267-3398 or stop by Sisson Hall 128C.

Adult Learner Organization

Adult Learners (also known as Non-Traditional Students) are encouraged to join the Non-Traditional Student Association (NTSO) which meets bi-weekly each semester. The NTSO is a diverse group of students brought together by the common pursuit of higher education at SUNY Potsdam. For additional information, contact the organization's advisor by calling 315-267-2735.

Experiential Education

The Experiential Education Office (EEO) administers the College-wide Internship Program and assists in the development of community service sites for the Service-Learning Program.

Internship Program

The Internship Program exists to provide students with the opportunity to complete an internship placement for course credit. The program is an academic program in which students may receive 1-12 academic credits working in conjunction with a faculty sponsor and interning at an appropriate work site related to their major. The internship may be completed in the fall, spring or summer semester and may be paid or unpaid. The Internship Program is a collaborative effort among students, faculty and employers. This collaboration gives students the opportunity to gain career-related experience at a worksite related to their major or academic program in combination with an academic component facilitated by a faculty sponsor.

Guidelines for completing an academic internship are as follows:

1. Students must be registered at SUNY Potsdam and must have junior or senior standing (60 credit hours earned towards graduation). Transfer students must have completed a minimum of 12 credit hours at SUNY Potsdam. Note: Some departments or specific internships may have additional requirements.
2. Students must have a minimum cumulative grade point average of 2.5 when applying for an internship. Note: Some departments or specific internships may require a higher cumulative GPA.
3. Each student must complete a Learning Agreement Form (LAF) and an Internship Proposal before starting the internship. The LAF and the Internship Proposal must be thoroughly completed and submitted to the Experiential Education Office. The LAF outlines learning objectives, academic assignments, job descriptions and deadline dates. The Internship Proposal outlines hours, internship description, training, purpose for completing the internship and the student's expectations of the internship as it relates to his/her major and degree. The site supervisor, faculty sponsor, department chair, academic advisor, and the internship coordinator must approve the Learning Agreement Form.
4. To receive academic credit the student must complete an academic component. The student and the faculty sponsor will negotiate the content of the academic component. Academic component requirements depend upon the number of credit hours requested and the stated learning objectives and should complement the job description and the intern's responsibilities at the internship site.
5. Grades will be determined by the faculty sponsor based upon the completion of assignments and evaluations from the site supervisor, as outlined in the Learning Agreement Form. A determination is made by the faculty sponsor prior to the beginning of the internship as to whether the internship is graded numerically or as satisfactory/unsatisfactory (S/U).
6. The maximum amount of credits that may be earned for all internship placements is 12 credit hours toward the 120 academic hours required to graduate. The national standard for internship credit is a minimum of 40 hours of contact with the site plus an academic component for each academic credit requested. (Ex. 120 contact hours at the internship plus an academic component equals 3 academic credit hours.) The faculty sponsor must determine the number of credits and whether the credits can count toward a major before the student begins the internship.

In order to register for an academic internship, all appropriate paperwork must be turned in by the following deadlines:

Spring - March 1st Summer - July 1st Fall - October 1st

Service-Learning Program

The Service-Learning Program was created to give students the opportunity to combine an educational experience with an organized service activity enabling students to gain further understanding of their course work and an improved sense of civic responsibility. Service-Learning provides students with an opportunity to deepen their learning, see course content in a wider community context, and develop essential skills for becoming aware and active citizens. Service-learning brings books to life and life to books. The Experiential Education Office works with faculty members who are offering Service-Learning courses to establish and identify sites where students complete their service activity. Students may locate a list of Service-Learning (SL) courses available each semester by searching the course catalog. For more information, please call 315-267-2570.

Experiential Education Resources

In addition to the Internship and Service-Learning Programs, the Experiential Education Office offers the following resources to students: Résumé and cover letter preparation through an online program called Optimal Résumé; a searchable database called BearTracker to access

internship sites; an internship library containing over 30 resources regarding internships; the Experiential Education Office website which includes resources for all our programs; a program guide for establishing an internship experience; a semester newsletter; and, individual appointments to assist students with the entire internship process from start to finish.

For more information on any of these programs please call 315-267-2702, email eeo@potdam.edu or log onto: www.potsdam.edu/eeo.

International Education Program

The Office of International Education and Programs coordinates the National Student Exchange Program to 48 states and 3 territories and universities in Canada, and administers overseas academic programs. Study abroad and international exchange programs are an integral part of the SUNY Potsdam academic climate. Students may choose from the programs administered by the College in Australia, England, France, Germany, Mexico, Sweden, Tunisia, Vietnam, and other countries, as well as more than 600 overseas programs available through the SUNY consortium. For further information, call 315-267-2507 and see “International Education and Programs.”

International Student Services

International students currently on campus are served by the Coordinator of International Student Services, who monitors federal immigration and naturalization policies and procedures. The Coordinator also certifies student compliance with the USCIS regulations, reports student information through SEVIS and coordinates the international health insurance program. There is a fall orientation program that affords international students an opportunity to become acquainted with the campus and to meet other new students. International Student Services is also an issuing office for the International Student Identification Card (ISIC) which provides significant discounts for travel and merchandise both within the U.S. and abroad. For further information, please call 315-267-2507 or email international@potdam.edu or stop by 136 Sisson Hall.

Academic Support Lab

The Academic Support Lab, located in 106 Sisson Hall, provides a variety of academic support services for all students. Walk-in and peer content tutoring is available in many 100 to 300 level courses. General study skills assistance is available by appointment. A small bank of computers and a printer is available for general use. Both iMacs and Windows computers are equipped with internet access and Microsoft Office. Laptops are available to students on a weekly loan basis. Workshops, presentations and review sessions are also sponsored by the Academic Advising and Support Office. For more information, please call 315-267-2702.

Special Programs

Bridges

The Bridges Program at SUNY Potsdam is a one-year, transition program for talented students who are not academically eligible for regular admission. Bridges provides support services to enhance first-year academic success. The transitional program includes academic advising, personal counseling, mentoring, supplemental instruction, and course registration and other services such as group content tutoring and learning skills workshops as provided through the Student Success Center. All Bridges students sign a learning contract that specifies program requirements. See page 13 for admission information.

Educational Opportunity Program (EOP)

EOP serves talented students who are not academically eligible for regular admission but meet specific economic eligibility criteria. Program services include counseling, supplemental instruction, workshops, EOP Direct Aid, an extended fall orientation program, EOP-specific Freshmen Interest Groups (FIGs), and a freshman seminar. See page 14 for admission information and page 22 for financial aid information. For additional information please call 315-267-2335 or go to www.potsdam.edu/admissions/apply/special/EOP/index.cfm.

TRiO Student Support Services

TRiO Student Support Services (SSS) is a federally funded TRiO program designed to enhance academic skills and increase retention and graduation rates of eligible students. Services include peer tutoring, academic planning, academic monitoring, study skills assistance, financial literacy/planning, graduate school planning, counseling, cultural activities and peer mentoring. Through coordination with other campus offices, the program also assists participants with career planning and financial aid counseling.

Eligible students:

1. Are U.S. citizens or permanent residents;
2. Are first-generation college students and/or meet certain family income guidelines and/or have a documented learning or physical disability, as well as;
3. Have a demonstrated academic need for services.

Special note: Students with disabilities who require classroom accommodations should apply for them through the Office of Accommodative Services.

For more information, visit our website at www.potsdam.edu/support/ssc/sss, contact the Director of TRiO Student Support Services by calling 315-267-2745, or email Mark D. Millward at millward@potdam.edu.

Center for Diversity

SUNY Potsdam is a student-centered institution that is committed to diversity within its student body, staff, curriculum, programs and services. The Center for Diversity exists to assist all students, with an emphasis placed on students of color and diverse backgrounds, in their educational and personal transition and development at SUNY Potsdam. The Center is comprised of the Collegiate Science and Technology Program (CSTEP), Office of Native American Affairs, North Country Science and Technology Program, and the North Country Migrant Education Program (NCMEP). The goal of the Center is to provide educational and social programs and services to help students meet their personal, academic and professional goals.

In continued effort to afford students empowering opportunities, the Center for Diversity staff provide academic and personal advising and referrals to other campus services. The Center also coordinates diversity training sessions, skill development workshops and leadership opportunities to assist in the college-wide appreciation for multiculturalism and diversity. Check us out on the Web at www.potsdam.edu/diversity.

Collegiate Science and Technology Entry Program

The Collegiate Science and Technology Entry Program (CSTEP), is a New York State Education Department initiative designed to provide services to students from underrepresented populations or

economically disadvantaged backgrounds who are seeking careers in the sciences, mathematics, health and technological fields, and/or the licensed professions.

With a more than twenty year record of success, CSTEP features individualized student contact and support, and puts a strong emphasis on students gaining hands-on experience in their chosen field prior to graduation (internships, research, co-op, etc). CSTEP works to connect students with experiential opportunities here at SUNY Potsdam, throughout New York State, and across the U.S.

CSTEP offers participants counseling support, academic and career advising, internships, faculty mentored research, tutoring, conference opportunities, job shadowing, and industry site visits. In addition, workshops on portfolio development, resume writing, graduate school preparation, study skills, as well as other academic support programs are offered throughout the year.

To be eligible for CSTEP membership, a student must be:

1. A New York State resident and enrolled full time at SUNY Potsdam;
2. Interested in a career in the sciences, mathematics, technological, or health fields and/or any of the licensed professions of New York State;
3. A member of an underrepresented population (including African American, Alaskan Native, Latino/Hispanic American, or Native American) or must meet income guidelines set by New York State, and;
4. Be maintaining at least a 2.5 cumulative GPA.

For additional information and further assistance, please contact the CSTEP office at 315-267-2192, stop by Sisson 216 or visit our website at: www.potsdam.edu/cstep.

Native American Affairs

The Office of Native American Affairs was created to serve as a center of emphasis for the SUNY System Northern Consortium Native American Initiative. The office provides direct assistance to the students and the College, with special interest placed on Native Americans.

It is the expressed goal of the office to provide educational and social programs and services to help Native American students meet their personal and professional goals. In addition to their direct support, the staff provides referrals to appropriate campus offices and support services.

The Office of Native American Affairs serves to increase campus awareness of Native American cultures and contemporary issues, while providing quality educational, cultural, and social programs for the College, the North Country community and the near-by Akwesasne Reservation. The department seeks to increase the recruitment and retention of Native American students at SUNY Potsdam and throughout the North Country.

For additional information and further assistance, please contact the Center for Diversity at 315-267-2184.

North Country Science and Technology Entry Program

The North Country Science and Technology Entry Program (NCSTEP), is a New York State Department of Education initiative designed to provide services to junior high and high school students from underrepresented populations or economically disadvantaged backgrounds who are seeking careers in the sciences, mathematics and technological fields and the licensed professions.

For additional information and further assistance, please contact the NCSTEP office at 315-267-2622, stop by Sisson 236 or visit our website at: www.potsdam.edu/ncstep.

North Country Migrant Education Program

The North Country Migrant Education Program (NCMEP) is a federally funded program that provides a variety of services to migrant families in St. Lawrence, Franklin, Clinton, and Essex Counties. Services are offered free of charge to all eligible migrant families.

For additional information and further assistance, please contact the NCMEP office at 315-267-2510, or stop by Van Housen Extension, 2nd floor.

College Writing Center

The College Writing Center (CWC) provides assistance for students in every facet of writing from topic development to final draft revision. Supervised by English faculty and staffed by trained peer tutors, the CWC helps student writers to clarify their own ideas, to improve their own expression, and to plan their own revisions. In addition to individual writing tutoring, the CWC offers practicum opportunities for upper-division students and workshops on academic and creative writing topics. The CWC welcomes inquiries for workshops or special assistance from faculty members and students alike. The Writery, adjacent to the College Writing Center, is equipped with Macintosh and Windows computers as well as comfortable tables and chairs where students can read, write or study.

The facility is open weekdays in Carson Hall and evenings in Sisson 106 and Crumb Library. For more information, contact the College Writing Center at 315-267-3059 or cwc@potsdam.edu. Also see our website: www.potsdam.edu/support/cwc, which provides current hours and useful handouts.

Career Planning

The Career Planning staff provides the following services to SUNY Potsdam students and alumni:

Career/Major Selection – Individual counseling, FOCUS (an interactive career self-assessment computer program), career books and career websites, and career major handouts. These services and resources are valuable when assisting students with selecting a major/career.

Career Entry – Individual counseling and group workshops in job search strategies, resume and cover letter writing, developing interviewing skills, and designing portfolios, self-marketing brochures and network cards are provided. This service also includes job vacancy lists, resume referral programs, job fairs, on-campus recruiting and the maintenance of reference files.

Career Management – This program is primarily an alumni service in career progression, career change and career problem solving.

Job Listings – Vacancy listings are available through BearTracker, local employment sources, and other web-based job search links. Logins and links can be found on our Career Planning Website at: www.potsdam.edu/career.

Library – The Career Planning lending library contains over 200 books and videos categorized by career information, reference materials, graduate school, summer jobs and “how to” for a multitude of career fields.

Graduate School Assistance – Library references and individual assistance with planning and applying to graduate school is available. A Graduate School Fair is held every fall.

Student Computers – Computers and a laser printer are provided for student use in preparing resumes and letters, searching for jobs, designing network cards, developing a portfolio and creating a self-marketing brochure.

Webpage – Through the Career Planning's webpage, students have access to information on job vacancies, careers, summer jobs, graduate schools, career mentors, all office handouts, what they can do with their majors, all Career Planning events and a step by step career planning activities checklist.

For further information, go to: www.potsdam.edu/career or contact Career Planning at 206 Sisson Hall, or call 315-267-2344.

ACADEMIC ENRICHMENT OPPORTUNITIES

Center for Student Research

Contact Person: Kelly Bonnar
102 MacVicar, 315-267-2051, cur@potsdam.edu,
www.potsdam.edu/academics/specialprograms/cur/index.cfm

The Center for Student Research (CSR) 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.

CSR sponsors a variety of workshops and seminars for faculty and students related to instructional pedagogy, research tools, current trends, and best practices in both undergraduate and graduate research. Visit our web site for specific dates and times. The CSR also serves as an advocate to foster a vital campus culture of collaborative faculty-student research and creative activity.

Opportunities:

- Kilmer Undergraduate Research Apprenticeships funding student-faculty collaborative projects during the academic year and summer session.
- Student Travel Grant supports conference/professional meeting presentations
- Awards for student research at the Annual Learning and Research Fair include the Kilmer Undergraduate Research Poster Excellence Awards, which are awarded to Kilmer Apprentices, and the Ram L. Chugh North Country Research and Public Service Award, given to students whose research focuses on issues related to and benefiting the North Country region of New York State.
- Paid Internships are available each semester in support of the Center's activities, one in Marketing & Outreach and one in Publications Media & Web Communications.
- Featured Student Researchers work is displayed in the Carson Hall wing adjacent to MacVicar Hall and on the CSR website.
- Institute for Ethical Behavior Endowment, in honor of Dr. Harold Hughes, provides funding for research, research-based service learning projects, or dissemination of research findings in the fields of ethical behavior or criminal justice. These projects may be student initiated or a collaboration between students and faculty. The endowment

also supports invitations to scholars or practitioners in the fields of ethical behavior or criminal justice to present lectures or workshops on campus.

Honors Program

Contact Person: Thomas N. Baker
321A Satterlee, 315-267-2078, bakern@potsdam.edu

The Honors Program strives to provide intellectual enrichment for both its students and the campus community at large. For further information, go to www.potsdam.edu/honors.

Eligibility

National Merit Finalists and Semi-finalists, high school valedictorians and salutatorians, and incoming first-year students with a minimum high school GPA of 95 percent are invited to participate in General Honors. Incoming students who believe they are qualified for the Honors Program, but who do not meet the minimum GPA criteria, may also apply for admission to the Honors Director. Students who earn a minimum overall GPA of 3.50 during their first semester at SUNY Potsdam are invited to join the program in their second semester.

Students in General Honors automatically qualify for admission to Advanced Honors, as do transfer students from community colleges who successfully complete an honors program as part of their two-year college degree, and transfer students from four-year colleges who successfully complete the first two years of an honors program at their previous institution.

Curriculum

The Honors Program curriculum features two tracks: General Honors (primarily for first- and second-year students); and Advanced Honors (exclusively for juniors and seniors). The Honors Program's curriculum is flexible, but students are encouraged particularly to pursue opportunities for independent research and creative endeavors.

General Honors

Students in General Honors are required to complete a one-credit honors colloquium (INTD 150), coordinated by the Honors Director, which introduces honors students to the College academic community. By the end of their senior year, students must complete a minimum of three additional courses (9-12 credit hours) designated as honors.

Advanced Honors

Students in Advanced Honors are required to complete a one-credit advanced honors colloquium (INTD 450), and complete one of the following research or service options:

- A Presidential Scholars project
- A departmental honors project/thesis in the student's major
- An approved project/thesis outside their major
- An approved upper-division honors service-learning project
- An approved honors internship

Orientation and Advising

The Honors Program Director serves as a secondary academic adviser to all honors students. Honors students are awarded priority registration and opportunities for priority assignment to "study intensive space" in the residence halls (e.g., through the Honors FYE Floor and related programming designed for honors students).

Graduation Requirements

Graduation with General Honors requires completion of the “General Honors Colloquium” (INTD 150 – 1 cr.) or an equivalent independent study (INTD 195 – 1 cr.), and three additional General Honors courses (9-12 credit hours), with a minimum overall GPA of 3.25 in honors courses and a minimum overall GPA of 3.0.

Graduation with Advanced Honors requires satisfactory completion of the advanced honors colloquium (INTD 450 – 1 cr.), a minimum overall GPA of 3.0, and satisfactory completion of one of the research or service options listed above.

Students who complete both General Honors and Advanced Honors curricula are recognized as SUNY Potsdam Distinguished Scholars.

Presidential Scholars Program

Contact Person: Rebecca Gerber
A102 Schuette, 315-267-3228, gerberrl@potsdam.edu

The Presidential Scholars Program offers a unique opportunity for talented and motivated SUNY Potsdam students to expand their educational horizons. The program provides support to those whose breadth of experience and diverse interests might otherwise go unrecognized. Scholars have taken advantage of the support provided by the program to conduct extensive research on a topic of their choosing, enroll in coursework offered by other colleges that is not available at SUNY Potsdam, and travel to conferences to present their work. Students are given the opportunity to design an academic curriculum suited to their own needs and, in addition, are entitled to the following benefits:

- priority registration for classes each semester,
- an academic advising team from within SUNY Potsdam faculty,
- a guaranteed annual stipend for directed project support.

Presidential Scholars are selected on the basis of academic excellence, a commitment to individual intellectual goals, and a willingness to share their endeavors with the community. Students will be eligible to apply for admittance to the program in the fall semester after completing at least 30 credit hours at SUNY Potsdam and a minimum GPA of 3.5. Students accepted into the program, following the application and interview process, will have at least four full semesters remaining at SUNY Potsdam. Eligible students will be notified by mail. More information, along with descriptions of current and past projects, can be found online at www.potsdam.edu/scholars.

Student Fellowship Program

Contact Person: Rebecca Gerber
A102 Schuette, 315-267-3228, gerberrl@potsdam.edu

The Student Fellowship Program assists students in preparing for nationally competitive awards like the Fulbright Marshall, Jack Kent Cooke, and Boren scholarships. These awards are for students planning graduate opportunities in research, teaching English abroad, or language enhancement for languages critical to U.S. interests. Students should contact the Student Fellowship Office early in their academic program to learn more about developing a plan during their undergraduate years, making connections with faculty, and pursuing research experiences. National scholarships are available for all areas of academic study. Most awards require an on-campus interview and college endorsement of the application. Information about the specific awards can be found online at www.potsdam.edu/specialprograms/fellowships.

Tutorial Study

Contact Persons:
Arts and Sciences Dean, 106 Dunn, 315-267-2231;
Crane School of Music Dean, C218 Bishop, 315-267-2415;
Education and Professional Studies Dean, 115 Satterlee, 315-267-2515

Students may undertake tutorial or independent study to investigate areas for which there is not sufficient demand to warrant a regular course offering, to pursue research interests that cannot be met by an existing advanced course or to undertake interdisciplinary investigation under two or more instructors where existing courses do not provide such opportunities.

Tutorials must be carefully planned in advance with a tutor. The planned work should be described on the Proposal for a Tutorial form. The form, together with the Tutorial Study Registration Form, should be submitted for approval to the chair of the department offering the tutorial. Both forms are then submitted to the dean of the appropriate School. If the proposal is accepted, the dean forwards the registration form to the Registrar.

Undergraduate tutorials carrying liberal arts credit are designated 198, 298, 398 or 498. Those carrying non-liberal arts credit are designated 197, 297, 397 or 497. The assignment of liberal or non-liberal arts credit is the responsibility of the deans.

Tutorials are limited to a maximum of three credit hours. Students may register for only one tutorial in a given department per semester and for only two tutorials per semester in total.

To ensure adequate time for proper review of tutorial proposals, both proposals and registration forms should be submitted to the dean in a finished state before the end of the semester preceding the proposed tutorial study. No tutorial proposal submitted later than three working days prior to the end of the change of schedule period will be considered. It is the responsibility of the student to ascertain that the tutorial has been approved.

International Education and Programs/Study Abroad

Contact Person: Krista LaVack
136 Sisson, 315-267-2507, international@potsdam.edu

Program listings: www.potsdam.edu/academics/international/index.cfm

Why study abroad? Students today are increasingly concerned about understanding other cultures and gaining awareness of global issues as they seek to integrate their private lives and their jobs. Students who have studied abroad agree that there is no substitute for international experience in preparing for living and working in the modern world.

In a world where one U.S. job in six is tied to international trade, the U.S. increasingly needs people with global competence and language skills. Students who study abroad, even for a short period, report life-changing personal growth, enhanced focus on academics, and acquisition of important skills.

Internships abroad: Students interested in an internship in international education (INTD 490) should contact the Director.

Who can study abroad – and where? Study abroad programs are available around the world to SUNY Potsdam students at reasonable cost for a semester, a full academic year or for shorter periods. Students may choose from more than 600 SUNY-wide programs in over 50 countries, in a great variety of disciplines. Some programs are designed for certain majors; most offer a full range of the arts and sciences, proving that study abroad is for students in any discipline. Many programs are conducted wholly or partly in English. Overseas programs offer a range of instructional formats from classroom study to internships or travel study tours, and a variety of living arrangements, from dormitories, to apartments, to living with a host family.

Our special programs: The semester programs administered by SUNY Potsdam include inexpensive programs in England, Germany, Mexico, Sweden, Ghana and other African countries, and student teaching. SUNY Potsdam faculty have organized and led short-term study experiences in winter session, spring break and summer to Jamaica, Egypt, England, France, Greece, Italy, Mexico, Morocco, Peru, Scandinavia, Tunisia, Ukraine and Vietnam.

Winterim

Faculty-led travel courses, as well as independent study opportunities, are available during the Winterim Session, scheduled during the first two weeks of January each year. These travel courses offer a variety of changing themes and destinations around the United States and internationally, and allow students who might not otherwise be able to travel abroad to have an international experience and gain cross-cultural competence. After traveling abroad with a faculty member, students are often empowered to try a semester program abroad.

For information regarding these courses, contact the Office of Extended Education, toll-free (800) 458-1142 or dial direct, 315-267-2166, or go to www.potsdam.edu/exted. The Office is located in Raymond 206.

Birmingham Conservatoire, England

This is a challenging program of performance in music. The Birmingham Conservatoire is one of Britain's leading music colleges, and, with almost 500 students, the country's largest music department. A branch of the University of Central England in Birmingham, the Conservatoire is a music college of international stature, primarily involved in preparing students for the music profession, with undergraduate and post-graduate programs. It is comprised of four schools: Instrumental Studies; Vocal and Operatic Studies; Keyboard and Composition; and Creative Studies. The Conservatoire is located in the heart of Birmingham within walking distance of Symphony Hall, theaters, museums and art galleries. This is a unique program of its kind, and offers a real challenge as well as the chance to experience living with British students, immersed with other students of music in a university environment.

Liverpool Hope University, England

This is a direct exchange program featuring a variety of majors including theater, English, history, biology, psychology and education. Music students with broad interests have found this a congenial location. Students may go either for one semester or for the full academic year.

York St. John, England

For art students and other disciplines including dance, music, theater, history, cultural studies and women's studies, this is a direct exchange program with York St. John University in a beautiful medieval city.

Universität Potsdam, Germany

This direct exchange program allows students to explore life in a reunited Germany and the former capital of Prussia with its beautiful baroque, monumental architecture. Exchanges may be for a semester or an academic year. Intensive study in German is possible before direct enrollment in the university.

Universidad de la Americas, Puebla, Mexico

The direct exchange and overseas academic program offers a rich cultural and multicultural setting, surrounded by beautiful colonial architecture. Students typically take Spanish language and literature courses or enroll directly in anthropology, archeology, art, but may also take a wide range of disciplines from schools of Arts and Humanities, Social Sciences, Business, Sciences, and Engineering or do an internship.

San Miguel, Mexico: Spanish Immersion

The Academia Hispano American offers small classes of instruction in Spanish, integrating language and Latin American Studies, with special emphasis on Mexico. The unique feature of this program is the opportunity for non-traditional students with children to participate in an intensive Spanish immersion. Students are housed with congenial Mexican families, but apartments are also available for groups or families.

Luleå University, Sweden

Luleå University is a regional capital with a rich cultural life, surrounded by vast expanses of forests and mountains. Luleå is also a seaport opening onto an archipelago of beautiful islands. Founded in the 1970s, the university has modern equipment, about 5,200 students and 900 faculty. The music conservatory is located in Piteå, a small town south of Luleå, in a close-knit community environment of musicians and music lovers. There are more than 250 courses offered in English in business, economics, education, engineering, music and politics.

Service Learning in Africa

SUNY Potsdam collaborates with Operation Crossroads Africa (OCA) to offer a unique opportunity to live and work in an African community during the summer term and earn college credit. Students participate in group-oriented cultural exchange and community development projects in Africa developed and supervised by OCA. SUNY Potsdam faculty provide academic orientation and research guidance. Projects typically involve physical labor using indigenous resources. Whether in a village, town, or city, students will live in the community, participating in its daily life.

Service Learning in Jamaica

This program is a ten-day, short-term service learning course on the diverse people, society, culture, and musics of the Caribbean and West Indies. Instructional materials will be presented before and during travel – in text, web-based, and on-site setting. Coursework continues in Jamaica, where students participate in daily training sessions and service work at the local schools and care-centers. Students take part in supervised tutoring, music education, healthcare, sound-recording, and music-therapy program in their area of specialization.

Applications and Services

Applications for all SUNY-wide programs are available in the Office of International Education and Programs. By remaining registered at SUNY Potsdam, students maintain their eligibility for financial aid and their residency, and at the same time facilitate the transfer of credits. The Office of International Education and Programs provides

information about overseas academic programs, including inexpensive options, and assists in arrangements for transfer credit and financial aid for any student who wishes to study abroad. The Office will keep students informed while they are abroad and help them register for the following semester. Students may make an appointment to discuss individual needs.

Students are given detailed advice on selecting the best program for their needs and are strongly encouraged to take advantage of these special opportunities.

National Student Exchange Program

Contact Person: Krista LaVack

136 Sisson, 315-267-2507, international@potdam.edu

www.potsdam.edu/academics/international/index.cfm

National Student Exchange (NSE) is an organization of state colleges and universities throughout the United States, its territories and Canada. NSE's primary purpose is to provide domestic exchange opportunities at institutions of higher learning in different geographical locations. NSE is a way for students to experience new curricular options as well as a means to enjoy an alternate social and living environment. For participating institutions, NSE is a way to expand academic offerings by providing a greater scope and variety of courses. Best of all, NSE is available at minimal or no extra cost.

NSE offers students the opportunity to study in another educational setting; to live in a new cultural and geographical environment; to sample diverse course offerings; and to link into study abroad, internship or field experience options not available at the home campus.

Student Eligibility and Application: Students interested in participating in NSE are usually sophomores or juniors during their exchange period. All participants must have a cumulative GPA of 2.5 and be able to demonstrate adaptability, flexibility and responsibility. Since students serve as ambassadors from their home school, it is assumed that they will behave like ambassadors. Students apply for the exchange program through their home college or university. There is a non-refundable application fee (covering up to five schools) and a filing deadline in mid-February.

Student Expenses: Students are responsible for all expenses related to exchange participation. The NSE experience, however, is seldom more expensive than attending the home institution, excluding travel. Tuition and fees are normally paid to the home campus (Plan B) or through waiver of non-resident tuition and fees (Plan A). Tuition in many states is much lower than New York State's. Room and board is paid to the host campus. Potsdam processes financial aid for students on either plan. Plan B is preferable for students with substantial TAP awards.

Student Placements: Exchange commitments are negotiated by campus coordinators at the annual NSE conference (normally in early March). Placement decisions are governed by the popularity of certain schools and the numbers of students certain schools may send and receive. Since applicants have already been pre-screened by their home coordinator, conference placements are not secured on the basis of any on-site credential evaluations. By mid-April each year, students will have accepted or rejected their placements and begun receiving housing and registration materials from their host schools.

Special Programs: Placements in special programs, such as R.A. exchange, study abroad, honors programs, and some majors, such as music, should be negotiated well in advance of other deadlines.

For a complete list of participating institutions and exchange sites, please contact the Office International Education and Programs or visit the website: www.nse.org.

Associated Colleges of the St. Lawrence Valley

General Cross-registration Procedures

Cross-registration is a cooperative program designed to expand the educational opportunities available to students and staff of the four colleges of the consortium. It provides any full-time matriculated student or full-time employee in a member college the opportunity to enroll in a course offered by another member college. A cross-registered course is used to improve the depth and variety of the student's approved academic program.

Full-time matriculated students and staff at SUNY Canton, Clarkson University, SUNY Potsdam and St. Lawrence University may take up to two courses per academic year (including summer session[s]) at any of the other institutions on a space-available basis. Through cross-registration, full-time matriculated students and staff have access to courses in both major and elective areas representing specialties unavailable or closed at their home institution. There also exist formal curricular arrangements among institutions.

1. It is the student's responsibility to determine whether or not a particular course satisfies requirements for a major, certificate or license, or graduation.
2. It is the student's responsibility to follow registration deadlines for adding, dropping and withdrawing from courses in effect at their home institution.

Cost: tuition is paid to the student's home institution under the policies of that institution. If cross-registration credits result in a course load requiring additional tuition charges at the home school, the student is responsible for those charges just as if the cross-registered credits were home school credits.

There is no additional charge to cross register for courses as long as the individual meets the eligibility requirements. A student does have to pay any special fees, such as lab fees, fees for registration or transcripts, etc.

Grades and Credit: students follow all course requirements as stated by the course instructor. Grades and credit earned are treated as residential and identified as cross-registrations on students' permanent record.

Class Attendance: students are required to meet any attendance requirements as stated by the instructor and are responsible for arranging transportation. Many students drive, share rides or simply walk to class as appropriate.

For additional information, see www.associatedcolleges.org/services/services.htm, contact the Director of the Associated Colleges at 315-267-3331 or Registrar's Office at 315-267-2154.

Art Education with St. Lawrence University

Contact Person: Mark Huff, Department of Art
219 Brainerd, 315-267-2251/2252, huffms@potSDam.edu

Art Studio majors may obtain art teacher certification by completing this program offered through the Associated Colleges Consortium. See page 99 for information.

Engineering Double Degree with Clarkson University (3-2)

Contact Person: Biman Das, Department of Physics
212 Timerman, 315-267-2281, dasb@potSDam.edu

Clarkson University Coordinator: Office of Transfer Admissions
315-268-2125

Degrees: Bachelor of Arts from SUNY Potsdam
Bachelor of Science from Clarkson University

The 3-2 program combines three years of study in the arts and sciences at SUNY Potsdam and two years of study in engineering at Clarkson University. The five-year program leads to two simultaneous degrees, a Bachelor of Arts degree from SUNY Potsdam and a Bachelor of Science degree from Clarkson University in the engineering field chosen by the student.

Note: It is the responsibility of the students to apply to Clarkson University at the office of Transfer Admission, be accepted, and be in residence at Clarkson University for last two years to be eligible for the Clarkson University degree. Students need to transfer their coursework from Clarkson University back to SUNY Potsdam in order to complete their requirements for the SUNY Potsdam degree.

The 3-2 Program is flexible so that a student who enters into the program may change his or her mind later and stay on at SUNY Potsdam to complete a B.A. degree in any field. Students who have completed two years of study at another college and are contemplating a transfer to SUNY Potsdam and the 3-2 program may require an extra semester or two to complete all requirements of the program.

Program of Study at SUNY Potsdam

During the first three years at SUNY Potsdam, students should complete the at least 90 credit hours in liberal arts courses which are required for the B.A. degree at SUNY Potsdam and include the following.

All requirements for a major in one of the following disciplines: chemistry, computer and information sciences, geology, mathematics or physics.

The general education requirements as specified in the General Education manual, with the exemption of one of the following Modes of Inquiry (under advisement):

- Aesthetic Expression – Critical and Discriminative [AC]
- Aesthetic Expression – Experiential [AE]
- Scientific Inquiry – Biological Sciences [SB]

The following mathematics and science courses serve as preparation for the engineering curriculum:

Physics

PHYS 103	University Physics I	4
PHYS 204	University Physics II	4
PHYS 305	University Physics III	4
PHYS 306	Modern Physics*	4

(*required for Electrical Engineering and highly recommended for others)

Mathematics

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 253	Multivariate Calculus	4
MATH 390	Differential Equations	3

Chemistry

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

Computer Science

CIS 201	Computer Science I	4
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Liberal Arts Requirements at Clarkson University

Students completing the current General Education requirements for the B.A. degree at SUNY Potsdam will have completed 15 credits of the liberal arts requirements for the B.S. degree at Clarkson University. However, each engineering department also specifies a three-credit Macro- or Micro-economics course as part of Clarkson University's 18 credit liberal arts requirement.

Cross Registration

To satisfy certain prerequisites for upper level engineering courses, students in the 3-2 program should cross register for 3 to 4 courses during their second and third years from the following courses offered at Clarkson University. Students can cross register for up to two courses per academic year (including summer session).

For students who plan to enter the **Electrical Engineering** program:

ES 250	Electrical Science	3
ES 260	Materials Science	3
EE 211	Electrical Engineering Laboratory	3
EE 221	Linear Circuits	3

For students who plan to enter the **Computer Engineering** program:

ES 250	Electrical Science	3
EE 211	Electrical Engineering Laboratory	3
EE 264	Introduction to Digital Design	3
EE 361	Fundamentals of Software Engineering	3

For students who plan to enter the interdisciplinary **Software Engineering** program:

ES 250	Electrical Science	3
EE 221	Linear Circuits or ES Elective	3
EE 264	Introduction to Digital Design	3
EE 361	Fundamentals of Software Engineering	3

For students who plan to enter the **Mechanical and Aeronautical Engineering** program:

ES 220	Statics	3
ES 250	Electrical Science	3
ES 222	Strength and Materials	3
ES 223	Rigid Body Dynamics	3

72 Academic Enrichment Opportunities

For students who plan to enter the **Chemical Engineering** program, you should cross-register the following courses:

CH 210	Chemical Engineering Principles I: Molecular Properties & Processes (if not taking or if not already taken Physical Chemistry)	3
CH 220	Chemical Engineering Principles II: Material Balances	3
CH 260	Chemical Engineering Principles III: Thermodynamics and Energy Balances	3
ES 250	Electrical Science or ES 260 Materials Science	3

For students who plan to enter the **Civil and Environmental Engineering** program:

ES 220	Statics	3
ES 222	Strength of Materials	3
CE 212	Introduction to Engineering Design	3
ES 330	Fluid Mechanics	3

Program of Study at Clarkson University

Clarkson University offers a wide variety of courses in the four major engineering areas: Chemical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, and Mechanical & Aeronautical Engineering. At least by the beginning of the third year at SUNY Potsdam, students should contact their selected engineering department at Clarkson University to get advice for planning their final two years of the program.

Selection of courses for the first year at SUNY Potsdam: Students in 3-2 program may take the following courses during the first year in addition to the FW and FS General Education courses:

- All students: PHYS 103, 204; MATH 151, 152
- Chemistry and Geology majors must take: CHEM 105, 106
- Mathematics and Physics majors may choose between: CIS 201 or CHEM 105 and 106

MBA Programs with Clarkson University (4+1)

Contact Person: Joe Timmerman, Department of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

Clarkson Contact Person: Patricia M.M. Perrier
Graduate Business Programs, 315-268-6613, pperrier@clarkson.edu

Clarkson University and SUNY Potsdam have established an agreement that allows students to plan their undergraduate programs to include courses which will serve as a foundation for graduate study in business. Students must complete a regular undergraduate major in which foundation courses may satisfy some graduate requirements. These foundation courses include materials required in the first year of study in MBA programs; therefore, students who carefully plan their undergraduate programs are able to earn the undergraduate degree and an MBA degree in five years.

Students currently enrolled at SUNY Potsdam should try to select appropriate electives in order to complete most of the foundation courses as a part of their undergraduate programs. The required courses for the Bachelor of Science in Business Administration satisfy all of the foundation courses. If necessary, prior to beginning the MBA programs, any remaining foundation courses may be taken during the Summer Business Concepts Program at Clarkson University.

Foundation requirements include satisfactory completion of a total of 27 credit hours in the following subjects: economics, finance, production, management, information systems, business law, accounting, marketing, and statistics. All foundation courses must be successfully completed with a 2.0 or higher.

SUNY Potsdam Course Equivalents	Clarkson University Course Requirements
ACCT 201/202 Principles of Accounting I and II or ACCT 385 Managerial Accounting	Accounting: Financial and Managerial

ECON 105 Principles of Micro-economics and ECON 110 Principles of Macroeconomics	Economics: Micro and Macro
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FINA 301 Finance	Corporate Finance
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MGMT 410 Operations Mgt.	Operation/Production Mgt.
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MGMT 340 Information Systems	Information Systems
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STAT 100 Statistics or equivalent	Probability and Statistics
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MGMT 301 Principles of Mgt. or MGMT 310 Organizational Behavior and Ethics or SOCI 320 Complex Organizations	Principles of Mgt. and Organizational Behavior
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MKTG 301 Principles of Mktg.	Principles of Mktg.
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In addition, it is assumed that students will have a working knowledge of calculus.

Program Structure: Building on a knowledge base in the foundation subjects, the MBA program consists of 35 credit hours of study (10 modules, four electives and a three credit experiential requirement) at the graduate level. Twenty credit hours must be completed from among the core modules in the following functional areas of study:

Financial Management	Management Accounting
Marketing Management	Information Systems
Corporate Ethical Decision Making	Applied Economics
Supply Chain Management	Strategic Planning
Organizational Behavior	Decision Analysis and Supply Chain Modeling

All students must also complete one experiential course in consulting, or, a international study abroad. The remaining twelve hours (four courses) consist of electives from among the many graduate offerings of the School of Business. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas. Admission Procedures: Preliminary inquiries concerning programs, admission and financial aid may be made at any time and should be addressed to the Graduate Business Programs Office, School of Business at Clarkson University. As soon as possible after completion of the third year of undergraduate study, applicants should submit an official "Clarkson University Application for Admission and Assistance for Graduate Study" form. All application forms, transcript, Graduate Management Admissions Test (GMAT) or General Record Exam (GRE) scores, current resume, and three letters of recommendation should be sent to the Graduate Business Programs Office at Clarkson University.

All applicants must take the GMAT/GRE and ask that the score be reported to Clarkson University. It is very important that the GMAT/GRE be taken at the earliest possible date after having decided to submit an application. A firm decision concerning admission and financial aid cannot be made without this score.

The School of Business attempts to notify an applicant as early as possible after receiving the application materials and GMAT score. A grade point average of 3.0 and a 70th percentile GMAT score are sufficient to secure early admission to the program. In other cases, a decision must be postponed until grades from additional courses are available. Applicants not accepted immediately would be advised on an individual basis as to what must be done during their last year of study to secure admission. Grade trends, work experience and letters of reference all have a bearing in the decision process.

Most students begin the MBA program in the fall semester, and course offerings are scheduled accordingly. Students needing substantial foundation courses, however, may find spring enrollment a desirable alternative, since Clarkson University offers all courses necessary to satisfy the foundation requirement.

Environmental Technology Minor with SUNY Canton

Contact Person: Michael Rygel, Geology Department
226 Timerman Hall, 315-267-3401, rygelmc@potdam.edu

Students may obtain a minor in Environmental Technology through a combination of courses at SUNY Potsdam and SUNY Canton. This program of study is offered through the Geology Department. See page 129 for information.

Pre-Professional Programs

Health Professions

Contact Person: David Gingrich, Department of Chemistry
308 Stowell, 315-267-2273, gingridj@potdam.edu

Students seeking careers in the health professions (medicine, dentistry, optometry, pharmacy, physical therapy, veterinary medicine etc.) are not enrolled in a formal pre-health program, nor required to select any particular major. Coursework that provides both a foundation in the sciences plus studies in the liberal arts provides the background necessary to pursue training in these fields beyond the undergraduate degree. Certain courses are typically required for admission to these professional graduate programs, as well as for preparation for the required admissions exams. Most students select a Biology, Chemistry, or Biochemistry major, since much of the pre-health coursework is also encompassed within these majors.

Students planning careers in the health professions should contact the Health Professions Advisory Committee (HPAC), as soon as possible (during their first semester at the College). See Dr. David Gingrich, the current HPAC chair.

Although admission requirements vary between schools, it is recommended that pre-med students complete two years of chemistry (through organic chemistry), a year each of both biology and physics, and at least six credit hours of English, in their first two years of study to be fully prepared to take the Medical College Admissions Test (MCAT) during or after their junior year. The following courses offered at SUNY Potsdam fulfill the minimum requirements of most professional schools:

BIOL 151/152	General Biology I/II
CHEM 105/106	General Chemistry 1/2
CHEM 341/342	Organic Chemistry 1/2
PHYS 101/202	College Physics I/II
PHYS 103/204 University Physics I/II are an alternate physics option.	

Starting in 2015, the MCAT will introduce a new set of core competencies. Due to the greater emphasis on biochemistry as well as the introduction of a Psychological, Social, and Biological Foundations of Behavior competency section, additional courses in biochemistry as well as introductory courses in sociology and psychology should be taken by pre-med students.

Several other pre-health programs also now require one or two semesters of biochemistry. Since Biochemistry 425/426 requires two semesters of General Chemistry as well as two semesters of Organic Chemistry as prerequisites, these courses should be started freshman year to be prepared for taking the appropriate admissions exam following the junior year of study.

Students completing MCAT exams have reported that the following courses were also particularly helpful:

BIOL 311	Genetics
BIOL 407	Cell Physiology
BIOL 410	Human Physiology
BIOL 413	Neurophysiology

Physical, Respiratory, and Occupational Therapy students are required to take a full year of Human Anatomy and Physiology which can typically be completed by taking BIOL 403 and 404 Human Anatomy and Physiology. This course will also help in preparation for gross anatomy required by many of the programs. Check with your professional school's admission office for confirmation.

The Health Professions Advisory Committee (HPAC) is available to provide assistance on academic and curricular matters and to facilitate the preparation of application materials. The committee also prepares a letter of recommendation for each applicant if required or requested.

A partial list of Health Professions:

Medicine	Physician Assistant
Cytotechnology	Respiratory Therapy
Cardiovascular Perfusion	Medical Imaging
Medical Laboratory Technology	Medical Technology
Radiation Therapy	Nursing
Occupational Therapy	Pharmacy
Physical Therapy	Podiatry
Radiologic Technology	Veterinary Medicine

SUNY College of Optometry (3-4)

Contact Person: David Gingrich, Department of Chemistry
308 Stowell, 315-267-2273, gingridj@potdam.edu

SUNY Potsdam and SUNY College of Optometry have a formal affiliation in optometric education in which up to six high school students per year can be jointly admitted by SUNY Potsdam and SUNY College of Optometry to a seven-year pre-optometry/optometry program of study. Students can apply from high school as they apply to SUNY Potsdam, or during their freshman or sophomore years. The preferred application time is in the first semester of sophomore year. Students shall be selected based on standards set by both schools and will matriculate at SUNY Potsdam for three years. Upon maintaining an appropriate

agreed-upon grade point average in required pre-optometric coursework, attaining agreed-upon satisfactory scores on the Optometry College Admissions Test and passing reasonable personal interview standards, these students will be admitted to the State College of Optometry at the completion of their third year of enrollment at SUNY Potsdam. Students will pursue a curriculum approved by both SUNY Potsdam and SUNY College of Optometry. The Bachelor of Arts degree will be awarded by SUNY Potsdam to those students who have completed all of the degree requirements, usually after the first year of professional study at the State College of Optometry. Students interested in this program should contact the chair of the Health Professions Advisory Committee (HPAC), Dr. David Gingrich, as soon as possible to obtain additional information.

Pre-Law Studies

Contact Person: Timothy Gordinier, Department of Politics
309-B Satterlee, 315-267-2716, gordintp@potsdam.edu

Students interested in pursuing careers in law should meet with Professor Timothy Gordinier of the Department of Politics. He is prepared to assist students in evaluating their interests and aptitude for law, and in preparing effective applications to law school. The adviser is also available to provide counseling on academic and curricular problems relating to pre-legal studies.

Law schools do not generally require a prescribed curriculum for admission. Students who are interested in a career in the legal profession will be prepared for law school if their undergraduate record in the arts and sciences is strong.

Certain minimum requirements for admission are, however, required by all law schools. It is recommended, therefore, that students interested in law consult with Professor Gordinier as early as possible, preferably during their first year, for advice concerning the selection of courses. The Pre-law minor offered through the Department of Politics will be of particular interest. Course selection will often depend upon a number of variables and should be undertaken only in consultation with both the major and career interest advisers.

For admission to law school, each student must also demonstrate an aptitude for the law on the Law School Admissions Test (LSAT), submit strong application essays and letters of recommendation, and have a sufficiently high GPA. Students are urged to consult with Professor Gordinier about this test and the application materials before the spring of their junior year.

SUNY Institute of Technology at Utica/Rome (3-2)

Contact Person: Biman Das, Department of Physics
212 Timerman, 315-267-2281, dasb@potsdam.edu

SUNY Potsdam and SUNY Institute of Technology at Utica/Rome have a formal 3-2 program affiliation in the area of engineering technology.

3-2 Engineering Program: The 3-2 Engineering Technology Program combines three years of education in science and mathematics at SUNY Potsdam with two years of engineering technology education at SUNY College of Technology at Utica/Rome, leading after five years to the Bachelor of Arts degree from SUNY Potsdam and the Bachelor of Technology or Bachelor of Science degree from the SUNY College of Technology at Utica/Rome. The Bachelor of Technology degree may be granted in electrical, mechanical or industrial technology. The Bachelor of Science degree is offered in telecommunications. For further infor-

mation, contact the SUNY Potsdam coordinator in the Department of Physics at 315-267-2284.

Engineering Double Degree with SUNY Binghamton (3-2)

Contact Person: Biman Das, Department of Physics
212 Timerman, 315-267-2281, dasb@potsdam.edu

A 3-2 program has also been established with the Thomas J. Watson School of Engineering at SUNY Binghamton. Coursework preparation for transfer to the Watson School is essentially the same as that for the program with Clarkson University (see page 71 for more information). Students interested in this option should consult with the Coordinator of the 3-2 Program at SUNY Potsdam at least by the middle of their second year.

Professional Programs

MSW with University of Louisville (4+2-1/2)

Contact Person: Sharmain van Blommestein, English & Communication Department
249 Morey Hall, 315-267-3158, vanblos@potsdam.edu

Degrees:

Bachelor of Arts from SUNY Potsdam

Masters of Social Work from University of Louisville, Kent School of Social Work

The Kent School of Social Work and SUNY Potsdam have established an agreement which allows qualified students who have earned a Bachelor of Arts degree in Women's and Gender Studies to complete the MSW degree in an additional 2½ years. With the combination of these two degrees, students will have the tools of social change to address the historic problems of gender inequality and injustice. Social work is a profession for those with a desire to improve people's lives.

Requirements for this program: While completing the Women's and Gender Studies major at SUNY Potsdam, students will substitute three 500 level WGS courses in the Social-Political and Science-Health Perspectives for lower-level courses (faculty approval required). Students must complete Human Biology, (fulfills the SB Gen Ed requirement), and Statistics, (fulfills the FM Gen Ed requirement), and maintain an overall GPA of 3.0.

Benefits of this program are the following:

- Reduced cost (SUNY Potsdam WGS majors pay in-state tuition costs see <http://louisville.edu/vpf/bursar/student/tuition/tuitioncurrent.html>)
- Shortened time to degree: SUNY Potsdam WGS majors complete the MSW degree in 2½ instead of 3 years
- Choice of location for practicum: SUNY Potsdam WGS majors can choose the geographic location and focus for their practicum
- Some Kent School of Social Work Courses are available online
- Graduates are qualified for: ACSW New York State licensure exam

MBA with Alfred University (4+1)

Contact Person: Joe Timmerman, Depart. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

The College of Business, Alfred University and SUNY Potsdam have established an agreement which allows qualified students who have

earned a Bachelor of Science degree to accelerate their progress through the Alfred University College of Business MBA program. Waiver of selected MBA common body of knowledge courses is granted based upon completion of specific undergraduate courses. Students may be able to complete the MBA program in as short as one calendar year.

Applicants should demonstrate an overall strong potential for success in graduate business study based on their undergraduate academic performance and GMAT scores.

Grades of “B” or better in the designated undergraduate courses are acceptable for waiver of MBA foundation coursework.

SUNY Potsdam Courses	Alfred University Courses
ACCT 201/202 Principles of Accounting I and II	ACC 215 Financial Accounting
ACCT 385 Managerial Accounting ECON 105 Principles of Microeconomics and Markets	ACC 216 Managerial Accounting ECO 201 Introduction to Economics
ECON 110 Principles of Macroeconomics	ECO 202 Principles of Macroeconomics
ECON 300 Statistical Methods in Economics and Business	BUS 113 Business Statistics
FINA 301 Finance	FIN 348 Managerial Finance
CMPT 301 Introduction to Business Applications	MIS 101 Business Perspectives Computer Applications
MGMT 410 Operations Management	BUS 260 Operations Research
MGMT 310 Organizational Behavior and Ethics	MGT 328 Management and Organizational Behavior
MKTG 301 Principles of Marketing	MKT 321 Principles of Marketing

Students must submit an application for admission into the MBA program. Minimum GMAT score and undergraduate GPA as specified by AACSB International are required.

The faculty at SUNY Potsdam and the faculty at the Alfred University College of Business will be advising SUNY Potsdam students in this agreement.

MBA with SUNY Oswego (4+1)

Contact Person: Joe Timmerman, Depart. of Business Administration 212 Dunn, 315-267-2219, timmerja@potsdam.edu

SUNY Potsdam and SUNY Oswego recently signed a new 4+1 Accounting MBA agreement. Students completing their BS in Business Administration at SUNY Potsdam may be admitted to the School of Business at SUNY Oswego’s MBA program after having already satisfied the graduate business foundation courses.

Students who graduate with a SUNY Potsdam degree in Business Administration are waived from the SUNY Oswego M.B.A. program foundation courses upon acceptance. These 7 courses are: MBA 501 Principles of Accounting; MBA 502 Principles of Economics; MBA 503 Principles of Management; MBA 504 Quantitative Analysis; MBA 505

Operations Management; MBA 506 Legal Environment of Business; and MBA 507 Financial Management. In addition, the 4+1 agreement is not only for accounting students but also for those seeking a general professional-oriented M.B.A.

MBA with Rochester Institute of Technology (4+1)

Contact Person: Joe Timmerman, Depart. of Business Administration 212 Dunn, 315-267-2219, timmerja@potsdam.edu

The State University of New York at Potsdam and Rochester Institute of Technology (RIT) College of Business have established an agreement which allows qualified students who have earned a Bachelor of Science degree to accelerate their progress through the RIT College of Business MBA program. Waiver of selected MBA common body of knowledge courses is granted based upon completion of certain undergraduate courses. Refer to equivalency courses below. Students may be able to complete the MBA program in as few as four or five academic quarters.

Applicants should demonstrate an overall strong potential for success in graduate business study based on their GMAT scores and their undergraduate academic performance. Only grades of “B” or better in the designated undergraduate courses are acceptable for waiver of graduate level coursework.

SUNY Potsdam Courses	Rochester Institute of Tech. Courses
ACCT 201/202 Principles of Accounting I and II plus ACCT 385 Managerial Accounting	Financial Accounting
MGMT 310 Organizational Behavior and Ethics	Organizational Behavior and Leadership
<i>plus one of the following:</i>	
EMRE 330 Human Resource Management	
EMRE 432 Organizational Development	
MGMT 301 Principles of Management	
MGMT 420 Leadership in Organizations	
<i>either</i>	
ECON 380 Introduction to Econometrics (lecture/recitation) and MATH 126 Probability and Statistics II	Statistical Analysis for Decision Making*
<i>or</i>	
MATH 461 Probability and Mathematical Statistics I and MATH 562 Probability and Mathematical Statistics II	
ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics	Economics for Managers
MKTG 301 Principles of Marketing	Marketing Concepts
<i>plus one of the following:</i>	
MKTG 320 Principles of Advertising and Promotion	
MKTG 330 Marketing Research	
MGMT 410 Operations Management	Operations Management
FINA 301 Finance and FINA 410 Investments and Portfolio Analysis	Financial Analysis for Managers

*Students must also successfully pass statistics portion of Grad Math/Grad Stat exam offered at orientation.

MBA with Union University (4+1)

Contact Person: Joe Timmerman, Depart. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsteam.edu

The MBA Graduate School of Union University has established a 4+1 agreement with SUNY Potsdam to allow SUNY Potsdam students to complete their MBA degree in one additional year after graduation from their undergraduate programs.

The MBA program prepares students for analytical, managerial, and executive-level positions in a variety of enterprises. The design and delivery of the curriculum emphasizes broad exposure to core business disciplines; the building of analytical, computer, communication and human management skills; and the development of an ethical systems-oriented, cross-functional perspective for decision making.

Graduate management study at Union University is a very specialized experience. Union's first-rate faculty delivers a flexible, global curriculum within a "small college" environment with the opportunities of a strong global MBA. It is Union's size and careful attention to the individual needs of each student that make graduate study at Union such a rewarding experience. Small classes meet in the evening, enabling Union to bring full- and part-time students, from all educational backgrounds, together in exciting and diversified ways. Faculty is routinely accessible outside of class for individual student questions and conversation.

Upon completion of the junior year at SUNY Potsdam, students may be granted "early admissions" if they have achieved a GPA of 3.4 and a GMAT of 600 or above. "Regular admissions" applicants must have a GPA of 3.0 and a GMAT score of 500 or above.

Students must complete the SUNY Potsdam courses listed below with a grade of B- or above to waive the 8 MBA equivalents at Union University in order to graduate from the MBA program in one additional year.

SUNY Potsdam Courses	Union University Courses
MATH 151 Calculus or ECON 375 Mathematical Economics	GMI 201 Mathematics of Management (1/2)
MATH 125 Probability and Statistics I or ECON 300 Statistical Methods in Economics and Business <i>any two of the following four:</i> ECON 380 Introduction to Econometrics MATH 126 Probability and Statistics II MATH 461 Probability and Mathematical Statistics I MATH 562 Probability and Mathematical Statistics II	GMI 202 Introduction to Probability (1/2) GMI 206 Statistical Models for Management
ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics	GMI 220 Principles of Economics
ACCT 201 Principles of Accounting I and ACCT 202 Principles of Accounting II	GMI 210 Financial Accounting
ACCT 385 Managerial Accounting and FINA 301 Finance	GMI 212 Managerial Accounting and Finance

MGMT 330 Legal Environment of Business GMI 270 Legal Principles of Business

plus one of the following:

EMRE 301 Employment Law
EMRE 322 Labor Law

MGMT 301 Principles of Management GMI 251 Managing People & Teams in Organizations

plus one of the following:

EMRE 330 Human Resource Management
EMRE 432 Organizational Development
MGMT 310 Organizational Behavior and Ethics
MGMT 420 Leadership in Organizations

MKTG 301 Principles of Marketing GMI 225 Marketing Management & Strategy

plus one of the following:

MKTG 320 Principles of Advertising and Promotion
MKTG 330 Marketing Research

MBA Programs with Clarkson University (4+1)

Please see page 72.

MSA with Syracuse University (4+1)

Contact Person: Joe Timmerman, Depart. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsteam.edu

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Accounting in one additional year of study.

Any SUNY Potsdam graduate meeting the following minimum admission standards will be accepted for admission to the Whitman MSA program in the year immediately following (or up to five years following) the completion of her/his degree requirements. At the time of admission, the applicant must have (1) a GMAT score at or above a 550 and (2) a 3.4 grade point average (last two academic years of study). All foundation courses must be completed with a cumulative GPA of "B" or better prior to entering the Syracuse program. The Whitman School of Management at Syracuse University shall be responsible for tracking the minimum grades in required foundation courses and the "B" cumulative grade point average in the last two years of academic study from the transcript the applicant supplies for the admission application.

Students that meet the above criteria and enroll in the MSA program will be reimbursed for their application fee and GMAT exam costs. In addition, a merit scholarship of at least \$5,000 will be awarded.

SUNY Potsdam Courses	Syracuse Required Foundation Courses
ACCT 201 Principles of Accounting I	Financial Accounting
ACCT 202 Principles of Accounting II	Managerial Accounting
ECON 105 Principles of Microeconomics	Microeconomics
ECON 110 Principles of Macroeconomics	Macroeconomics
FINA 301 Finance Corporate Finance	Statistics and Probability
STAT 100 Statistics	

One Year MSA Program Structure

Building on a knowledge base in undergraduate subjects, the one year MSA program consists of 30 semester hours of study at the graduate level. The core consists of seven advanced accounting courses each worth three credit hours:

- Taxes and Business Strategy
- Financial Statement Analysis
- Strategic Cost Analysis
- Advanced Auditing
- Finance Elective
- Quantitative Methods Elective
- Economics Elective

The remaining nine hours (three courses) consist of three electives from among the graduate offerings of the Whitman School of Management. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas.

MSF with Syracuse University (4+1)

Contact Person: Joe Timmerman, Depart. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Finance in one additional year of study.

Any SUNY Potsdam graduate meeting the following minimum admission standards will be accepted for admission to the Whitman MSF program in the year immediately following (or up to five years following) the completion of her/his degree requirements. At the time of admission, the applicant must have (1) a GMAT score at or above a 600 and (2) a 3.4 grade point average (last two academic years of study). All foundation courses must be completed with a cumulative GPA of “B” or better prior to entering the Syracuse program. The Whitman School of Management at Syracuse University shall be responsible for tracking the minimum grades in required foundation courses and the “B” cumulative grade point average in the last two years of academic study from the transcript the applicant supplies for the admission application.

Students that meet the above criteria and enroll in the MSF program will be reimbursed for their application fee and GMAT exam costs. In addition, a merit scholarship of at least \$5,000 will be awarded. Students that actively pursue CFA (Chartered Financial Analyst) certification will be reimbursed for part one of the exam by the Whitman School of Management up to and not exceeding \$1,000.

SUNY Potsdam Courses	Syracuse Required Foundation Courses
ACCT 201 Principles of Accounting I	Financial Accounting
ACCT 202 Principles of Accounting II	Managerial Accounting
ECON 105 Principles of Microeconomics	Microeconomics
ECON 110 Principles of Macroeconomics	Macroeconomics
FINA 301 Finance Corporate Finance	
STAT 100 Statistics	Statistics and Probability
MATH 151 Calculus I	Calculus

One Year MSF Program Structure

Building on a knowledge base in undergraduate subjects, the one year MSF program consists of 30 semester hours of study at the graduate level. The core consists of 18-21 credits of advanced finance courses each worth three credit hours.

The remaining program requirement consists of nine to twelve credit hours of elective courses from other related subject areas at the Whitman School of Management. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas.

Reserve Officers Training Corps (ROTC)

ROTC at SUNY Potsdam is an elective course of study that provides college-trained officers to the United States Army and Air Force. SUNY Potsdam students cross-enroll into one of the Clarkson University ROTC programs. Upon graduation and successful completion of either the Army program in Military Science or the Air Force program in Aerospace Studies, students receive appointments as commissioned officers in the grade of second lieutenant. Each program provides a Basic Course in the Freshman and Sophomore years and an Advanced Course in the Junior and Senior years. Army sophomores with no ROTC experience may receive credit by attending a special, expenses paid, six-week long Basic Camp in the summer prior to their junior year. There are other options available for veterans and graduate students. Students may enroll in the ROTC Basic Course or attend the Basic Camp without incurring any military service obligation. Uniforms and books required for ROTC courses are furnished free of charge to students in the Basic and Advanced Courses. Advanced course students are currently paid \$450-\$500 per month (tax-free) stipend to offset living costs. Qualified students are eligible to compete for Army and Air Force ROTC Scholarships. For more information, call 315-268-7989 for Air Force or 315-265-2180 for Army.

Aerospace Studies (Air Force ROTC)

Air Force Reserve Officer Training Corps (AFROTC) combines college study with military leadership, discipline, and training to produce officers and leaders for the United States Air Force. Upon graduation with at least a bachelor’s degree, students are commissioned as second lieutenants in the Active Duty Air Force. A commission is an appointment to a military office by the President of the United States.

Curriculum

AFROTC is normally a four-year program divided into two portions, the General Military Course (GMC) for freshman and sophomores, and the Professional Officer Course (POC) for juniors and seniors. All students also complete Leadership Laboratory (LLAB) each semester. Based on the needs of the Air Force, students are often allowed to enroll as late as the fall of their junior year. The GMC curriculum is covered during an extended Field Training in the summer after their junior year.

GMC

The GMC involves a one credit hour course and a two-hour Leadership Laboratory each semester. The freshman curriculum introduces the Air Force mission and organization, covers the basics of military customs and courtesies, military correspondence styles, and drill and ceremonies. The sophomore curriculum focuses on the history of air power, starting with the Wright Brothers’ first flight at Kitty Hawk, and traces the evolution of aircraft and Air Force missions throughout

78 Academic Enrichment Opportunities

WWI, WWII, Korea, Vietnam, the Gulf War, and recent operations around the world such as Afghanistan and Iraq.

Field Training

After successful completion of the GMC, students are normally scheduled to attend Field Training during the summer between the sophomore and junior year. Field Training is an intense, four-week, hands-on leadership challenge. Cadets will be evaluated on their mastery of military customs and courtesies, drill and ceremonies, and on their leadership ability. Cadets are exposed to a variety of challenges to force them to work as a team, learn to critically evaluate situations, and perform under stress. While no cadet will tell you it is fun, Field Training is often a life-changing experience that builds self-confidence and fine-tunes leadership skills.

POC

After successfully completing Field Training, cadets are sworn in to the POC and are enlisted in the inactive reserves while they complete their final two years of college. The junior curriculum focuses on an in-depth study of leadership and management concepts. The senior curriculum continues to emphasize leadership, but introduces national security concepts and issues, military law, the law of armed conflict, and preparation for entrance into the Active Duty Air Force. POC cadets are placed in leadership positions and are charged with running the cadet wing that is modeled after the organizational structure of the active duty Air Force.

Leadership Laboratory (LLAB)

LLAB is a hands-on leadership training program. The POC plan and execute 13 labs in which the GMC are instructed in skills they will need to successfully complete Field Training and for a thriving military career. POC members are responsible for planning and executing LLAB, as well as other extra-curricular activities like formal dinners and awards ceremonies. Cadets are challenged in the classroom, and their jobs in the cadet wing require them to put the theories into practice.

Scholarships

Merit-based tuition scholarships are available to AFROTC cadets; they vary from \$3,000 to full tuition. Below is a list of current scholarships.

- TYPE I – Full tuition and fees scholarship
- TYPE II – \$18,000 towards tuition and fees
- TYPE III – \$9,000 towards tuition and fees
- TYPE VI – \$3,000 towards tuition and fees
- TYPE VIII – A competitive-based academic upgrade of a TYPE II, pays up to 80% of tuition

Other Benefits (all scholarships include the following):

- Monthly Stipend during the academic year –
FR = \$300, SOPH = \$350, JUN = \$450, SEN = \$500
- \$450 per semester for books

Other Activities

Air Force ROTC presents many unique opportunities for its cadets. On weekends in the fall and spring, cadets can receive up to eight hours of no-cost flight instruction through the Civil Air Patrol. In addition, every winter break the cadet corps has the opportunity to visit an Air Force Base and see firsthand how the Air Force works. These trips often include incentive flights on a variety of military aircraft. Cadets can also compete for summertime opportunities to earn parachute wings

(free-fall and airborne) and travel to overseas bases at no cost. For more details contact the Aerospace Studies Department at 315-268-7989.

Aerospace Studies Curriculum*

Credit Hours

First Year: First semester

AS 101 The Air Force Today 1

AS 103 Leadership Laboratory

First Year: Second semester

AS 102 The Air Force Today II 1

AS 104 Leadership Laboratory

Sophomore Year: First semester

AS 201 Evolution of Air Power I 1

AS 203 Leadership Laboratory

Sophomore Year: Second semester

AS 202 Evolution of Air Power II 1

AS 204 Leadership Laboratory

Junior Year: First semester

AS 301 Air Force Leadership & Management I 3

AS 303 Leadership Laboratory

Junior Year: Second semester

AS 302 Air Force Leadership & Management II 3

AS 304 Leadership Laboratory

Senior Year: First semester

AS 401 National Security Forces in Contemporary American Society I 3

AS 403 Leadership Laboratory

Senior Year: Second semester

AS 402 National Security Forces in Contemporary American Society I 3

AS 404 Leadership Laboratory

*Course may be applicable as free electives in some majors where noted. Consult individual departments for details.

Military Science (Army ROTC)

The Clarkson University Army ROTC Golden Knight Battalion was founded in 1936 in order to establish a program in which students could obtain commissions as Second Lieutenants in the United States Army upon graduation. Since then, it has commissioned over 1,100 leaders into the Active, Reserve and National Guard components. Today, the Golden Knight Battalion continues to commission high quality officers from Clarkson University, St. Lawrence University, SUNY Potsdam and SUNY Canton.

The goal of the department is to develop individual leadership skills and managerial ability while preparing young adults to become leaders in the United States Army. Army ROTC is a widely accepted part of campus life with cadets active in all campus activities including student government, varsity athletics and Greek life. The Battalion is approximately 100 cadets strong, and its focus remains steady on the development and training of America's future leaders. The end result of successful completion of Army ROTC program is a commission in the U.S. Army as a Second Lieutenant.

Program

The ROTC program complements the traditional college curriculum by placing an emphasis on developing the student's leadership, management and interpersonal skills through dynamic and challenging instruction and training. Along with the class room instruction is a physical fitness component. Future officers must meet medical and fitness standards to commission. Many academic schools at SUNY Potsdam give PE credit

for the Army ROTC class. Upon graduation, cadets are commissioned as Second Lieutenants into one of 16 career fields in the Active Army, Army Reserve or National Guard.

Scholarships

Army ROTC offers a number of scholarships for students interested in the program. Four-, three- and two-year scholarships are awarded to students on a merit-basis. Students may apply for four-year scholarships while still in high school as well as two- and three-year scholarships once on campus. These scholarships include:

1. Full payment of SUNY tuition and mandatory fees or room and board at SUNY Potsdam;
2. \$600 per semester for textbooks and classroom supplies;
3. \$350-\$500 monthly stipend for up to 10 months per year.

Military Science Curriculum	Credit Hours
<i>Freshman Year: First semester</i>	
MS 111 Leadership and Personal Development	1
MS 111L Leadership Laboratory	
<i>Freshman Year: Second semester</i>	
MS 112 Introduction to Tactical Leadership	1
MS 112L Leadership Laboratory	
<i>Sophomore Year: First semester</i>	
MS 221 Foundations of Leadership	2
MS 221L Leadership Laboratory	
<i>Sophomore Year: Second semester</i>	
MS 222 Foundations of Tactical Leadership	2
MS 222L Leadership Laboratory	
<i>Junior Year: First semester</i>	
MS 331 Adaptive Team Leadership	3
MS 331L Leadership Laboratory	
<i>Junior Year: Second semester</i>	
MS 332 Applied Team Leadership	3
MS 332L Leadership Laboratory	
<i>Senior Year: First semester</i>	
MS 441 Adaptive Leadership	3
MS 441L Leadership Laboratory	
<i>Senior Year: Second semester</i>	
MS 442 Leadership in a Complex World	3
MS 442L Leadership Laboratory	

For more information you can visit www.armyrotc.com. To cross enroll in an Army ROTC class with no obligation, contact the Golden Knight Battalion at 315-265-2180 or email armyrotc@clarkson.edu.

INTERDISCIPLINARY STUDIES

Learning Communities

Contact Person: David Bugg, Department of Sociology
311-1 Satterlee, 315-267-3481, buggd@potsdam.edu

Learning Communities are cohorts of 10 to 30 students enrolled together in an interdisciplinary set of two to five courses. Instructors often collaborate to integrate their courses around a theme or problem. Examples of recent Learning Communities are Environmental Studies, Power and Money and Bridging Cultures. Nationwide research indicates that Learning Communities intensify cooperation among students and faculty, forming a community of scholars. Students and faculty are motivated by the interaction and see more clearly the ways

in which each discipline contributes to an overall understanding of the issue under study.

Each fall first-time students entering the College, enroll in one of two dozen First-Year Interest Groups (FIGs), such as Archaeology, Natural Science and Pre-Med, Childhood Education, or Business and Theatre Production. Some FIGs include the First-Year Success Seminar (FYSS), a course designed to accelerate students' adaptation to college life and study, and some include a residential component. After the fall semester, Learning Communities are available as an option at an upper division level. Some, such as CSI Potsdam and Business, serve specific majors, while others, such as Invitation to Health, enroll students of many majors by satisfying General Education requirements.

Adirondack Environmental Studies Semester for First-year Students

Contact Person: Phil Neisser, Environmental Studies
103 Dunn, 315-267-2230, neissept@potsdam.edu

The "Adirondacks" offers a complete semester of five courses taught by a team of professors from various disciplines that share a common environmental studies emphasis and use the Adirondack Park region as case study material. The program enrolls 20 first-year (freshman) students who work closely all semester with professors, advisers, and each other in frequent team projects, labs, field trips and studios. It constitutes a complete semester schedule of approximately 15 credit hours. It is appropriate for undeclared students as well as those interested in SUNY Potsdam's Environmental Studies major, Environmental Science minor and Environmental Studies minor.

Courses in the package change slightly from year to year, but always include the sciences, social sciences, arts and humanities. The package generally features courses in composition, environmental studies, ecology, and drawing. Being a complete semester schedule, the program satisfies several General Education requirements in an unusually coherent fashion.

Environmental Studies Major (B.A.)

43-51 credit hours required.

Contact Person: Phil Neisser, Environmental Studies
103 Dunn, 315-267-2230, neissept@potsdam.edu

The major includes course offerings from twelve departments and programs. The curriculum emphasizes the social sciences, humanities, and natural sciences to prepare students to shape viable environmental policy and practice, as citizens as well as environmental educators, planners, policy analysts, advocates, lawyers, and field managers. The major also prepares students for graduate school in related environmental fields.

The curriculum's distinctive feature is that it employs the nearby Adirondack Park as case study and field site, grounding theory in the experience of a protected area of international importance. First-year students are advised to begin with the Adirondacks Environmental Studies Semester. The service-learning capstone experience provides students with the opportunity to gain hands-on experience in the environmental field during the summer after the junior year. In a three-credit fall seminar, seniors develop and present an independent research project.

A grade of 2.0 or better must be achieved in all courses.

Each student is also required to complete a minor in one of the disciplines that offer courses for the Environmental Studies major, with no more than two courses counting toward the major. All disciplines participate except Computer Science, Modern Language, Theater/Drama, Education, and Music.

All courses are 3 credits unless noted. Credits are divided as follows:

Humanities and Social Sciences

ENVR 110 Introduction to Environmental Studies
ENVR 310 Adirondack Environmental Studies

One of the following Humanities courses:

HIST 470 African Environmental History
HIST 453 Nature in American History
LITR 351 Nature and Literature
PHIL 330 Environmental Ethics

And other courses to be listed.

One of the following Social Science courses:

ECON 320 Economy and Environment
HLTH 300 Environmental Health
POLS 324 Natural Resource Policy (4)
POLS 344 Global Climate Change (4)
POLS 348 Water Policy
POLS 355 Politics and the Environment (4)
POLS 395 Political Ecology
SOVI 340 Environment and Society
SOVI 341 Environmental Justice

And other courses to be listed.

Plus one elective from either list above.

Sciences

Three of the following, each from a different department:

BIOL 111 Adirondack Ecology/Natural History
BIOL 148 Biodiversity Conservation
BIOL 300 Ecology (3-4)
CHEM 301 Fundamentals of Environmental Science
GEOL 101 Environmental Geology
GEOL 103 Physical Geology
GEOL 306 Geology of Our National Parks
PHYS 325 Energy and the Environment

And other courses to be listed.

Plus one of the following:

BIOL 101 Evolution and Ecology
BIOL 209 Winter Ecology
BIOL 312 Insect Ecology (4)
BIOL 400 Field Ecology (4)
BIOL 409 Fresh Water Ecology
CHEM 321 The Sustainable World
GEOL 406 Geomorphology
GEOL 407 Environmental Geophysics
PHYS 330 Meteorology

And other courses to be listed.

Skills

COMP 304 Technical Writing, Prereq: COMP 201(4)
ENVR 210 Environmental Futures (1)
GEOL 340 Geographic Information Systems (4) OR
WILD 240 Backpacking (2)

Credits

15-17

12-13

7-9

Environmental Studies Capstone

ENVR 390 Field Preparation
ENVR 391 Field Project (3-6)
ENVR 490 Senior Seminar

9-12

Environmental Studies Course Descriptions

ENVR 195, 295, 395, 495 – Special Topics (1-12)

ENVR 198, 298, 398, 498 – Tutorial (1-3)

ENVR 110 – Introduction to Environmental Studies (3) This course is an introduction to the interdisciplinary study of environmental issues. It incorporates the social, political, economic, cultural, and biophysical dimensions of a diversity of environmental problems and solutions, and includes a special focus on the Adirondacks. Human impacts on the environment, historical and contemporary views of the environment, and potential solutions to current environmental problems will be examined. Fall and Spring. Gen Ed: FC credit.

ENVR 210 – Environmental Futures (1) A sophomore colloquium addressing current environmental issues, careers, graduate school options, environmental action, and leadership. Prerequisite: ENVR 110. Spring.

ENVR 310 – Adirondack Environmental Studies (3) This study of the environmental history of the Adirondack region will give particular focus to the interrelated natural and cultural history of today's Adirondack Park. Current land use conflicts will be regarded as the legacy of a human history of territorial contest and ambivalent attitudes toward nature, embracing the full range of conservation issues in other American protected areas and many developing countries as well. Prerequisite: ENVR 110. Fall.

ENVR 390 – Field Preparation (3) The course will prepare students for their environmental studies capstone experience. It will include an overview of environmental field methods and an individual project. Prerequisite: ENVR 310. Spring.

ENVR 391 – Field Project (3-6) Each student will participate in a self-designed four- to twelve-week field project and meet common class requirements. It is intended that this service-learning project will provide students with hands-on experience in the environmental field. Prerequisite: ENVR 390.

ENVR 490 – Senior Seminar (3) The course is the culmination of the environmental studies major. It will bring together academic and experiential components of the major and provide students with an opportunity to critique their role as an environmental citizen. The course also facilitates the completion of a final project for capstone sponsors. Prerequisite: ENVR 391. Fall.

Environmental Studies Minor

20-24 semesters hours required.

Contact Person: Phil Neisser, Environmental Studies
1-3 Dunn, 315-267-2230, neissept@potsdam.edu

Designed primarily for social sciences and humanities majors. Some of the following courses have cognate requirements, so the student should check the individual course listing under its department for these prerequisites. A grade of 2.0 or better must be achieved in all courses.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

9-10

Sciences

Three of the following, each from a different department:

BIOL 111 Adirondack Ecology/Natural History
BIOL 148 Biodiversity Conservation
BIOL 209 Winter Ecology
BIOL 300 Ecology (3-4)
BIOL 312 Insect Ecology (4)
BIOL 350 Biotic Communities of South Florida
CHEM 301 Fundamentals of Environmental Science
CHEM 321 The Sustainable World

GEOL 101 Environmental Geology
 GEOL 103 Physical Geology
 GEOL 306 Geology of Our National Parks
 GEOL 407 Environmental Geophysics
 PHYS 325 Energy and the Environment
 PHYS 330 Meteorology
 And other courses to be listed.

Social Sciences and Humanities

9-10

ENVR 110 Introduction to Environmental Studies
 Two of the following, each from a different department:
 ECON 320 Economy and the Environment
 ENVR 395 Globalization and the Environment
 HLTH 300 Environmental Health
 HIST 470 African Environmental History
 HIST 453 Nature in American History
 HIST 454 Energy in American History
 LITR 351 Nature and Literature
 PHIL 330 Environmental Ethics
 PHIL 395 Feminism and the Environment
 POLS 324 Natural Resource Policy (4)
 POLS 344 Global Climate Change (4)
 POLS 348 Water Policy (4)
 POLS 355 Politics and the Environment (4)
 POLS 395 Political Ecology
 SOCI 340 Environment and Society
 And other courses to be listed.

Skills

2-4

One from the following:
 COMP 304 Technical Writing, Prereq: COMP 201 (4)
 GEOL 340 Geographic Information Systems (4)
 WILD 170 Rock Climbing (2)
 WILD 175 Ice Climbing (2)
 WILD 240 Backpacking (2)

Environmental Science Minor

20-24 semesters hours required.

Contact Person: Phil Neisser, Environmental Studies
 103 Dunn, 315-267-2230, neissept@potdam.edu

Designed primarily for science majors. Some of the following courses have cognate requirements, so the student should check the individual course listing under its department for these prerequisites. A grade of 2.0 or better must be achieved in all courses.

All courses are 3 credits unless noted. Credits are divided as follows:

Sciences

Credits
12-13

Four of the following, each from a different department:
 BIOL 300 Ecology (3-4)
 BIOL 350 Biotic Communities of South Florida
 CHEM 311 Quantitative Analysis (4)
 GEOL 101 Environmental Geology
 GEOL 405 Structural Geology (4)
 GEOL 407 Environmental Geophysics
 PHYS 325 Energy and the Environment
 PHYS 330 Meteorology
 And other courses to be listed.

Social Sciences and Humanities

6-7

ENVR 110 Introduction to Environmental Studies
 One of the following:
 ECON 320 Economy and the Environment
 ENVR 395 Globalization and the Environment
 HLTH 300 Environmental Health
 HIST 470 African Environmental History
 HIST 453 Nature in American History
 HIST 454 Energy in American History
 LITR 351 Nature and Literature
 PHIL 330 Environmental Ethics
 PHIL 395 Feminism and the Environment
 POLS 324 Natural Resource Policy (4)
 POLS 344 Global Climate Change (4)
 POLS 348 Water Policy (4)
 POLS 355 Politics and the Environment (4)
 POLS 395 Political Ecology
 SOCI 340 Environment and Society
 And other courses to be listed.

Skills

2-4

One from the following:
 COMP 304 Technical Writing, Prereq: COMP 201 (4)
 GEOL 340 Geographic Information Systems (4)
 WILD 170 Rock Climbing (2)
 WILD 175 Ice Climbing (2)
 WILD 240 Backpacking (2)

Classical Studies Minor

18 semesters hours required.

Contact Person: David Curry, Department of Philosophy
 204 Morey, 315-267-2021, currydc@potdam.edu

The minor in Classical Studies is an interdisciplinary program that encourages undergraduates in various disciplines to come to an integrated awareness of the ancient cultures of Greece, Rome, the Mediterranean and the classical tradition that underlies much of modern civilization. Courses are offered in six different departments across the School of Arts and Sciences.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
HIST 321 Ancient Greece and Rome	15-18
LITR 371 Classical Heritage	
PHIL 322 History of Ancient Philosophy	
One of the following:	
ANTA 352/ARTH 385 Art and Archaeology of the Classical World	
ARTH 310 and 311*	
One of the following:	
LATN 101 Introduction to Latin**	
GREK 101 Introduction to Classical Greek**	

Electives

ARTH 310*	Greek Art and Architecture
ARTH 311*	Roman Art and Architecture
ARTH 351*	Late Antique Art
ARTH 381*	Classical Mythology in Art
ARTH 451*	Ancient Painting
DRAM 312	History of Theatre I
HIST 322	Ancient Middle East
HIST 323	Middle East from Alexander to Islam
HIST 326	Egypt in Late Antiquity
HIST 462	The Hero in Classical Antiquity
HIST 463	Ancient Magic
LITR 372	Biblical Heritage
LITR 374	Classical Literature
LITR 405	Greek and Roman Literature
PHIL 387	Selected Philosophers (when appropriate)

* These courses all have a prerequisite of ARTH 100, 101, 102 or permission of the instructor.

**The language requirement for the Classical Studies Minor (LATN 101 or GREK 101) will be considered completed if a student has had two or more years of Greek or of Latin in high school. This requirement is distinct from the General Education Modern Language requirement.

Notes

1. A minimum grade of 2.0 is required for all courses in the minor
2. No more than two courses may double count with any other major or minor

Interdisciplinary Natural Science Major

All interdisciplinary science majors require a grade of 2.0 or better in all courses used to satisfy the major.

Administered by faculty committees drawn from the departments participating in each option.

Biology/Chemistry Track

42 credit hours required.

Contact Persons:

Glenn Johnson, Department of Biology
207 Stowell, 315-267-2264, johnsong@potdam.edu

Maria Hepel, Department of Chemistry
302 Stowell, 315-267-2267, hepelmr@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

BIOL 151	General Biology I (4 credits)
BIOL 152	General Biology II (4 credits)
BIOL 311	Genetics (4 credits)
CHEM 105	General Chemistry I (4 credits)
CHEM 106	General Chemistry II (4 credits)
CHEM 341	Organic Chemistry I (4 credits)
CHEM 311	Quantitative Analysis (4 credits)

Credits

28

0-3

Electives

Biology Electives (9 credits)
Chemistry Elective (3 credits)
Seminar (2 credits)

14

Notes about Electives

1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. 6 credits of the Biology Electives must be at the 400 level.
3. The Chemistry Elective must be at the 400 level and may not include Seminar. CHEM 425 Biochemistry is recommended for this track and has a prerequisite of CHEM 342 Organic Chemistry II (4 credits).
4. The Seminar must be at the 400 level and taken in one of the two science areas. Work in that seminar must reflect individual yet interdisciplinary interests. BIOL 483 Current Topics in Biology is the biology seminar.

Recommended Coursework Outside the Major

Consult with departmental advisers.

Biology/Geology Track

42-44 credit hours required. Plus 8 credits of cognates.

Contact Persons:

Robert Badger, Department of Geology
216 Timerman, 315-267-2624, badgerrr@potdam.edu

Glenn Johnson, Department of Biology
207 Stowell, 315-267-2264, johnsong@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

BIOL 151	General Biology I (4 credits)
BIOL 152	General Biology II (4 credits)
BIOL 300	Ecology (4 credits)
GEOL 103	Physical Geology
GEOL 204	Historical Geology
GEOL 301	Sedimentary Geology (4 credits)
GEOL 311	Mineralogy (4 credits)

Credits

26

Elective Courses

Biology Electives (8-9 credits)
Geology Electives (6 credits)
Seminar (2-3 credits)

16-18

Notes about Electives

1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. Six credits of the Biology Electives must be at the 300-400 level.
3. All Geology Electives must be at the 300-400 level.
4. The Seminar must be at the 300-400 level and taken in one of the two science areas. Work in that seminar must reflect individual yet interdisciplinary interests. BIOL 483 Current Topics in Biology is the biology seminar.

Cognate Requirements

Chemistry
CHEM 105/106 General Chemistry I and II (8 credits)

8

Recommended Coursework Outside the Major

Consult with departmental advisers.

Chemistry/Geology Track

41 credit hours required.

Contact Persons:

Robert Badger, Department of Geology
216 Timerman, 315-267-2624, badgerrl@potdam.edu

Maria Hepel, Department of Chemistry
302 Stowell, 315-267-2267, hepelmr@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

CHEM 105	General Chemistry I (4 credits)
CHEM 106	General Chemistry II (4 credits)
CHEM 311	Quantitative Analysis (4 credits)
CHEM 341	Organic Chemistry I (4 credits)
GEOL 103	Physical Geology
GEOL 204	Historical Geology
GEOL 301	Sedimentary Geology (4 credits)
GEOL 311	Mineralogy (4 credits)

Credits
30

Elective Courses

Chemistry Elective (3 credits)
Geology Electives (6 credits)
Seminar (2 credits)

11

Notes about Electives

1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. The Chemistry Elective must be at the 400 level and may not include Seminar. CHEM 451 Physical Chemistry is recommended for this track and has prerequisites of PHYS 104, 204 and MATH 151, 152.
3. All Geology Electives must be at the 300-400 level
4. The Seminar must be at the 400 level and taken in one of the two science areas. Work in that seminar must reflect individual and interdisciplinary interests.

Recommended Coursework Outside the Major

Consult with departmental advisers.

Geology/Physics Track

44 credit hours required. Plus 16 credits of cognates.

Contact Persons:

Robert Badger, Department of Geology
216 Timerman, 315-267-2624, badgerrl@potdam.edu

Biman Das, Department of Physics
212 Timerman, 315-267-2281, dasb@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

GEOL 103	Physical Geology
GEOL 204	Historical Geology
GEOL 301	Sedimentary Geology (4 credits)
GEOL 311	Mineralogy (4 credits)

Credits
33

PHYS 103	University Physics I (4 credits)
PHYS 204	University Physics II (4 credits)
PHYS 305	University Physics III (4 credits)
PHYS 306	Modern Physics (4 credits)
GEOL 407	Environmental Geophysics

Elective Courses

Geology Electives (6 credits)
Physics Elective (3 credits)
Seminar (2 credits)

11

Notes about Electives

1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. All Geology Electives must be at the 300-400 level
3. The Physics Elective must be at the 300-400 level and may not include Seminar.
4. The Seminar must be at the 400 level and taken in one of the two science areas. Work must reflect individual yet interdisciplinary interests.

Cognate Requirements*Geology*

CHEM 105/106 General Chemistry I and II (8 credits)

Physics

MATH 151/152 Calculus I and II (8 credits)

16

Recommended Coursework Outside the Major

Consult with departmental advisers.

U.S. and Global Studies

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potdam.edu

U.S. and Global Studies incorporates classes and programs in Asian Studies, Africana Studies and Native American Studies. Students may take classes in these subject areas; work toward interdisciplinary minors in either Asian Studies, Africana Studies or Native American Studies; or pursue a Student Initiated Interdepartmental Major (SIIM) in one or three areas of study. U.S. and Global Studies also offers special programs to the campus and Potsdam community.

Africana Studies Minor

A minimum of 18 credit hours required.

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potdam.edu

Africana Studies is an academic program that focuses on the political, economic, cultural, and social experiences of African peoples in an attempt to illuminate the connectedness of the human experience. Structured from an interdisciplinary and comparative perspective, the minor in Africana Studies is designed to provide knowledge and skills needed to understand the socio-economic, political, and psychological consequences of historical, institutional arrangements, and cultural constructions as they affect the contemporary experience of race and ethnicity in America and elsewhere. A focus on the life experiences of blacks (i.e., the peoples of Africa and those peoples of the Americas who are descendants of Africans) in the minor will help to deepen students' understanding of America itself.

Asian Studies Minor

A minimum of 18 credit hours required.

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potdam.edu

Asian Studies is an academic program that allows students to examine Asian cultures from both history and contemporary perspectives. The interdisciplinary nature of the courses encourages an understanding of the distinctive nature of each Asian society with an emphasis on their interconnections on a regional and global level.

Native American Studies Minor

18 credit hours required.

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potdam.edu

The study of indigenous peoples of the Americas – their prehistory, history and cultures – is the focus of courses taught. The minor in Native American Studies is a vehicle enabling students interested in the serious and intensive study of Native Americans to benefit from its diverse offerings. It is intended to provide a systematic program of study in which the complementary nature of these courses is fully explored to enhance the understanding gained from each.

Women's and Gender Studies Major (B.A.)

32-37 credit hours required.

Contact Person: Sharmain van Blommestein, Women's & Gender Studies

103A Morey Hall, 315-267-3187, vanblos@potdam.edu

Women's and Gender Studies is an interdisciplinary program that examines the historical construction and perpetuation of asymmetrical sex and gender systems, and their relationship to other systems of power. It also explores the ways in which gender intersects with personal identities, social arrangements, economic and political systems, and ways of knowing and understanding the world.

Women's and Gender Studies offers a major with course offerings from fifteen departments in the School of Arts and Sciences, The Crane School of Music, and the School of Education and Professional Studies. It also offers a Women's and Gender Studies minor.

Women's & Gender Studies Major Requirements:

The Women's and Gender Studies major has four core requirements:

1. Introductory Course
2. Research Methods
3. Feminist Theory
4. Senior Seminar

In addition, students take one course from four different disciplinary perspectives:

- a. Historical
- b. Social-Political
- c. Artistic-Literary
- d. Science-Health

Two additional W&GS electives are required as well. This interdisciplinary approach provides students with knowledge of key academic debates across the disciplines that frame the field of Women's and Gender Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

WMST 100 Women's & Gender Studies 1 (3-4 credits)

WMST 360 Feminist Research Methods (4 credits)

WMST 462 Research Seminar (4 credits)

Feminist Theory Course

3-4

One of the following:

POLS 353 Feminist Political Thought (4 credits)

PHIL 372 Feminism and Philosophy

Multidisciplinary Perspectives Courses

12-13

One course from each of the following four perspectives:

Historical Perspective

HIST 304 History of American Women I

HIST 305 Modern American Women

HIST 450 Modern American Oral History

HIST 451 Witchcraft in Early America

ANTC 331 Women in Native America

COMM 416 Voices of American Women

Social-Political Perspective

ANTC 340 Anthropology of Gender

ANTL 342 Language and Gender

POLS 332 Women and Politics (4 credits)

POLS 323 Politics of Social Welfare (4 credits)

PSYC 363 Psychology of Women

SOCI 365 Sociology of Gender

SOCI 375 Women and Work

SOCI 376 Women and Crime

Artistic-Literary Perspective

DRAM 313 History of Theatre 2

DRAM 414 Contemporary Theatre Topics

LITR 355 Gender and Literature

LITR 445 American Women Writers

LITR 446 African American Writers

LITT 450 Images of Women in Francophone Cinemas

MUAH 350 Women in Music

Science-Health Perspective

ANTC 321 Cross-Cultural Aspects of Women's Health

ANTC 346 Human Sexuality 2: Evolving Sex Roles

ANTC 421 Cross Cultural Aspects of Women's Health

PSYC 363 Psychology of Women

HLTH 341 Issues in Sexual Health

HLTH 345 Issues in Gay, Lesbian & Bisexual Health

HLTH 495 Women's Health

Electives

6-8

Choose any two additional Women's and Gender Studies courses from the list below.

ANTH 150 Human Sexuality

ANTH 321 Cross-cultural Aspects of Women's Health

ANTH 342 Language and Gender

ANTH 412 Seminar in Women's Sexuality (4)

ANTH 495 Gender Through the Ages

COMM 201 Mass Media and Society

COMM 372 Rhetoric of the Black Church

COMM 390 Topics in Communication

COMM 416 Voices of American Women

DANC 220 Caribfunk 1

DRAM 210 Interpretation and Analysis of Plays

DRAM 313 History of Theatre II

DRAM 414 Contemporary Theatre Topics

Credits

11-12

FREN 350	North African Literatures and Cultures
FREN 450	The Image of Women in Francophone Cinemas
GRED 595S	Social Justice & Human Rights
HIST 304	The History of American Women I
HIST 305	Modern American Women
HIST 315	Modern Japanese Women's History
HIST 451	Witchcraft in Early America
HLTH 165	Health: A Lifestyle Approach
HLTH 341	Sexual Health
HLTH 342	Women's Health
HLTH 344	Issues in Lesbian, Gay, and Bisexual Health
LANG 292	Languages, Cultures, Differences
LITR 322	Children's Literature
LITR 323	Young Adult Literature
LITR 355	Gender and Literature
LITR 359	Literary Themes
LITR 520	Special Topics
MUAH 350	Women in Music
POLS 323	Welfare Policy Research (4)
POLS 332	Women and Politics (4)
POLS 338	International Human Rights (4)
POLS 415	Civil Liberties I: Race, Sex & Privacy (4)
SOCI 305	Sociology of the Family
SOCI 310	Racial and Ethnic Relations
SOCI 313	Global Cultures
SOCI 320	Work and Complex Organizations
SOCI 375	Women and Work
SOCI 376	Women and Crime
SOCI 380	Family Violence
SOCI 385	The Sociology of Troubled Youth
SOCI 395	Global Family Issues
SPAN 306	Readings in Hispanic Literature

Notes

1. Some courses have prerequisites in addition to WMST 100. See catalog or instructors for other prerequisites.
2. POLS 125 and SOCI 150 is the same as WMST 100.
3. A minimum grade of 2.0 is required for all courses in the major.
4. No course may double count for any of the above requirements.
5. No more than two courses may double count with any other SUNY Potsdam major or minor.

Women's and Gender Studies Course Descriptions

WMST 195, 295, 395, 495 – Special Topics (1-12)

WMST 198, 298, 398, 498 – Tutorial (1-3)

WMST 100 – Women's & Gender Studies I (3 or 4) As the foundation course for the Women's and Gender Studies program, this course provides an introduction to the interdisciplinary field. It explores feminist theories, critiques, and debates surrounding gender as a unit of analysis, intersecting with race, class, sexual orientation and global inequalities. The class also examines global feminist struggles for equality and justice. Serves also as lower-division elective in Sociology as SOCI 150 and Political Science as POLS 125. Every semester.

WMST 360 – Research Methods (4) An examination of research methods in the field of Women's and Gender Studies with specific attention to the theories, methods, epistemologies, histories, and practices that constitute feminist inquiry. By engaging in conversations with researchers across disciplines, the course will consider ways multi-disciplinary and inter-disciplinary feminist perspectives inform and interrogate research based inquiry.

WMST 462 – WS Seminar (3) Individual and collaborative research on selected topics across the disciplines in Women's and Gender Studies; preparation and

presentation of seminar research project. Prerequisites: WMST 100 or POLS 125, or SOCI 150; Junior or Senior standing; 9-12 hours of Women's and Gender Studies courses recommended.

WMST 491 – Field Research/Internship (3) Field or placement at an agency of the student's choice under supervision of a faculty member. A field of study of scholarly significance to Women's and Gender Studies will be completed. Prerequisites: appropriate upper division coursework in consultation with sponsoring faculty member and permission. No more than six semester hours may be counted towards the major. Prerequisite: WMST 100.

Women's Studies Minor

18-24 credit hours required.

Contact Person: Sharmain van Blommestein, Women's & Gender Studies

103A Morey Hall, 315-267-3187, vanblos@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Course	Credits
WMST 100 Women's & Gender Studies 1 (3-4 credits)	3-4

Electives 15-20
Choose five additional Women's and Gender Studies Courses as electives. A list of all approved courses is available at: www.potsdam.edu/womens_studies and from the Director.

Notes

1. At least three courses must be upper division courses (300 or above)
2. At least 1 of the upper division courses must have a multicultural perspective (WSM) (see WSM course designators online)
3. At least 3 courses must be from the School of Arts & Sciences
4. Some courses have prerequisites in additions to WMST 100. See catalog or instructors for other prerequisites.
5. A minimum of 2.0 is required for all courses counted toward the minor.

Women's Studies and MSW with the University of Louisville

For information about the MSW program with the University of Louisville, see page 74.

Museum Studies Minor

19 semester hours required.

Contact Person: Morgan Perkins

130A MacVicar, 315-267-2593, perkinmb@potdam.edu

The Museum Studies minor introduces students to museum theory and practice through coursework, applied museum work and internships that will qualify them for careers in museums and a wide range of related professions. As a forum for the collection, preservation and display of material culture, museums will be examined in historical and cross-cultural perspectives. The Charles T. Weaver Museum of Anthropology, the Art Museum and the College Archives will provide opportunities on campus to observe and participate in the various functions of museums.

As the capstone experience for the minor, students will complete two museum internships. Students will develop and complete a range of potential projects with the supervision of a sponsor from the host institution. Internships should be arranged through consultation with the Director of Museum Studies. Ideally the first internship should

be completed locally or on campus at either the Weaver Museum of Anthropology, the Art Museum or the College Archives. Longer internships may be pursued for additional credit hours.

Statistics

Contact Person: James Terhune
227 Flagg, 315-267-2615, terhunjc@potdam.edu

An understanding of descriptive statistics and applied statistical analysis is considered by many to be essential in this age of almost overwhelming amounts of data and information. Most academic disciplines rely on statistical analyses to make sense of data and to confirm or reject hypotheses. For this reason, several departments require their majors to take an introductory statistics course. SUNY Potsdam offers three introductory applied statistics courses that satisfy equivalent requirements and are open to all students of the College: MATH 125, CIS 125 and STAT 100. Students may receive credit for only one of these courses.

Students who are interested in regression analysis should consider STAT 200, 300, ECON 300 and 380. Those who wish a more theoretical introduction to statistics should consider MATH 461.

Statistics Course Descriptions

STAT 195, 295, 395, 495 – Special Topics (1-12)

STAT 198, 298, 398, 498 – Tutorial (1-3)

STAT 100 – STATISTICS (3) Variability, uncertainty, techniques of data description, sampling, hypothesis testing and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent.

STAT 200 – Correlation and Regression (3) Correlation, regression and their related bivariate and multivariate techniques like discriminant function analysis, path analysis, cluster analysis, factor analysis, etc.. Emphasis will be place on the application of these statistical procedures in psychological and social research and theory. Students will gain some experience using SPSS. Prerequisite: STAT 100 or other introductory statistics course. Spring only.

STAT 300 – Statistical Methods (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisites: STAT 100 or other introductory statistics course.

Student-Initiated Interdepartmental Major (SIIM)

30-42 credit hours required.

Contact Person: The SIIM is administered by the Interdepartmental Programs Committee. Faculty membership varies from year to year. Consult the Dean of Arts and Sciences in Dunn 106, 315-267-2231.

SIIM proposals must be developed by the student in consultation with the Chair of the SIIM Committee and with faculty members chosen by the student to be their advisors. The faculty advisors are responsible for developing the plan of study with the student and supervising the student's progress and successful completion of a SIIM.

It is highly recommended that SIIM proposals be submitted no sooner than the second semester of a student's freshman year. Before submission, the student should have at least two faculty advisors, each of whom represent the different departments or disciplines from which the proposed academic courses will be taken, and with whom the SIIM proposal has been thoroughly discussed and planned prior to its submission.

A SIIM program of study may be approved and started by students of junior or senior academic standing (>60 credits) with the explicit understanding that a SIIM degree consists of 30-42 credits of coursework, with no more than eight (8) credits of previous coursework allowed to be included in the SIIM program of study.

SIIM proposals will be accepted for review during fall semester until November 15 and during spring semester until April 15. Admission to the SIIM requires approval of the proposed program of study by the Committee, based upon the program's quality and the student's ability to carry it out.

The complete SIIM proposal will include:

1. SIIM application form
2. The proposed program of study (a discussion of the anticipated interdisciplinary area of study and a list of courses that the student intends to complete, including prerequisites and cognate requirements)
3. A written statement justifying the program of study
4. Current college transcript
5. Any additional documentation the student wishes to submit in support of the proposal
6. Evidence that the student has consulted with faculty from all departments involved, and
7. Letters of support from each of the student's advisors.

Academic Requirements

- Each SIIM program of study must include 30 to 42 credit hours, at least 75% of which must carry liberal arts credit. Required cognate courses are not included in the 30-42 required credit hours.
- All courses listed and approved in the SIIM must be completed with a grade of 2.0 or better, or for those courses taken with the S/U grade option (two courses maximum; additional S/U courses need SIIM committee and academic advisor approval) an "S" must be earned;
- A minimum of 15 credit hours of upper-division (300 and 400 level) courses must be included from at least two academic departments or disciplines;
- Each SIIM must include a seminar or specially directed tutorial study which reflects the student's interdepartmental interests, and will be included in the required 30-42 credit hours of the SIIM;
- All cognate courses for the SIIM must be specified in the program of study and cannot exceed 16 credit hours. All cognate courses must be completed with a grade of 2.0 or better;
- If a class substitution is desired in an already approved SIIM program of study, the student should submit a written explanation and justification of the substitution, approved by the students' SIIM adviser, to the SIIM committee for approval.

GRADUATE PROGRAMS

SUNY Potsdam is one of 12 University Colleges in the SUNY system offering graduate degree programs of study. Please refer to the Graduate Catalog for admissions deadlines. The three schools making up SUNY Potsdam offer the following programs.

School of Arts and Sciences

The School of Arts and Sciences offers two Master of Arts programs: English and Communication, and Mathematics.

The M.A. in English and Communication prepares students for teaching or professional careers. Applicants should have earned a bachelor's degree with a major in English, Communication, or Writing. Outstanding applicants who hold degrees in other areas may be admitted, but they should be aware that additional coursework might be required. They must submit three letters of recommendation (including at least two from undergraduate professors of English) and official transcripts of all college-level courses. A minimum GPA of 3.0 in the most recent 60 semester hours of undergraduate study is required.

The M.A. in Mathematics is designed to develop students' abilities to work independently and to enable them to obtain a basic knowledge of algebra, real and complex variables and topology. The program prepares students for both postgraduate study and careers in the field of mathematics. Admission requirements include a baccalaureate degree from an accredited college, three letters of recommendation (two of which must be from members of the mathematics department from whom the applicant has taken courses) and a minimum GPA of 3.0 in all undergraduate coursework in mathematics.

There is also a mathematics honors program, which allows students to achieve a combined B.A./M.A. within a four-year time period. Students enter this program on the recommendation of the mathematics faculty.

School of Education and Professional Studies

Two master's degree programs are offered in the School of Education and Professional Studies for students who have completed a baccalaureate degree: a Master of Science in Education and a Master of Science in Teaching.

The M.S. in Education leads to professional teacher certification at the early childhood, childhood, and adolescent level. M.S. in Education programs leading to initial certification are also available in literacy, special education, and information and communications technology.

The M.S.T. degree offers a graduate program leading to initial teacher certification in childhood or adolescence education to students with liberal arts backgrounds, but who have no undergraduate teacher education coursework or experience.

Graduates of the master's degree programs are also required to complete three years of successful teaching experience at an appropriate grade level to be eligible for professional certification.

The Crane School of Music

The Crane School of Music offers programs leading to the Master of Music in music education, performance and composition. These programs are designed to meet students' interests, needs and requirements within a framework that provides opportunities to pursue a balance of academic and professionally oriented courses.

Graduate Catalog

To obtain a Graduate Catalog, contact Graduate Studies, SUNY Potsdam, 44 Pierrepoint Avenue, Potsdam, New York 13676; toll-free 800-458-1142 or dial direct 315-267-2543. Digital versions of the catalog also are available on the College's website: www.potsdam.edu/gradstudies.

Extension Programs

SUNY Potsdam offers a variety of undergraduate and graduate degree programs and courses at off-campus locations throughout the North Country, including an Extension Center on the campus of Jefferson Community College in Watertown.

For information regarding extension programs and courses, contact the Office of Extended Education, toll-free (800) 458-1142 or dial direct, 315-267-2166 or go to www.potsdam.edu/exted. The Office is located in 206 Raymond.

EXTENDED AND COMMUNITY EDUCATION PROGRAMS AND SERVICES

Office of Extended Education

The Office of Extended Education coordinates the following credit bearing programs and services for the College: Summer Session, Winterim, Extension Programs, Distance Learning Courses (including online courses), the College Advancement Program (CAP) for qualified high school junior and senior-level students, the College in High School Program (CHS) with participating high schools, and the admission, registration and monitoring of satisfactory academic progress of all undergraduate non-matriculated students.

For further information, schedules, locations, please call 315-267-2166 or 800-458-1142, or visit our website at www.potsdam.edu/exted. The Office is located in 206 Raymond.

Summer Session

SUNY Potsdam's Summer Session Program is an integral part of the year-round academic program. A number of different sessions, of varying length, are offered throughout the summer beginning immediately after May graduation and ending in the middle of August. The first session, beginning in the middle of May, is particularly advantageous for students who need to complete their coursework prior to the start of their summer employment or other family vacation plans typically occurring during these months. Several other sessions offered during the summer begin after high school graduation in June and are well suited for graduating seniors and school personnel who wish to enroll in credit classes.

Graduate and undergraduate courses are offered in all sessions and are scheduled throughout the day from early morning to late afternoon and evening. Domestic and international travel courses are typically offered as part of the College's comprehensive summer session program, as well as a growing number of online courses. The maximum credit hours a student can enroll for in a six-week summer session is seven and four credit hours in a three week session.

Students enrolling in courses offered in overlapping sessions are limited to a maximum of seven credit hours. A preliminary summer session schedule is available on our website in mid-November each year and final summer session schedule is available by the beginning of March.

This information can be found on the College's website at www.potsdam.edu/exted.

For additional information, assistance or to receive a Summer Session bulletin, please call 800-458-1142 or 315-267-2166.

Winterim Session

The Office of Extended Education coordinates a Winterim Session which offers a three-week session beginning the last week of December and a two-week session beginning in the first week of January. Students enroll in this session for a variety of reasons including completing required prerequisite courses or taking advantage of special topic or special domestic and international travel courses that are not offered in regular fall and spring semesters. A growing number of online, distance learning courses are also offered in Winterim. Enrollment is open to matriculated and non-matriculated students enrolled at SUNY Potsdam or at other colleges and universities. The course schedule for Winterim is available on our website at www.potsdam.edu/exted in early September with registration beginning in mid-October.

Undergraduate Extension Degree Programs

The College offers an undergraduate Bachelor of Science (B.S.) degree completion program in Business Administration on the campus of Jefferson Community College, located in Watertown. The program is designed for individuals who have completed an Associate Degree or have earned approximately 60 hours of college credits. The courses are scheduled weekday evenings, Saturdays, or via distance learning to accommodate the needs of students who have work or other family commitments during the weekday. Some courses in this program are delivered online, via the internet, a distance learning classroom, and on the Potsdam campus. To assist prospective and current students in this program, a coordinator/adviser is available on JCC's campus during regularly scheduled office hours or by appointment. Multi-year schedule templates are available to assist students in completing their degree on a timely basis.

Please call 315-786-2257 for further information or to schedule an appointment.

Graduate Extension Degree and Certificate Programs

In coordination with the School of Education and Professional Studies, the Office of Extended Education coordinates the offering of courses for following Master's degree programs in Watertown:

- M.S.Ed. Literacy Specialist (Birth-Grade 6);
- M.S.Ed. Literacy Specialist (Grades 5-12);
- M.S.Ed. Literacy Educator;
- M.S.Ed. Curriculum and Instruction;
- M.S.T. Childhood Education (Grades 1-6); and
- M.S.Ed. Information and Communication Technology, Organizational Leadership Track
- Post-graduate certificate in Inclusive and Special Education

The courses meet on the campus of Jefferson Community College, or on Ft. Drum, and are scheduled weekday evenings, Saturdays, or via distance learning, to accommodate the needs of students who have work or other family commitments during the week. Some courses in this program are delivered online, via the internet, a distance learning classroom, and on the Potsdam campus. Multi-year schedule templates are available to assist students in completing their degree on a timely basis.

SUNY Potsdam's Watertown Graduate Education Coordinator is available on JCC's campus during regularly scheduled office hours or

by appointment, to assist prospective and current students throughout their course of study. The Coordinator's office is located in the Extended Learning Center on the campus of Jefferson Community College. Please call 315-786-2373 for further information, or to schedule an appointment.

Distance Learning Course Offerings

The Office of Extended Education coordinates the scheduling of all distance learning (online and hybrid/blended) credit-bearing courses for the College. A variety of undergraduate and graduate Distance Learning courses are offered throughout the academic year, as well as in the summer and Winterim Sessions.

Further information regarding summer and Winterim sessions can be found on the Office of Extended Education webpage: www.potsdam.edu/exted.

A schedule of Distance Learning courses can be found on the Online & Hybrid courses webpage: www.potsdam.edu/academics/online.

Non-Matriculated Undergraduate Students

The Office of Extended Education is responsible for admitting and registering all non-matriculated undergraduate students to the College, as well as monitoring their satisfactory academic progress. Please refer to pages 14 and 25 for detailed admission requirements, registration procedures and satisfactory academic progress policies.

College Advancement Program (CAP)

The College offers qualified high school junior and senior-level students the opportunity to enroll in regularly scheduled undergraduate courses for college credit with the approval of the faculty member teaching the course. Admission requirements are: Minimum 80.0 grade point in a Regents/college preparatory curriculum as indicated on an official high school transcript; a letter of recommendation from the high school principal and/or guidance counselor; and completion of the online Student Health Services forms.

College in High School Program (CHS)

Together with participating area high schools, the College offers qualified high school junior and senior students the opportunity to enroll in mutually agreed upon high schools courses and receive SUNY Potsdam college credit for their satisfactory completion. Tuition and fees for these courses are offered at a reduced rate which is significantly less than the normal per credit tuition and fee rates. Admission requirements are the same as for the College Advancement Program (see above for details). Further information is available on the Extended Education website: www.potsdam.edu/exted.

Center for Lifelong Education and Recreation (CLEAR)

Non-Credit Courses

A variety of non-credit activities are offered throughout the year for children and adults. They include youth recreation and enrichment programs, adult fitness classes, as well as a variety of opportunities for adult personal and professional enrichment. These programs are open to SUNY Potsdam students, faculty, and staff, as well as members of the surrounding communities.

For information on offerings please visit our website: www.potsdam.edu/community/noncredit or call 315-267-2167.

Summer Camps

The Center for Life Long Education and Recreation offers a variety of summer, day and resident camps, for children and young adults. One of our most popular camps is the Crane Youth Music camp, which is offered over a two-week period beginning in late June. Other camps typically offered each summer are the “Bears” International Summer Basketball residential camp, numerous athletic day camps, and pre-school enrichment day camp programs.

Conferences, Events, Meetings and Workshops

A large number of events, meetings, workshops and conferences are both coordinated and offered through this Office. Many of these are regional, national, and international in scope. The College encourages the use of its many fine and varied facilities by outside groups and organizations for these types of activities. A Conference and Events Services brochure is available through the Center for Lifelong Education and Recreation. Please call for additional information and details 315-267-2167 or visit our website at www.potsdam.edu/community/conferences.

ATHLETICS AND PHYSICAL EDUCATION

Contact Person: James Zalacca, Director of Athletics and Phys. Ed. 232 Maxcy, 315-267-2314, zalaccja@potsdam.edu

Each student must complete four activities of appropriately designated physical education courses in addition to the 120 academic credit hours required for the B.A. or the 124 required for the B.M. degree. A course approved for General Education Physical Education/Health and Wellness 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 earn one semester hour of physical education for every 30 credit hours enrolled at SUNY Potsdam, not to exceed a maximum of four credit hours or the equivalent.

Two semesters of participation in varsity sports fulfills the General Education Physical Education/Health and Wellness requirement.

A maximum of one-half of the student's requirement may be fulfilled by satisfactory completion of the same course twice.

Note: Courses numbered PE 100-299 do not count for academic credit hours and cannot be used to fulfill any requirements except the General Education Physical Education/Health and Wellness requirement. Courses numbered PE 300-499 count for non-liberal arts academic credit hours.

Physical Education Course Descriptions (non-liberal arts credit)

PE 195, 295, 395, 495 – Special Topics (1-12)

PE 198, 298, 398, 498 – Tutorial (1-3)

PE 101-241 – Physical Education Activities (1) Development of skill for appreciation of a variety of activities for fitness and lifetime recreation. Count toward General Education Physical Education/Health and Wellness requirement.

Present course offerings are as follows. Other activities are offered at various times based on student interests and faculty expertise.

PE 102 – Badminton

PE 106 – Advanced Conditioning

PE 108 – Aerobic Kick-Boxing

PE 114 – Golf

PE 116 – Hatha Yoga

PE 118 – Basketball

PE 119 – Soccer

PE 120 – Ultimate Frisbee

PE 121 – Ice Skating

PE 123 – Jogging and Conditioning

PE 124* – Physical Education Activities (*See department chair)

PE 125 – Self Defense

PE 127 – Racquetball

PE 128 – Softball

PE 131 – Swim for Fitness

PE 133 – Tennis

PE 135 – Volleyball

PE 136 – Weight Training

PE 148 – Cooperative Activities (1) Non-academic credit. Course instructs future teachers how to utilize free time in the classroom by incorporating the entire class in cooperative activities. Develops the knowledge to facilitate games and execute them safely and effectively. Students participate in daily activities and on two occasions teach two activities of their choice.

PE 155 – Weight Loss (1) Path Weighs Weight Loss Class. This course is intended to help students who are overweight begin to exercise and eat in a manner to safely lose weight. Students must have a Body Mass Index (BMI) of 25 or more to be eligible for this course. Regular visits to Student Health Services and working out a minimum of 1 hour four days a week are required, in addition to lecture attendance.

PE 300 – @Lifeguarding (2) Provides Lifeguard training and Waterfront certification. Prerequisites: Must be able to swim 500 yards continuous (200 yds. freestyle, 100 yds. breast stroke, 200 yds. combination of freestyle & breaststroke). Gen Ed: fulfills 1 PE activity requirement. Counts for 2 non-liberal arts academic credits.

PE 305 – @Personal Training Fundamentals (4) The Personal Training Fundamental course provides an overview of the personal training profession and aids students in preparation to sit for the American Council on Exercise (ACE) National Personal Fitness Instructor Certification Exam. Key course topics include: exercise science and theory; health and fitness assessment, administration; program design and implementation; nutrition and lifestyle modification and professional administrative considerations. The course is delivered in both classroom and practical settings. Students will receive American Red Cross CPR and First Aid training. Registration for the ACE exam is optional. Spring.

Intercollegiate Sports

- PE 210 – Women’s Varsity Softball
- PE 211 – Men’s Varsity Basketball
- PE 215 – Men’s Varsity Golf
- PE 216 – Men’s Varsity Soccer
- PE 218 – Men’s Varsity Swimming
- PE 223 – Women’s Varsity Basketball
- PE 224 – Women’s Varsity Soccer
- PE 225 – Women’s Varsity Swimming
- PE 228 – Women’s Varsity Ice Hockey
- PE 229 – Men’s Varsity Ice Hockey
- PE 231 – Women’s Varsity Lacrosse
- PE 232 – Men’s Varsity Lacrosse
- PE 233 – Women’s Varsity Volleyball
- PE 235 – Equestrian Club
- PE 240 – Women’s Varsity Cross Country
- PE 241 – Men’s Varsity Cross Country

Coaching Certification

Students may be approved for coaching in the schools of New York State (Commissioner’s Regulations, section 135.4) by successfully completing the following courses:

PE 303 – @Techniques of Coaching (2) Theory, strategy and skill development at various grade levels. Fall only.

PE 326 – @Health and Sports Medicine (4) Anatomical, physiological and psychological factors in prevention, treatment and rehabilitation of pathological processes which occur in athletic participation.

PE 335 – @Philosophy, Principles and Organization of Competitive Athletics in Education (3) Establishing guidelines for current programs, organization at elementary, junior high and senior high school levels; local, state and national regulations; legal considerations; moral and ethical standards. Spring only.

SCHOOL OF ARTS AND SCIENCES

Steven Marqusee, Dean
106 Dunn, 315-267-2231, marquessj@potdam.edu

Phillip Neisser, Associate Dean
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Departments

- Anthropology
- Art
- Biology
- Chemistry
- Computer Science
- Economics
- English and Communication
- Geology
- History
- Mathematics
- Modern Languages
- Philosophy
- Physics
- Politics
- Psychology
- Sociology
- Theatre and Dance

Department of Anthropology

Contact Person: Alan L. Hersker, Chair
129B MacVicar, 315-267-2720, herskeal@potdam.edu

Professors: Karen Johnson-Weiner, Steven Marqusee, Susan Stebbins, Patricia Whelehan

Associate Professors: Alan Hersker, Hadley Kruczek-Aaron, Morgan Perkins, Jaimin Weets

Assistant Professors: Jennifer Campbell, Nasser Malit, Timothy Messner

Adjunct Instructors: Jill Breit, Kathleen Connor, Francis Scardera

Anthropology Major (B.A.)

38-39 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- | | |
|----------|-----------------------------------|
| ANTH 201 | Human Origins (4 credits) |
| ANTH 202 | Cultural Anthropology (4 credits) |
| ANTH 203 | Language and Culture (4 credits) |
| ANTH 204 | Archaeology (4 credits) |
| ANTH 305 | Applying Anthropology |
| ANTH 391 | Anthropological Theory |
| ANTH 393 | Professionalism in Anthropology |
| ANTH 480 | Senior Seminar (4 credits) |

Credits
29

Electives

9-10

6 credit hours of anthropology electives (3 credit hours must be at the upper division); 3 credit hours in anthropology at the 400-level.

The elective courses a student takes to complete the major will be chosen in consultation with the adviser.

Recommended Coursework Outside the Major

The Department of Anthropology encourages majors to work closely with their advisers in planning coursework to satisfy postgraduate objectives.

Study Abroad Opportunities

The Department of Anthropology encourages students to study abroad as one of the best ways to achieve understanding of other cultures.

Special opportunities are available to complete part of the requirements for the anthropology major through programs of study abroad. For example, students may choose archaeology or cultural anthropology in Puebla, Mexico; women and development in Ghana; aboriginal studies in Australia; or Irish studies in Cork, Ireland, to name just a few of the places where students can study wholly or partly in English. The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Senior Seminar

The Department of Anthropology believes that all students who graduate with an anthropology major should have had an experience with another culture or anthropological task—something beyond a library term paper. Though not all students can be expected to do extracurricular activities while a major, they can at least be asked to prepare through coursework for the anthropological experience. A portion of Senior Seminar is dedicated for speaking and writing reflectively as an anthropologist to come to grips intellectually and emotionally with the experience.

The following types of experiences are among those considered to be preparation for this part of the Senior Seminar:

Fieldwork

Archaeology Field School (ANTH 315 or ANTH 415)
Physical Anthropology Field Schools

Internship

ANTH 490 Internship in Anthropology,
ANTH 491 Internship in Applied Anthropology, or
ANTH 470 Museum Internship

Travel

Travel abroad in a College-approved study program.

Language Training

Completion of a Spanish or French speaking/writing course beyond the 103 level.

A semester of a third language, such as Mohawk, Arabic or Chinese. Bilingualism is considered to be appropriate preparation.

Special Notes

1. The Department of Anthropology requires that students earn a minimum grade of 2.0/S* in all courses counted toward the major.
2. No student may repeat a Department of Anthropology course more than two times without written permission of the instructor, the department chair and the dean.
3. Students may only “double-count” two courses for an additional major or minor.

Archaeological Studies Major (B.A.)**32-36 credit hours required.**

Archaeology in recent years has become much more interdisciplinary than it has ever been in the past. Therefore, it is critical that students pursuing careers in archaeological studies receive interdisciplinary training. The program we offer provides many of the same components as the larger specialized university programs. The major requires introductory work in American archaeology (from the Department of Anthropology), survey of art and architecture from the ancient to modern periods (from the Department of Art) and physical and historical geology (from the Department of Geology). Upper-division requirements include courses dealing with Old World archaeology, New World archaeology and applied technical areas. Historical sciences, such as archaeology, deal with incomplete knowledge from the past. Successful archaeologists, therefore, must develop acute problem solving and critical thinking skills. The interdisciplinary nature of the proposed major assures that our students will be familiar enough with the appropriate related disciplines to accomplish this. The major will also provide the appropriate knowledge and skills for more specialized careers in conservation, museology and service in government agencies such as the National Park Service.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- ANTH 204 Archaeology (4 credits)
 ARTH 101 Survey of Art: Ancient to Renaissance
 One of the following:
 ARTH 102 Survey of Art: Renaissance to Modern
 ARTM/ANTH 270 Museum Studies
 GEOL 103 Physical Geology
 GEOL 204 Historical Geology
 ANTH 417 Archaeological Procedures (4 credits)
 ANTH 315 Field Archaeology (3-6 credits)
 or other field experience approved by
 archaeological studies faculty

Elective Courses

One from each group. Additional courses may be used with approval from the Archaeological Studies Coordinator or Department Chair.

Group A: The Old World

- ANTH 356 Neanderthals: Fact, Fiction & Fantasy
 ANTH 367 The Prehistory of Europe
 ARTH 310 Greek Art and Architecture
 ARTH 311 Roman Art and Architecture
 ARTH 351 Late Antique Art
 ARTH 385 Art and Archaeology of the Classical World;
 same as ANTH 352
 ARTH 451 Ancient Painting
 HIST 301 Ancient and Medieval Europe
 HIST 321 Ancient Greece and Rome
 HIST 322 Ancient Middle East
 HIST 326 Egypt in Late Antiquity
 HIST 463 Ancient Magic

Group B: The New World

- ANTH 350 Archaeology of Mexico & Central America
 ANTH 359 African American Archaeology
 ANTH 362 Historical Archaeology
 ANTH 363 Archaeology of Eastern U.S.
 HIST 311 Indians and Iberians

Group C: Applied Sciences

- ANTH 316 Archaeological Laboratory Techniques
 ANTH 319 Public and Private Archaeology
 ANTH 347 Humans, Disease & Death
 ANTH 354 Environmental Archaeology
 ANTH 365 Archaeology of Death
 ANTH 380 Human Osteology
 ANTH 402 Forensic Anthropology
 ANTH 410 Advanced Archaeological Research (4 credits)
 ANTH 450 Zooarchaeology
 ANTH 455 Cannibalism (4 credits)
 ANTH 457 Dental Anthropology
 ANTH 461 Material Culture
 GEOL 301 Sedimentary Geology (4 credits)
 GEOL 405 Structural Geology (4 credits)
 GEOL 406 Hydrology-Geomorphology (4 credits)
 GEOL 407 Geophysics (4 credits)

Credits**23-26****Recommended Coursework Outside the Major**

The Archaeology faculty encourages majors to work closely with their advisers in planning coursework to satisfy postgraduate objectives.

Special Notes

1. Students must earn at least a 2.0/S grade for all courses to be counted for the major.
2. Students may only "double-count" two courses for an additional major or minor.

Anthropology Minor**18-21 credit hours required.**

The Anthropology Department requires that students earn a minimum grade of 2.0/S* in all courses counted toward the minor. Closed to Anthropology majors.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- All of the following required, with at least one course at the 100- or 200-level.
 Archaeology: ANTH 204 preferred (3-4 credits)
 Biological Anthropology: ANTH 201 preferred (3-4 credits)
 Cultural or Linguistics Anthropology: ANTH 202 or 203 preferred (3-4 credits)
 ANTH 393 Professionalism in Anthropology

Electives

300-level and above

Procedures for Declaring this Minor

Minors must be registered within the Anthropology Department and a minor adviser chosen before more than 3 credit hours of the electives have been completed.

Credits**12-15****6**

Archaeology Minor

19-23 credit hours required.

The Department of Anthropology requires that students earn a minimum grade of 2.0/S* in all courses counted toward the minor. No more than two courses may count toward both the Archaeology minor and the major. At least three courses must be taken at the upper division level.

Many anthropology students become majors because of an interest in archaeology. The Archaeology minor offers students an opportunity to achieve formal recognition of this interest. The required core of courses gives students a basic grounding in archaeological theory and methods as well as a survey of world archaeological developments and a knowledge of those disciplines critical to modern archaeology.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ANTH 204 Archaeology (4 credits)	10
ARTH 101 Survey of Art: Ancient to Renaissance	
One of the following:	
GEOL 103 Physical Geology	
GEOL 204 Historical Geology	
Electives	9-13
One from each group below. Additional courses may be used with approval from the Archaeological Studies Coordinator.	
<i>Group A: Old World</i>	
ANTH 356 Neanderthals: Fact, Fiction, Fantasy	
ANTH 367 The Prehistory of Europe	
ARTH 310 Greek Art and Architecture	
ARTH 311 Roman Art and Architecture	
ARTH 351 Late Antique Art	
ARTH 385 Art and Archaeology of the Classical World; same as ANTH 352	
ARTH 451 Ancient Painting	
HIST 301 Ancient and Medieval Europe	
HIST 321 Ancient Greece and Rome	
HIST 322 Ancient Middle East	
HIST 326 Egypt in Late Antiquity	
HIST 463 Ancient Magic	
<i>Group B: New World</i>	
ANTH 315 Field Archaeology (6 credits)	
ANTH 350 Archaeology of Ancient Mexico & Central America	
ANTH 359 African American Archaeology	
ANTH 362 Historical Archaeology	
ANTH 363 Archaeology of Eastern U.S.	
<i>Group C: Applied Sciences</i>	
ANTH 316 Archaeological Laboratory Techniques	
ANTH 319 Public and Private Archaeology	
ANTH 347 Humans, Disease & Death	
ANTH 354 Environmental Archaeology	
ANTH 365 Archaeology of Death	
ANTH 380 Human Osteology	
ANTH 402 Forensic Anthropology	
ANTH 410 Advanced Archaeological Research	
ANTH 450 Zooarchaeology	
ANTH 455 Cannibalism (4 credits)	
ANTH 457 Dental Anthropology	
ANTH 461 Material Culture	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 405 Structural Geology (4 credits)	
GEOL 406 Hydrology-Geomorphology (4 credits)	
GEOL 407 Geophysics (4 credits)	

Biomedical Anthropology Minor

The Department of Anthropology requires that students earn a minimum grade of 2.0/S* in all courses counted toward the minor. No more than two courses may count toward both the Biomedical Anthropology minor and the Anthropology or Archaeology major.

Biomedical anthropology incorporates theory and practice from all areas of anthropology, particularly biological and cultural approaches to health and disease. This minor offers students – both anthropology majors and non-majors – the opportunity to gain experience in the field by studying the cross-cultural and evolutionary aspects of health and disease, healing systems, human variation, growth and development. Students interested in other areas may arrange an independent research project.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ANTH 202 Cultural Anthropology (4 credits)	11
ANTH 201 Human Origins (4 credits)	
ANTH 345 Medical Anthropology	
Electives	9-12
At least two courses must be taken in Anthropology, at least courses two must be upper division, at least one must course must be taken outside of Anthropology. Additional courses may be used with approval from the Department Chair.	
ANTH 150 Human Sexuality	
ANTH 155 World Hunger	
ANTH 184 Primates	
ANTH 321 Cross-Cultural Aspects of Women's Health	
ANTH 322 Cross-Cultural Aspects of Mental Health	
ANTH 346 Human Sexuality 2	
ANTH 347 Humans, Disease and Death	
ANTH 355 World Food	
ANTH 380 Human Osteology	
ANTH 383 Genes and People	
ANTH 402 Forensic Anthropology	
ANTH 403 Advanced Biological Anthropology Research	
ANTH 411 Anthropology of AIDS	
BIOL 105 Introduction to Human Genetics	
BIOL 107 Human Biology	
BIOL 210 Human Anatomy and Physiology	
SOCI 460 Population Studies	
HLTH 333 Human Nutrition	
HLTH 385 Epidemiology and Statistics	

Museum Studies Minor

19 semester hours required.

Contact Person: Morgan Perkins, MacVicar 130A, 315-267-2593, perkinmb@potsdam.edu

The Museum Studies minor introduces students to museum theory and practice through coursework, applied museum work and internships that will qualify them for careers in museums and a wide range of related professions. As a forum for the collection, preservation and

display of material culture, museums will be examined in historical and cross-cultural perspectives. The Charles T. Weaver Museum of Anthropology, the Art Museum and the College Archives will provide opportunities on campus to observe and participate in the various functions of museums.

As the capstone experience for the minor, students will complete two museum internships. Students will develop and complete a range of potential projects with the supervision of a sponsor from the host institution. Internships should be arranged through consultation with the Director of Museum Studies.

Ideally the first internship should be completed locally or on campus at either the Weaver Museum of Anthropology, the Art Museum or the College Archives. Longer internships may be pursued for additional credit hours.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	16
These courses should be taken in the order listed. Additional or alternative courses may be used with approval from the Director of Museum Studies.	

ANTH/ARTM 270 Museum Studies
 ARTM 320 Museum Practices
 ANTH 320 Museum Archives and Exhibits (4 credits)
 ANTH/ARTM 470 Museum Internship/Tutorial (6 credits)

Electives	3
Students should select one elective, and a course outside of the major is recommended. Additional or alternative courses may be used with approval from the Director of Museum Studies.	

ANTH/ARTH 358 Cross-Cultural Approaches to Art
 ANTH 461 Material Culture
 ANTH 395 Folklore
 ARTH 464 Foundations of Modern Art
 ARTH 465 Issues in Contemporary Art
 ANTH 352/ARTH 385 Art and Archaeology of the Classical World
 ANTH/ARTM 496 Special Topics in Museology
 HIST 323 Middle East: Alexander to Islam
 HIST 450 Modern American Oral History

A grade of 2.0 or better must be achieved in all courses. Students may only 'double-count' two courses for an additional major or minor. Prerequisites may apply to many of the courses listed for the minor. For more information, see page 85.

Certificate in Applied Anthropology **13-16 credit hours required.**

The certificate, awarded by the department in recognition of significant applied scholarship, emphasizes the methodological skills and professional practices necessary for employment as an applied anthropologist. Students will learn about ethical considerations inherent in applied work, how to gather and analyze data, and how to write grants and proposals. In the applied internship, students design, research, and implement a project for a community-based organization, non-governmental organization, cultural resource management group or other public or

private sector employer. Students will have the opportunity to present their projects at department colloquia and professional meetings.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ANTH 305 Applying Anthropology*	13-16
One of the following:	
ANTH 319 Public & Private Archaeology	
ANTH 393 Professionalism in Anthropology	
ANTH 430 Applied Anthropology (4 credits)	
ANTH 491 Internship in Applied Anthropology (3-6 credits)	

*This course has a prerequisite of one of ANTH 201, 202, 203, 204 or 270.

Notes

- Regular SUNY Potsdam admissions requirements apply
- The certificate will be available to both matriculated and nonmatriculated students who have completed significant course work in anthropology.
- Students must apply for admission into the certificate program prior to enrolling in ANTH 491.
- Courses fulfilling certificate requirements may also fulfill requirements for the major or minor, but students may only "double count" two courses.
- Students must obtain an average of 2.0 in courses that are counted towards the certificate.
- Substitutions can be made only with the approval of the Anthropology department chair.
- The Anthropology department chair will certify the completion of certificate requirements.
- Students must complete the certificate requirements within five years.

Anthropology Course Descriptions

ANTH 195, 295, 395, 495 – Special Topics (1-12)

ANTH 198, 298, 398, 498 – Tutorial (1-3)

ANTH 100 – Riddles of the Past (3) Topics such as influence from outer space on rise of civilizations, prehistoric transoceanic contacts, and a variety of others are discussed. Central to the course is a discussion of how archaeology works and how it has changed through time. Gen Ed: PI credit. As warranted.

ANTH 104 – Great Discoveries in Art and Archeology (3) Examines some great discoveries in the history of art and archeology. Cultures studied include those in Africa and the Americas, and ancient Egypt, Greece, and Rome. Topics include discovery of tomb of Tutankhamen, invention of photography, excavation of Teotihuacan Mexico, and Chinese Bronze technology. Prerequisite: an FS course. Gen Ed: XC and SI. Cross listed as ARTH 104. As warranted.

ANTH 106 – Ancient People and Places (3) This survey of world prehistory illustrates the varied perspectives and techniques of archaeology. Case studies highlight ancient places and the people who lived in them. Gen Ed: XC credit. Fall and Spring.

ANTH 107 – World Cultures (3) This course surveys the diverse cultures of the world using case studies in anthropology. We will pay particular attention to cultural relativism, the interconnections between different cultural systems, and culture change. Gen Ed: XC credit. Spring.

ANTH 108 – Worlds of English (3) This introductory course explores the history of English and looks at its use today as a global and a vehicle of emerging national and ethnic identity. In exploring the evolution of English from an Anglo-Saxon creole

to language of world dominance, we will come to understand better the diverse peoples who use English and the social, cultural, and political contexts of its use. Gen Ed: SA credit. Fall and Spring.

ANTH 111 – Introduction to Anthropology (3) This course focuses on the discipline of anthropology. We will learn about the different subdisciplines of anthropology: cultural, biological, linguistics, archaeology and applied anthropology and how each collects and analyzes data. We will learn about the similarities and differences between cultures and why they exist. We will learn how anthropology may be applied to future issues and how it may contribute to your future. Gen Ed: XC credit. Fall and Spring.

ANTH 115 – Historical Archaeology of New York State (3) This class introduces you to the field of historical archaeology with a special focus on archaeological sites excavated in NYS and dating from the Contact Period to the early 20th century. Through case studies, you will learn about what historical archaeologists have revealed about the everyday lives of a range of New Yorkers who helped make history here. The experience of those traditionally left out of our history books but often revealed in the archaeological record will be highlighted. Gen Ed: FC credit. Fall and Spring.

ANTH 120 – Evolution (3) From a scientific view, evolution itself simply means “change over time,” and it is an observation of the world, not a theory. Charles Darwin hypothesized that the change in species he saw was caused by “natural selection.” His ideas shook the scientific and religious world, and this upheaval continues today. In this course, we will explore the origins of evolutionary thought, the ways evolution occurs, and how natural selection and the other evolutionary forces have shaped the world around us. Gen Ed: SB credit. As warranted.

ANTH 130 – The Native Americans (3) A general survey class which examines Native American societies of North America. The diversity of Native American societies is studied from an anthropological perspective that includes language, kinship, political economy, oral tradition and religious belief both historically and currently. Gen Ed: XC credit. Fall.

ANTH 132 – Games People Play (3) Sport and leisure activities are more than idle play. Cultures around the world have produced a wide variety of ways for people to relax, exercise and compete. Looking closely at these activities we may see how closely these seemingly simple games are tied to other aspects of a culture such as religion, economy or gender roles. We will look at the origins of a number of games, past and present, from around the world, learn the rules that govern them, how they have changed and discuss how they reflect many facets of the cultures in which they take place. Gen Ed: XC credit. As warranted.

ANTH 135 – The Arab World (3) An introduction to the fundamental nature of the modern Arab World with examination of the broad, sweeping questions that U.S. students ask or need to ask about the contemporary realities and past of the Arab world. Lectures and discussion focus on topics such as the nature of Arab societies, religion, history/geography, culture and politics. Problems of culture are examined in greatest detail. As warranted.

ANTH 140 – World Art and Culture (3) This course is an introduction to the expression of culture through art and visual display. We will explore how cultures throughout the world define identity through body decoration, painting, sculpture, film, museums, pop culture and other activities. The symbolic and visual meanings will be placed in the context of other categories such as religion, gender and ethnic identity. Gen Ed: XC & AC credit. Fall.

ANTH 150 – Human Sexuality (3) Biological, evolutionary and social aspects of human sexuality, examined from a cross-cultural perspective. Gen Ed: XC credit. As warranted.

ANTH 155 – World Hunger (3) A multidisciplinary approach to explaining the prevalence of malnutrition worldwide. A variety of solutions to be examined critically. Students engage, singly or in groups, in action projects to confront the hunger problem. As warranted.

ANTH 160 – Exploring Language (4) We are, in undeniable ways, what we speak! Language lies at the heart of who we are and what we might be and it informs our conceptions of reality. In this course we explore how humans manipulate language and how we are manipulated by it. We will employ scholarly readings, fiction, poetry,

and film to define language, explore it as a human attribute, and investigate its role in defining us as social beings. Gen Ed: FW credit. Fall.

ANTH 161 – Origins of Language (4) Perhaps no aspect of our behavior appears so uniquely human as language. But when did language appear? How is human language different from the communication of other creatures? How is the appearance of language related to tool use, evolving social structure, abstract thought, and self-awareness? Is there evolutionary continuity between animal and human minds? Recognizing that it is unlikely that a single factor is, in itself, responsible for the evolution of language, this course draws on research from such diverse areas as linguistics, biological anthropology, archaeology, cultural anthropology, psychology and neurology to explore ways of answering these questions. Gen Ed: FW credit. Spring.

ANTH 184 – The Primates (3) This class concentrates on the behavior, biology, and socioecology of primates, with special attention paid to the relationship between humans and the other primates. Fall.

ANTH 201 – Human Origins (4) An introduction to physical anthropology, which is the study of human variability and adaptation. We will study the concepts of evolution, genetics, primatology, skeletal biology, and demography using the scientific framework of theory testing. These will build a foundation of knowledge that will allow us to explore human origins and evolution, and understand modern human diversity using the perspectives of different scientific fields. Gen Ed: SB & LB credit. Lab section required. Fall.

ANTH 202 – Cultural Anthropology (4) A survey of the subdiscipline of anthropology that uses the concept of culture to interpret human history and behavior in all societies and at all times. Introduction to the various research methods of cultural anthropology. Emphasis is placed on the application of social and cultural concepts when analyzing behavior. The lab component of the course will give students training in a number of ethnographic data collection and analysis techniques commonly used by cultural anthropologists. Labs will include informal and semi-structured interviews, ethno-semantic domains, genealogy, survey design, archival research, social networks, comparative analysis, and fieldwork ethics. Gen Ed: XC credit. Lab section required. Fall.

ANTH 203 – Language and Culture (4) This course looks at language as a set of cultural practices. We will discuss the structure of language, language change, regional and social dialects, slang, gender and ethnicity. We will explore the function, nature and role of human language within cultural production, social institutions, and the construction of group and individual identities. The lab component will provide training in the collection and analysis of phonological, morphological, syntactic, semantic data from a variety of languages. Labs will include transcription of natural speech, comparative analysis of data to reconstruct proto forms, the analysis of gender influences on language, and the analysis of conversation and the effects of social attitudes on language use. Gen Ed: SA & XC credit. Lab section required. Spring.

ANTH 204 – Archaeology (4) Leads the student through the development of modern archaeological methods and theory to an examination of major questions posed by today's archaeological investigations. Students will learn how archaeologists use survey, excavation and laboratory analysis to reconstruct the past. Hands-on laboratory exercises will be used to explain how archaeology reveals ancient diets and environments, ancient economic, political and social systems, and ancient religions and rituals. Lab section required. Spring.

ANTH 270 – Museum Studies (3) History and purposes of museums, types and varieties; organizations and functions; role in culture and community; study of collections, curation, exhibition, research, grant writing, conservation and education. Gen Ed: AC & XC credit. Spring.

ANTH 301 – Issues in Physical Anthropology (3) Analysis topics in physical anthropology using recent literature, including human evolution and contemporary variation. Emphasizes interaction of culture and biology and uses evidence from paleontology, genetics, archaeology, primatology and cultural anthropology. Prerequisite: ANTH 201. As warranted.

ANTH 303 – Issues in Linguistic Anthropology (3) Introduction to techniques of linguistic (phonological, morphological and syntactic) analysis and their application in anthropological and literary research. Gen Ed: SA & WI. Spring, even years.

ANTH 304 – Elements of Linguistic Analysis (3) Provides a systematic inquiry into human language, centering on the study of phonology, morphology, syntax and semantics. Additional topics may include the rapidly growing areas of pragmatics, sociolinguistics, and psycholinguistics. As warranted.

ANTH 305 – Applying Anthropology (3) Today, about one-half of all professional anthropologists work in non-academic settings. Applied, or practicing, anthropologists may be trained in any or all of the sub-fields of anthropology and work in various contexts. This course will build on the ways in which anthropological theory and method are used practically in occupations related to health and medicine, international development, environment, government, business and education, immigration and poverty. Through an exploration of case studies, students will come to understand the ethical, financial, social, methodological and practical issues of applying anthropological theory to real-life situations. Prerequisite: ANTH 201, 202, 203, 204 or 270. Service Learning Course. Spring.

ANTH 306 – The Amish, The Mennonites and Anabaptism (3) Challenging the notion of a monolithic Eurocentric influence, this course explores the evolution of one dominant, western, Christian philosophy - Anabaptism - and investigates the way in which this philosophy has influenced widely varying responses to different environmental, cultural, political, and historic conditions. In investigating the cultures of the Amish, Hutterites, and Mennonites, the goal will be to understand better the ways in which a people's belief system is shaped by particular cultural, economic, and social situations and, in turn, shapes the way in which adherents deal with these situations. Gen Ed: WC & WI credit. As warranted.

ANTH 309 – Religion, Magic and Witchcraft (3) This course explore the natures and functions of religion, witchcraft and magic in various social and cultural contexts. Spring, even years.

ANTH 315 – Field Archaeology (6) Teaches basic principles and methods for locating, surveying and excavating sites, recording of archeological data, and preliminary processing, cataloguing and analyzing of finds. Prerequisites: 100-level course in anthropology and permission of instructor. Summer.

ANTH 316 – Archaeological Laboratory Techniques (3) Preservation, preparation for preliminary analysis of results of field research (field data and artifacts). Prerequisite: permission of instructor. As warranted.

ANTH 319 – Public and Private Archaeology (3) This course is designed to help students prepare to be professional archaeologists in the twenty-first century. Today, archaeologists find employment in a variety of institutions both inside and outside of academia. Although career options are numerous, there are certain fundamental skills that all archaeologists should possess to successfully and professionally operate in the modern world. These include, but are not limited to, good communication, presentation, and writing skills, and a working knowledge of legal and ethical issues within the discipline. In this course students will learn about the varied employment opportunities for archaeologists, develop knowledge and skills they will need as professional archaeologists, and produce tangible materials using these skills that will help them successfully enter the professional world of archaeology in the twenty-first century. As warranted.

ANTH 320 – Museum Archives and Exhibits (4) Advanced study in a course format, this course gives students experience in working with and solving problems posed by the basic functions of the museum, from administering collections (folklore, oral history, material culture) to designing and building exhibits, planning lecture series and developing public school programming. Spring.

ANTH 321 – Cross-cultural Aspects of Women's Health (3) An investigation of issues affecting and concerning women's health cross-culturally through the life cycle. Prerequisite: ANTH 202. Gen Ed: SA credit. As warranted.

ANTH 322 – Cross-Cultural Aspects of Mental Health (3) Mental health is defined and discussed in terms of our human evolution, cultural mechanisms which promote mental health and challenges to it. Gen Ed: XC credit. As warranted.

ANTH 325 – Environmental Anthropology (3) This course examines cross-cultural evidence of the principal forms which the human-nature relationship has taken. Ecological principles and environmental problems faced by our species today are also addressed. Prerequisite: ANTH 201 or 202. Gen Ed: SI credit. As warranted.

ANTH 331 – Women in Native America (3) An examination of the various roles of women in Native American cultures and how an anthropological and feminist

analysis of those roles has led to a re-examination of the development of gender roles. As warranted.

ANTH 332 – Native American Religions (3) An examination of the diversity of religions, rituals, symbols, ceremonies and myths found among the Native American populations of Mexico, Canada, and the United States. As warranted.

ANTH 333 – Indian Images (3) An examination of anthropological and other social science theories concerning Native Americans and how these theories were influenced and interpreted by the general populations of Europe and the Americas. Will examine journals, newspapers, books and films from 1492 to the present. Spring, odd years.

ANTH 335 – Archaeology of the Wild West (3) The phrase "Wild West" conjures up images of gun-slinging cowboys, saloons, and noble Indians living close to nature, among many others. Although some of these notions may be accurate, many are more the product of Hollywood than an actual reflection of past life in western North America. In fact, the region has been romanticized to such an extent that it is difficult to distinguish myth from reality. In this class, we will explore many of the widely held ideas of the American West and examine what both prehistoric and historical archeology has revealed to either confirm or debunk these. In the process, we will learn about the many different peoples who have occupied western North America over the last 13,000 years, and better understand what the "West" was really like for them. Prerequisite: ANTH 106 or 204. As warranted.

ANTH 340 – Anthropology of Gender (3) What does it mean to be male or female? How do females and males learn their appropriate social roles? Particular attention paid to African and Native American cultures. Prerequisite: ANTH 150 or 202. Fall, even years.

ANTH 342 – Language and Gender (3) This course examines critically the interaction between language and gender. Beginning with an investigation of beliefs about language and about gender and the interaction between the two, the course proceeds to explore the research of male and female speech, seeking to understand the social, psychological, and linguistic processes that underlie sex differences in language use. Finally, in studying the role played by language, speech and communication in defining notions of "male" and "female," the goal will be to understand better the way in which language reflects and reinforces social and cultural patterns of behavior and identity. Cross-listed as LNGS 342. Gen Ed: WI, SA credit. Fall, odd years.

ANTH 345 – Medical Anthropology (3) Relationship among health, culture, individual, and environment, cross-cultural look at healer-patient, relationships, western and non-western perceptions of disease paleopathology, psychiatry and applied aspects of medical anthropology. Prerequisite: ANTH 202. Coursework in biology helpful. Gen Ed: XC credit. Spring.

ANTH 346 – Human Sexuality 2: Evolving Sex Roles (3) A continuation of ANTH 150 Human Sexuality 1. Looks at human sexuality across the life cycle from conception through aging cross-culturally. Prerequisite: ANTH 150. As warranted.

ANTH 347 – Humans, Disease and Death (3) Humans, Disease, and Death explores disease from a broadly and explicitly evolutionary perspective. Infectious and chronic diseases have evolutionary origins. As humans have changed their behavior, demography, diet, and social organization, the diseases we are afflicted with have changed also. We will examine what diseases are, what causes them, how we have evolved with diseases, how disease patterns have changed over human history, and we will discuss the future of disease. Prerequisite: ANTH 201. As warranted.

ANTH 350 – Archaeology of Ancient Mexico & Central America (3) Archaeology of Mexican and Central American cultural groups from early times to Spanish conquest. Emphasis on archaeological reconstructions of major cultural groups. As warranted.

ANTH 352 – Art and Archaeology of the Classical World (3) Art and culture of ancient Greece and Rome as reflected in the paintings, sculpture and architecture revealed by archaeological excavation at the great sites of Troy, Knossos, Athens, Delphi, Rome and Pompeii. Cross-listed as ARTH 385. Fall.

ANTH 353 – World & US Geography (4) All students EXCEPT elementary education majors. Covers the nature of geography and its history, major theories and approaches used by geographers, the various types of maps and tools, major concepts in the fields of economic and political geography and how these systems interact on a global scale across political boundaries, and the various ways in which humans interact with environments around the world. Gen Ed: XC credit. As warranted.

ANTH 354 – Environmental Archaeology (3) This course emphasizes the methods of environmental archaeology (the study of past human interactions with the natural world) including zooarchaeology, archaeobotany, geoarchaeology, and behavioral analysis. We combine lab exercises, case study discussions, and participation in an on-going archaeological investigation using environmental archaeology techniques. As warranted.

ANTH 355 – World Food (3) The cultural and technical aspects of producing and distributing the world's food supply are examined in their ecological and political contexts. Gen Ed: SA credit, some sections for WI credit. As warranted.

ANTH 356 – Neanderthals: Fact, Fiction & Fantasy (3) This course will examine two principal themes. The first theme will focus on Neanderthal biological evolution, cultural behavior, disappearance, and the origins of anatomically modern humans. Students will learn the basics of Neanderthal anatomy and behavior. The second theme is the misconceptions that surround the Neanderthal phase of human evolution. Students will examine how the entertainment industry, popular literature, the scientific community, and Western intellectual history have misinterpreted the importance of Neanderthals in our prehistoric past. As warranted.

ANTH 357 – Social Geography (4) This course introduces students to the physical environments of the world, human interaction with those environments, the world's political units and the social issues that different countries and peoples of the world must face. We will be looking at several issues that are pertinent to our world today: ethnic struggles, racism, population trends, problems of urbanization, the effects of global market economies, environmental impacts, and others. Examples will be drawn from contemporary, recent and past cultures from around the world. As warranted.

ANTH 358 – Cross Cultural Approaches to Art (3) How can the term "art" be applied in a cross-cultural context? This course approaches the changing definitions of this category from both contemporary and historical perspectives. Our study will include material from four broad cultural areas in detail: Native American, Aboriginal Australian, African and Chinese. We will consider how contemporary artists in all four areas have had to negotiate between the continuity of tradition and social change. The course will address broad topics such as the ritual use of art, authenticity, aesthetics, tradition and modernity, art education, social memory, politics and creativity. Fall.

ANTH 359 – African American Archaeology (3) This course explores African-American history as it has been reconstructed from the archaeological record. Focus will be on both contexts of slavery and freedom, and issues including race and representation will be highlighted. Fall, odd years.

ANTH 360 – Cultures of Mexico and Central America (3) Culture of Mesoamerican from conquest to present day. Emphasis on effects of conquest and colonial governmental systems on indigenous cultures. Prerequisite: ANTH 202. As warranted.

ANTH 362 – Historical Archaeology (3) Explores the field of historical archaeology, including the theories, methods and techniques by which it is guided. Focuses primarily on archaeological sites in America from the colonial and contact period to the present. Students will consider how historical documents, ethnographic and oral accounts, and material culture can be studied to offer alternative perspectives on the past. As warranted.

ANTH 363 – Archaeology of Eastern U.S. (3) This course explores Native American lifeways of the Eastern United States from Paleoindian colonization through initial European contact. This course focuses on the archeological evidence and its interpretation. As warranted.

ANTH 364 – Oral History (3) Designed to familiarize the student with oral history as a method of inquiry concerning information about the past. Grapples with issues surrounding oral history, such as its validity, possible bias, elite vs. democratic historical perspectives, etc. Intellectual and technical aspects. Cross listed with HIST 450. Fall.

ANTH 365 – Archaeology of Death (3) This course concentrates on the information that archaeologists learn about past peoples from the excavation and analysis of their graves and cemeteries. After studying the variability and similarities in modern mortuary customs, we will turn to archaeological examples to apply what we see in those contexts. Students will examine local cemeteries and using the data collected as models for archaeological cemeteries. As warranted.

ANTH 367 – The Prehistory of Europe (3) This course is a survey of European prehistory that covers the time periods from the first peopling of Europe to the centuries just after the Roman conquest of significant territory on the continent. The focus of the course is on those societies beyond the borders of the well-known civilizations of the Mediterranean, where only archaeological research, or the utilization of historical accounts checked against archaeological research, can inform us of their cultural histories. From time to time, our scope will broaden to situate events, such as the peopling of Europe, the Neolithic Revolution and the rise of societal complexity in European prehistory, into a comparative, global context. Prerequisites: ANTH 204 or 201 or equivalents. As warranted.

ANTH 371 – Anthropology of China (3) This course explores the complex culture of China from an anthropological perspective. Issues concerning politics, gender, religion, economics, reputation, ethnicity and protest are considered in historical and contemporary contexts. As warranted.

ANTH 374 – Food for Thought: The Anthropology of Eating (3) The interplay between eating behavior and cultural institutions has had a tremendous impact on human behavior and behavior conversely influences anatomy and physiology. This course will look at the interrelationships between eating behavior, cultural institutions and human evolution. We will focus on scavengers, hunters and gatherers, pastoralists, horticulturists and agriculturalists discussing food procurement strategies, food preparation techniques, and eating behaviors. Students will prepare and eat a variety of foods common to each subsistence strategy. As warranted.

ANTH 375 – Anthropology Through Film (3) This course explores the discipline of anthropology as it has been portrayed in film. Special emphasis will be placed on critical analysis of a variety of films for anthropological content. As warranted.

ANTH 380 – Human Osteology (3) An introduction to the study of the human skeleton. Will explore discriminating between human and animal bone, determining identification of bones from fragmentary pieces, and side identification, and using skeletal data for paleodemography. Prerequisite: ANTH 201. As warranted.

ANTH 383 – Genes and People (3) A forum for undergraduate students to learn to apply the concepts of genetics to anthropology, and to use genetic information to understand more about human evolution and diversity. As warranted.

ANTH 386 – Folklore and Folk Culture (3) Folklore includes everyone! We are all the folk, and we all participate in folklore practices in our lives in many different ways. This course explores folklore and its role in cultural expression, looking at different types of folklife and how folklorists collect and interpret material for public consumption. As warranted.

ANTH 387 – Advanced Human Paleontology (3) Human fossil record to be carefully scrutinized, including both evidence of the fossil record and assumptions that have historically guided our interpretation of the record. Prerequisite: ANTH 201. As warranted.

ANTH 390 – Classics in Anthropology (3) This course is an overview of classic ethnographies written at different historical points and from different theoretical perspectives. As warranted.

ANTH 391 – Anthropological Theory (3) This course examines historical and contemporary theories in anthropology. It focuses on the relationship between ethnography and social theory and traces the genealogies of central questions about the nature of society and culture. In the first part of the course, we will discuss the intellectual frameworks of 18th and 19th century societal theorists in Europe and the emergence of anthropology as a discipline. We will then focus on the key theorists whose ideas shaped future anthropological inquiry into culture and humankind. We will also discuss how the works of these theorists have influenced contemporary paradigms in anthropology. Prerequisites: Anthropology Majors/Minors only; Junior or Senior standing. Gen Ed: SI credit. Spring.

ANTH 392 – @Anthropology Teaching Methods (3) Anthropological teaching methods will be designed to give students practical teaching experience in anthropology including lecturing, exam preparation, and laboratory teaching. Fall and Spring.

ANTH 393 – Professionalism in Anthropology (3) This course covers both practical and theoretical aspects of the discipline. Topics include ethics, careers, and preparation of resumes, graduate school and grant proposal applications. Gen Ed: WI credit. Fall.

ANTH 402 – Forensic Anthropology (3) This hands-on class will explore techniques of the forensic anthropologist. Subjects will include skeletal identification of demographic characteristics, individual identification, forensic genetics, and the role of the forensic anthropologist. Prerequisite: ANTH 380. Fall, odd years.

ANTH 403 – Advanced Biological Anthropology Research (3) This course offers an exciting opportunity for students to conduct in-depth research projects in biological anthropology under the class supervision of the instructor. Students will be required to do background research, formulate hypotheses, test the hypotheses using hands-on data interpretation and analysis, and complete a final report (paper or poster) based on their findings. As warranted.

ANTH 410 – Advanced Archaeological Research (4) This course offers experience with an in-depth research and analysis of field and laboratory components of real archaeological research. Experience the process of archaeological research from question formulation through data interpretation and presentation. Prerequisite: Junior or Senior standing. As warranted.

ANTH 411 – Anthropology of AIDS (3) HIV infection and AIDS examined from a cross-cultural, relativistic perspective which looks at epidemiological, medical and socio-cultural aspects of this phenomenon. Gen Ed: SA credit. Prerequisite: ANTH 150. As warranted.

ANTH 412 –Seminar in Women's Sexuality (4) The seminar in Women's Sexuality critically analyzes assumptions and biases in the literature about this subject. Using an evolutionary, biological, and socio-cultural approach, students research and present in class topics related to women's sexuality across the life cycle and cross culturally. Prerequisite: ANTH 150. As warranted.

ANTH 415 – Archaeological Field Techniques: Supervision (3) Participation in formulation of research goals and strategies and their implementation. Students design and complete research project involving collection and preliminary analysis of field data. Prerequisite: permission of instructor. Summer.

ANTH 416 – Archaeological Lab Techniques: Supervision and Analysis (3) Advanced laboratory processing of archaeological data, with responsibility for supervision of the preliminary analysis of field data. Prerequisite: ANTH 316 or equivalent and permission of instructor. As warranted.

ANTH 417 – Archaeological Procedures (3) This course provides hands-on experience in and exposure to the methods and theories of data collection and analysis commonly used in archaeology. Prerequisite: ANTH 204. 1 credit Lab required. Gen Ed.: WI. Spring.

ANTH 430 – Applied Anthropology (4) This course will introduce students to the application of anthropological theory and methodology in real world situations. Field work experience will be an essential feature of this course. As warranted.

ANTH 432 – Native American Cultures (3) A research seminar that will investigate the history of a Native American community, how it adapted to the changes brought on by European contact, and the community's present social environment. Prerequisite: ANTH 130 or 202. As warranted.

ANTH 445 – Ethnographic Fieldwork (3) Field course in scientific method, data collection and analysis, record keeping, and ethics of human research. Prerequisite: ANTH 391. As warranted.

ANTH 450 – Zooarchaeology (3) Zooarchaeology introduces the student to the methods of animal bone identification. Using archaeological materials and computer-based instruction, it provides a basis for the interpretation and analysis of the complex animal-human relationship in the past. Prerequisite: ANTH 204 or BIOL 100. As warranted.

ANTH 455 – Cannibalism (4) Cannibalism has been a controversial topic in anthropology for many years. The debate about the extent of cannibalism in past and in modern groups, and its meaning, has recently been reignited by the publication of several studies in the past couple of years that provide evidence of cannibalism as far back as Neanderthals and from pre-historic Native American groups. This course is designed for upper division anthropology students to study the history of cannibalism, and to evaluate and debate the possibilities raised in the recent literature. Prerequisite: Junior or Senior standing. As warranted.

ANTH 457 – Dental Anthropology (3) The human dentition is useful in many ways to anthropologists. Teeth are constructed of the hardest substances in the body and

are often the majority of remains that survive diagenetic processes through time. They reflect our interaction with the environment, whether through the mastication of food, or as tools in other activities. Cultures hold different conceptions of beauty based partially on the physical appearance of teeth. And, teeth are under relatively strong genetic control, which makes it possible to distinguish geographic groups of humans from one another. This is just a partial listing of the important anthropological information that may be gleaned from the study of teeth. As warranted.

ANTH 461 – Material Culture (3) Thinking about objects and the ways that people make, use, understand, and engage their material worlds has become an increasingly interdisciplinary project involving cultural anthropologists, archaeologists, art historians, folklorists, literary critics, and historians, among others. In this course, students will consider the major ideas and approaches influencing this scholarship and will apply what they have learned in an original research project that explores the meaning of material culture. Special attention will be paid to how objects structure and are structured by human experience. As warranted.

ANTH 470 – Museum Internship (3) Student interns are placed either within the Weaver Museum or off campus in a nearby gallery, museum, or historical agency. They conceive and set up archival projects, work at organizing Weaver Museum and departmental research collections and coordinate the activities of beginning student assistants (registered in ANTH 270 and 320). Prerequisite: permission of instructor. Fall and Spring.

ANTH 475 – Senior Thesis (3) Preparation for completion of the Anthropology Senior Thesis requirement. Discussions on library research, the anthropological style and word processing to be included. As warranted.

ANTH 480 – Senior Seminar/Practicum (4) Selected topics aimed at integrating anthropological concepts into future lives of graduates. Enables them to understand meanings of these concepts for personal, social, and career aspirations. Practicum provides students with the verbal and written opportunity to apply and elucidate anthropological concepts to their fieldwork and work experiences. Spring

ANTH 490 – @Internship in Anthropology (3) Integration of anthropological concepts and methodology through work as research or administrative assistants with various local governmental agencies under supervision of a sponsoring faculty member. Prerequisite: 12 hours of anthropology and permission of instructor. Fall and Spring.

ANTH 491 – @Internship in Applied Anthropology (3-6) The intern will apply anthropological methods, theories, perspectives, and data to meet the needs of a public or private sector organization. Potential projects may include evaluating and resolving social problems, implementing and analyzing public policy, or addressing the practical needs of community organizations or businesses. Students will work under the direction of a faculty member and a representative of the sponsoring organization. Interns will be expected to present their project at a department colloquium and a professional meeting or conference. Prerequisite: permission of the instructor, ANTH 305, 430, and either ANTH 393 or 319. Fall and Spring.

ANTH 495A – Special Topics in Museology (3) Individual students design and execute advanced projects under advisement as a capstone to their museological studies. This may involve undertaking research on collection objects, carrying out basic research and feasibility studies for future exhibits, writing grants for programmatic funding, or preparing scholarly papers on their work for publication in the Collegiate Anthropologist or presentation before scholarly groups such as the Northeastern Anthropology Association, New York Folklore Society, etc. Prerequisites: ARTH 370 or 270 and ARTM 420 or ANTH 320. As warranted.

ANTH 499 – Seminar (3) Selected topics in cultural anthropology, linguistics, physical anthropology, archaeology or applied anthropology. Typically involves student participation in research project. Prerequisite: 12 hours of anthropology and permission of instructor. As warranted.

Department of Art

Contact Person: Caroline Downing, Chair
219 Brainerd, 315-267-2251/2252, downincj@potdam.edu

SUNY Distinguished Service Professor: Joseph A. Hildreth

SUNY Distinguished Teaching Professor: Caroline Downing

Professors: Mark Huff, Mary Jo McNamara, Teresa Watts, Marc Leuthold, Amy Swartelé

Associate Professors: Morgan Perkins, Douglass Schatz, Michael Yeomans

Assistant Professors: Iggy Beerbower, Bethany Haeseler

Adjunct Instructors: Danielle Johns, Laura Fair-Schultz

Art Technician: Nathaniel Infante

Visual Arts Major (B.F.A.)

64-67 credit hours required.

The Bachelor of Fine Arts degree is the professional undergraduate degree in the Visual Arts. The BFA adheres to the College's strong general education in the liberal arts while offering increased breadth and depth in the studio arts. The primary goal of the program is to foster students' mastery of visual arts by giving them further experience in the studio and advanced work in art history and art theory.

Admission is by portfolio review; reviews are conducted at the end of the spring semester each year. Students must have a grade point average of 3.0 to be admitted and to remain in the program.

All courses are 3 credits unless noted. Credits are divided as follows:

Fine Arts Core

ARTH 101	Survey of Art: Ancient to Renaissance
ARTH 102	Survey of Art: Renaissance to Modern
ARTH 464	Foundations of Modern Art
ARTH 300 or 400	level Art History Elective
ARTS 110	Foundations of Drawing I (4 credits)
ARTS 120	Color and Design (4 credits)
ARTS 130	Three-Dimensional Design (4 credits)
ARTS 311	Foundations of Drawing II (4 credits)

Credits
28

Four Studio Requirements

Including at least one three-dimensional course	
ARTS 312	Drawing and Mixed Media I (4 credits)
ARTS 319	Digital Design I (4 credits)
ARTS 329	Painting I (4 credits)
ARTS 339	Printmaking I (4 credits)
ARTS 349	Sculpture I (4 credits)
ARTS 359	Ceramics I (4 credits)
ARTS 369	Video I (4 credits)
ARTS 379	Photography I (4 credits)

16

Electives

4 studio electives; at least one level 4 studio and one level 2 from another studio area. All studio courses are 4 credits.

16

Senior Experience

One additional Studio Elective (4 credits) or ARTS 490 Senior Art Internship (6 credits) or ARTS 491 & 492 Senior Art Thesis I & II (6 credits) and ARTM 493 Senior Exhibition Seminar (1 credit)

4-7

Note: Students are required to take 60 credit hours outside of the Art Department.

Art Studio Major (B.A.)

45 credit hours required.

The Art Studio major is designed to provide students with a broad-based education in the traditional fine art studio areas as well as to introduce relevant historical, theoretical and critical issues. Studio Concentrations are available in ceramics, digital design, painting, photography, printmaking and sculpture. These require four upper-division courses in the studio area of choice. A Studio Concentration is suggested for those students wishing to enter graduate programs or seeking a career as a professional artist.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

ARTH 101	Survey of Art: Ancient to Renaissance
ARTH 102	Survey of Art: Renaissance to Modern
ARTS 110	Foundations of Drawing I (4 credits)
ARTS 120	Color and Design (4 credits)
ARTS 130	Three-Dimensional Design (4 credits)
ARTH xxx	Upper level art history elective

Credits
20

Studio Foundation

Four courses with at least one three-dimensional course	
ARTS 312	Drawing and Mixed Media 1 (4 credits)
ARTS 319	Digital Design I (4 credits)
ARTS 329	Painting I (4 credits)
ARTS 339	Printmaking I (4 credits)
ARTS 349	Sculpture I (4 credits)
ARTS 359	Ceramics I (4 credits)
ARTS 369	Video I (4 credits)
ARTS 379	Photography I (4 credits)

16

Studio Elective

Two studio electives with at least one level II

8

Special Notes

1. Art Studio majors have the option of completing 50 credit hours in the Art Department toward the 120 credit hours necessary for the B.A. degree. Students are required to complete 70 credit hours outside the Art Department. Students may elect to take supplemental art courses beyond the 50-semester-hour maximum. These will be included on the transcript, but will not be counted toward the completion of the degree.
2. All courses counted toward the major must be completed with a grade of 2.0 or above.

Art Education with St. Lawrence University (B.A.)

SUNY Potsdam and St. Lawrence University collaborate to offer an Art Education Certification program to SUNY Potsdam students. The program allows a student to take coursework for the Bachelor of Arts in Studio Art at SUNY Potsdam and become certified by the State of New York for K-12 Art Education. The program prepares and qualifies students to teach art at all levels of public schools in New York State.

The program has two segments. The first is to complete coursework for a Bachelor of Arts in Studio Art. In the Art Studio major students must complete five beginning level studio courses and one upper level studio course. Students must complete all General Education requirements of SUNY Potsdam and also take three courses in Education at SUNY Potsdam. These are:

EDLS 201	Principles of Education
EDLS 307	Literacy in the Arts Disciplines
PSYC 350	Educational Psychology

The second is the Professional Sequence at St. Lawrence University that includes coursework in Professional Observation, Art Methods, Curriculum Development, Seminar, and Student Teaching.

Students who are interested in the Art Education program should meet with the Coordinator in the Art Department, Mark Huff, during the fall semester of the Junior year to discuss the program and register their intent to join the program. During the spring semester of the Junior year students should formally apply to the program. Students must have a 3.0 GPA to be admitted into the professional sequence at St. Lawrence University. At that time the Chair will review each student's file and determine the readiness for the Professional Semester. The student will then register for one course in the fall and four courses in the spring of the Senior year at St. Lawrence University which is the only semester that the Professional sequence is taught.

Students who wish to enter the St. Lawrence University Art Certification Program must be art studio majors and meet the following criteria:

1. Have a grade-point average of 3.0 or above, both overall and in the major;
2. Have successfully completed the following course at St. Lawrence University: EDUC 301 Observations and Principles of Education;
3. Have successfully completed each of the following requirements at SUNY Potsdam:

ARTH 101	Art History Survey I
ARTH 102	Art History Survey II
ARTH xxx	Upper Division Elective
ARTS 110	Drawing I
ARTS 120	Color and Design
ARTS 130	Three-Dimensional Design (students matriculating fall 2014 and after)
ARTS 319	Digital Design I
ARTS 329	Painting I
ARTS 339	Printmaking I
ARTS 349	Sculpture I
ARTS 359	Ceramics I
ARTS 379	Photography I

One ARTS Upper Level Studio Elective
Five Level I Studio Courses (one three dimensional course)

Professional Courses:

EDLS 201	Principles of Education
EDUC 307	Literacy in the Arts Disciplines
PSYC 350	Educational Psychology

During the spring semester of their senior year, all art certification students must enroll in the Professional Semester at St. Lawrence University that consists of the following courses: EDUC 405 Dynamics of Student Teaching, EDUC 406 Supervised Student Teaching, EDUC 407 Supervised Student Teaching and EDUC 410 Methods and Materials in Art Education. Please be aware that admission into the Professional Semester is not automatic. Criteria for admission are published in the SLU catalog. Questions regarding the Professional Semester should be directed to Coordinator, Undergraduate Teacher Education Program, St. Lawrence University, 315-229-5847 or Mark Huff, SUNY Potsdam Art Department, huffms@potsdam.edu.

Art Studio Minor

20 credit hours required.

The Art Studio minor is a structured sequence of Art Studio courses. It is designed to provide students with a basic education in studio art.

All courses are 3 credits unless noted. Credits are divided as follows:

		Credits
Required Courses		8
ARTS 110	Foundations of Drawing I (4 credits)	
ARTS 120	Color and Design (4 credits)	
Elective Courses: three of the following		12
ARTS 311	Foundations of Drawing II (4 credits)	
ARTS 319	Digital Design I (4 credits)	
ARTS 320	Digital Design II (4 credits)	
ARTS 329	Painting I (4 credits)	
ARTS 330	Painting II (4 credits)	
ARTS 339	Printmaking I (4 credits)	
ARTS 340	Printmaking II (4 credits)	
ARTS 349	Sculpture I (4 credits)	
ARTS 350	Sculpture II (4 credits)	
ARTS 359	Ceramics I (4 credits)	
ARTS 360	Ceramics II (4 credits)	
ARTS 369	Video I (4 credits)	
ARTS 379	Photography I (4 credits)	
ARTS 380	Photography Processes and Techniques (4 credits)	

Note: Students must earn a minimum grade of 2.0 in courses counted toward the minor.

Art History Major (B.A.)

32-34 credit hours required.

The purpose of the major program is to provide students with a fundamental experience in the most important art historical periods and achievements in art. This experience provides sufficient breadth to ensure a reasonable knowledge of the most significant art and monuments, artists and styles, as well as a basic understanding of the varying historical contexts within which these achievements have taken place.

To ensure adequate diversity and scope, a balance of courses in all areas is required.

All courses are 3 credits unless noted. Credits are divided as follows:

		Credits
Prerequisite Courses		6
ARTH 101	Survey of Art: Ancient to Renaissance	
ARTH 102	Survey of Art: Renaissance to Modern	
One Studio Art course from the following:		4
ARTS 110	Foundations of Drawing I (4 credits)	
ARTS 120	Color and Design (4 credits)	
Required Courses		18
<i>Group A: Ancient</i> (6 credits) two of the following:		
ARTH 310	Greek Art and Architecture	
ARTH 311	Roman Art and Architecture	
ARTH 381	Classical Mythology in Art	
ARTH 385	Art and Archaeology of the Classical World	
ARTH 451	Ancient Painting	

Group B: Medieval through Renaissance (6 credits) two of the following:

- ARTH 352 Art and Life in the Middle Ages
- ARTH 356 History of World Architecture
- ARTH 454 Early Italian Renaissance
- ARTH 455 Northern Renaissance Art
- ARTH 457 Baroque Art
- ARTH 463 Italian High Renaissance

Group C: Baroque through Contemporary (6 credits) two of the following:

- ARTH 355 Art in America
- ARTH 458 Nineteenth Century Painting
- ARTH 462 Impressionism
- ARTH 464 Foundations of Modern Art
- ARTH 465 Issues in Contemporary Art

The following courses, offered from time to time, may be used to replace courses from Groups A, B, and C, by advisement only:

- ARTH 495 Special Topics in Art History
- ARTH 498 Tutorial Study

Art History Elective 3
One course in non-western Art History

Required in Senior year 1-3
ARTH 492 Senior Seminar (1-3 credits)

Recommended Coursework Outside the Major

- ARTM 270 Museum Studies
- ARTM 420 Gallery Practices
- PHIL 320 Aesthetics

Special Notes

1. Art History majors have the option of completing 50 credit hours in the Art Department toward the 120 credit hours necessary for the B.A. degree. Students are required to complete 70 credit hours outside the Art Department. Students may elect to take supplemental art courses beyond the 50-semester hour maximum. These will be included on the transcript, but will not be counted toward the completion of the degree.
2. Art History majors must earn a minimum grade of 2.0 in all courses counted toward the major.
3. Students should be aware that most graduate programs in art history require a reading knowledge of French and German in order for a student to be admitted. Students wishing to pursue graduate school in art history should acquire a reading knowledge of French or German. Those wishing to apply directly to Ph.D. programs need to acquire a reading knowledge of both French and German.
4. Studying art works and architecture in person is crucial to understanding art history; students are strongly encouraged to take advantage of faculty-led Art Travel Seminars and field trips to Canada, the U.S., and abroad. ARTH 390 Art Travel Seminar is recommended.

Art History Minor

18 credit hours required.

The art history minor is a sequence of art history courses designed to provide liberal arts students with core experiences in the history of art.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	6
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
Elective Courses	12
Three elective upper-division Art History courses from the following:	
ARTH 310 Greek Art and Architecture	
ARTH 311 Roman Art and Architecture	
ARTH 352 Art and Life in the Middle Ages	
ARTH 355 Art in America	
ARTH 356 History of World Architecture	
ARTH 358 Cross-Cultural Approaches to Art	
ARTH 365 Art and Culture of China	
ARTH 381 Classical Mythology in Art	
ARTH 385 Art and Archaeology of the Classical World	
ARTH 451 Ancient Painting	
ARTH 454 Early Italian Renaissance Art	
ARTH 455 Northern Renaissance Art	
ARTH 457 Baroque Art	
ARTH 458 Nineteenth Century Painting	
ARTH 463 Italian High Renaissance	
ARTH 464 Foundations of Modern Art	
ARTH 465 Issues in Contemporary Art	

Museum Studies Minor

For more information, see page 85.

Other Opportunities Available to Art Majors

Art Department Computer Labs

The student computer labs are located in Brainerd Hall and are designed to provide students with the opportunity to explore using computer graphics, video and design. The labs are equipped to investigate current avenues in digital imaging, digital design, animation, modeling and digital video.

Study Abroad Opportunities

The Art Department encourages students majoring and minoring in Art to consider incorporating either a short-term or long-term study abroad experience. The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Art Course Descriptions

Courses are offered each semester unless otherwise designated.

Subject codes: ARTH – Art History; ARTS – Art Studio; ARTM – Museum Studies

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Art History

ARTH 100 – Idea and Image (3) Introductory course in the appreciation and history of art. Covers painting, sculpture, architecture and other arts. Instruction in analysis of art works including such topics as color theory and perspective. Subjects include the pyramids, the Parthenon, the medieval cathedral, Leonardo, Michelangelo, Rembrandt, and contemporary art. Gen Ed: AC credit; 4 credit sections also receive FS credit. Fall and Spring.

ARTH 101 – Survey of Art: Ancient to Renaissance (3) Major art styles and monuments of pre-Renaissance art; relationship between art and politics, religion, and economics in ancient societies. Course will also include some discussion of non-western art: the art of native peoples and of the east. Gen Ed: WC credit. Fall and Spring.

ARTH 102 – Survey of Art: Renaissance to Modern (3) Movements and classic problems in Renaissance tradition in art, from 14th century to beginning of 20th century. Emphasis on painting, sculpture and architecture. Gen Ed: WC credit. Fall and Spring.

ARTH 103 – Landscape Art (3) Studies origins and development of landscape art, focusing on 19th century American landscape painting, and on Adirondack artists. Includes experiential component, consisting of landscape drawing and watercolor painting. Gen Ed: AC credit. As warranted.

ARTH 304 – Great Discoveries in Art and Archaeology (3) Examines some great discoveries in the history of art and archaeology. Cultures studied include those in Africa and the Americas, and ancient Egypt, Greece and Rome. Topics include discovery of tomb of Tutankhamen, invention of photography, excavation of Teotihuacan, Mexico, and Chinese bronze technology. Fall.

ARTH 310 – Greek Art and Architecture (3) Origins and development of the art of ancient Greece, from prehistory through the Hellenistic period. Emphasis on the Golden Age of Greek art, the painting, sculpture and architecture of the fifth and fourth centuries B.C. Fall, alternate years.

ARTH 311 – Roman Art and Architecture (3) Architecture, painting, sculpture and minor arts from their early derivation from the art of Greece and Etruria to their flowering in a powerful and original expression of Roman culture. Spring, alternate years.

ARTH 351 – Late Antique Art (3) Art forms and society of the late Roman Empire as represented by works of both pagan inspiration, based on artistic tradition of the Classical past, and those reflecting a newly evolving Christian iconography. As warranted.

ARTH 352 – Art and Life in the Middle Ages (3) Evolution of medieval art from late Roman period to Gothic. Special emphasis on influence of religious and cultural developments and on artistic and architectural styles. Fall, alternate years.

ARTH 355 – Art in America (3) Evolution of American art and architecture from Native-American and colonial times to present. Analysis of European sources and precedents. Major American ideas and attitudes expressed in the visual arts. Major artists discussed with special emphasis on architecture. Gen Ed: AH & WI credit. Spring, alternate years.

ARTH 356 – History of World Architecture (3) Historical analysis of architectural trends from prehistory to the present. Special attention given to the concepts of mass, space and structure and their relationship to contemporary social movements. Gen Ed: WC credit. As warranted.

ARTH 358 – Cross Cultural Approaches to Art (3) How can the term “art” be applied to a cross-cultural context? This course approaches the changing definitions of this category from both contemporary and historical perspectives. Our study will include material from four broad cultural areas in detail: Native American, Aboriginal Australian, African and Chinese. We will include consideration of contemporary artists. The course will address broad topics such as the ritual use of art, authenticity, aesthetics, tradition and modernity, art education, social memory, politics and creativity. Gen Ed: AC & XC credit. Spring.

ARTH 365 – Art and Culture of China (3) The course presents a critical approach to the relationship between art and culture in China. The course goal is to understand the forms, meanings and circulation of the Chinese arts from the perspective of its producers. The traditional arts of Imperial China will be approached chronologically from within several thematic areas. The primary focus in these areas will be the relationship between art and culture, with particular attention paid to painting produced in the literati or amateur artist tradition. The course examines issues such as the transnational circulation of Chinese artists, the representation of China’s ethnic minorities, and Western conceptions of Chinese tradition.

ARTH 381 – Classical Mythology in Art (3) Course studies stories from Ancient Greek mythology and how they are represented in art from ancient times through the present. Course is arranged thematically; each theme will be examined in its original form (as far as can be determined) and then the representation of that theme in art is discussed, moving chronologically up to the present. Emphasis will be placed on the role of myth in each society, and on myth’s contributions to the art of the times. Gen Ed: SI credit. As warranted.

ARTH 385 – Art and Archaeology of the Classical World (3) Art and culture of ancient Greece and Rome as reflected in the paintings, sculpture and architecture revealed by archaeological excavations at the great sites of Troy, Knossos, Athens, Delphi, Rome and Pompeii. (Same as ANTH 352) Fall.

ARTH 390 – Art Travel Seminar (3) The purpose of this field trip is to study art and architecture; to study at first hand works in art galleries; to assess the quality of light and space in specific architectural settings; and to understand where and why patrons commissioned specific works of art. The course is designed to offer the students first-hand experience through travel and research. Independent visual analysis will be stressed in conjunction with memorization of factual material. Gen Ed: SI. As warranted.

ARTH 451 – Ancient Painting (3) A history of ancient painting techniques (encaustic, fresco, etc.) and styles, beginning with the prehistoric cave paintings of Spain and France and concluding with works created in the eastern Mediterranean during the early Byzantine period. As warranted.

ARTH 454 – Early Italian Renaissance (3) Proto-Renaissance in Florence and Siena. Style and effects of Black Death period; late 14th century and International style; and Renaissance of the 15th century, from Masaccio to Botticelli. Fall, alternate years.

ARTH 455 – Northern Renaissance Art (3) Development of northern European painting and sculpture in 15th and 16th centuries. Special emphasis on late Gothic masters of Flanders and Germany. Spring, alternate years.

ARTH 457 – Baroque Art (3) Baroque and Rococo art and architecture beginning in early 17th century Rome. Special emphasis on principal masters of Italy, the Lowlands, Spain, France and Germany. Fall, alternate years.

ARTH 458 – Nineteenth Century Painting (3) Development of 19th century European painting from Romanticism through impressionism and symbolism. Fall, alternate years.

ARTH 462 – Impressionism (3) Development of Realism and Impressionism in France with an equal emphasis on stylistic innovation and historical context. Fall, alternate years.

ARTH 463 – Italian High Renaissance (3) Italian High Renaissance, especially works of Leonardo, Raphael and Michelangelo; and Age of Mannerism. Emphasis on High Renaissance, particularly in Rome: painting, sculpture and architecture. Spring, alternate years.

ARTH 464 – Foundations of Modern Art (3) Principal stylistic inventions in visual arts beginning with Impressionist movement of 1870s and covering Expressionism, Cubism, Constructivism, Dadaism, Surrealism, Abstract art and related development to World War II. Emphasis on works on influential painters, sculptors and architects. Prerequisite: ARTH 102. Spring, alternate years.

ARTH 465 – Issues in Contemporary Art (3) Major premises and problems in development of post-modern visual arts since World War II. Emphasis on painting, sculpture and architecture, with attention to important innovations in other visual arts. Prerequisite: ARTH 464. Gen Ed: SI credit. Fall, alternate years.

ARTH 490 – Seminar: Art History and Criticism (3) Study and research on selected problems in history of art. Limited to art history majors. Prerequisite: permission. As warranted.

ARTH 492 – Senior Seminar (3) This course is a requirement for Art History Majors and must be taken in conjunction with an upper division art history course. Students will gain an understanding of the contributions of the principal figures in the development of Art History, during the Renaissance to the present. Students will learn about the main theoretical bases of Art History. Students will explore options for advanced education in the field of Art History. Yearly, usually Spring.

Museum and Gallery

ARTM 270 – Museum Studies (3) History and purposes of museums; types and varieties; organizations; role in culture and community; study of collections, curation, exhibition, research, grant writing, conservation and education. Gen Ed: AC & XC.

ARTM 420 – Museum Practices (3) Exhibition design and implementation. Students learn basic theory and methodology related to how a professional art museum functions, then apply this to organizing and installing temporary exhibitions, as assistants, in the Gibson Gallery.

ARTM 470 – Museum Internship (3) Students apply basic museum experience to an internship within the Gibson Gallery or off campus in a nearby gallery, museum or historical agency. Advanced independent study, with academic and experiential learning, is developed with instructor. Specialization may be in registration, curation, preparatory, interpretation, or research. Prerequisites: ARTM 370, ANTH 370, ARTM 420, or ANTH 420.

ARTM 495 – Special Topics in Museology (3) Individual students design and execute advanced projects under advisement as a capstone to their museological studies. This may involve undertaking research on collection objects, carrying out basic research and feasibility studies for future exhibits, writing grants for programmatic funding, or preparing scholarly papers on their work for publication or presentation. Prerequisites: ARTM 370, ANTH 370, or ARTM 420.

Art Studio

ARTS 107 – Introduction to Watercolor (3) Provides both art majors and non-majors with a hands-on introductory experience in the art medium of watercolor. Basic drawing, composition and color theory will be introduced. Traditional watercolor techniques and materials will be covered. Master works by major watercolor artists will be analyzed. Gen Ed: AE credit. As warranted.

ARTS 109 – Introductory Studio Art (4) Provides non-art majors with hands-on experience in the studio areas of drawing, color and design. Introduces the concepts and processes necessary to make art. Theoretical, critical and historical issues of art majors addressed through regular group critiques and slide presentations of both historical and contemporary art work. Gen Ed: AE credit. Fall.

ARTS 110 – Foundations of Drawing I (4) Introduces both art majors and non-art majors to the concepts and processes of the medium of drawing. Theoretical, critical and historical issues of art making addressed through regular group critiques and visual presentations of both historical and contemporary art work. Emphasizes perceptual drawing with still life and figure work. Gen Ed: AE credit. Fall and Spring.

ARTS 120 – Color and Design (4) Provides both art and non-art majors with hands-on experience in color and design. Introduces the basic visual elements and design principles used in art making including areas of painting, drawing, printmaking, photography, ceramics and sculpture. Theoretical, critical and historical issues of art making addressed through group critique and visual presentations of both historical and contemporary art work. Gen Ed: AE credit. Fall and Spring.

ARTS 130 – Three Dimensional Design (4) Focusing on a wide variety of construction and fabrication techniques, this course introduces art majors to the creation of three-dimensional artworks. Theoretical, critical and historical issues of art making addressed through group critique and presentations on both historical and contemporary artwork. Fall and Spring.

ARTS 140 – Ceramic Survey (4) Design and creation of ceramic sculpture and wheel-thrown pottery, including preparation of clays and introduction to glazing and firing of kilns. Students encouraged to realize their personal concepts and express their ideas in effective visual communication. Theoretical, critical and historical issues of art making addressed through group critiques and visual presentations of both historical and contemporary art work. Non-majors only. Gen Ed: AE credit. As warranted.

ARTS 141 – Sculpture Survey (4) Non-majors only, no prerequisite. Introduces variety of materials and processes such as clay modeling, woodcarving, assemblage, casting methods and direct plaster work. Students select appropriate methods to pursue the realization of their creative concepts. Historical and theoretical issues addressed through lectures and slide presentations. Exposure to critical thinking and aesthetic analysis during regularly scheduled classroom critiques. Gen Ed: AE credit. As warranted.

ARTS 142 – Basic Photography (4) No previous art training required. This course addresses creative problems in photography with an emphasis on design and visual elements. Camera functions, image manipulation, and printing techniques will be introduced. Lectures and presentations address relevant theoretical and historical concepts. A camera is required. Note: Environmental Studies First-Year Interest Group class requires a digital camera. Other classes could be digital or film based. Contact professor for camera requirements. Gen Ed: AE credit. As warranted.

ARTS 143 – Desktop Publishing Design (3) Desktop Publishing Design is intended to introduce basic techniques and principles of producing computer generated publication design. This is accomplished by an introduction to a variety of software packages, lectures, and by creating publishing projects with the computer. The primary focus of instruction will be on functional applications such as brochures, posters, and presentations. Further investigation is achieved by the criticism, presentation, and analysis of these projects. As warranted.

ARTS 144 – Art of Handmade Paper (3) This course is an introduction to the fundamentals of hand papermaking. In this course students will learn about the materials, skills, and techniques for making paper as well as the many creative possibilities for its use. Through hands-on experience, students will learn to make paper from both natural and recycled fibers using a technology that can be duplicated outside of the classroom. This course is valuable for both art majors and non-majors, both beginning students and students with some experience in the visual arts.

ARTS 311 – Foundations of Drawing II (4) Continues to develop and broaden students' technical and material drawing skills. Expands the concept of drawing. Explores multiple formal and conceptual approaches to drawing using both abstract and representational modes. Introduction of color. Development of personal image vocabulary. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 110. Fall and Spring.

ARTS 312 – Drawing and Mixed Media (4) Further refines technical and material skills of drawing while exploring personal content. Development of multiple series of drawing work. Development of intellectual capacity and ability to conceive, initiate and complete original work. In-depth exploration of techniques, themes and concepts. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 311. Fall and Spring.

ARTS 319 – Digital Design I (3) Digital Design I introduces basic techniques and principles of producing computer generated design. This is accomplished by an introduction to a variety of software packages, lectures, and by creating visual images. The primary focus of instruction will be on functional applications of the digital medium with criticism, presentation, and analysis of projects. Fall and Spring.

ARTS 320 – Digital Design II (4) Digital Design II introduces intermediate techniques and principles of producing computer generated design. A variety of software packages, lectures, and creating visual images are used for instruction. The focus of instruction is on vector drawing, photo manipulation, web design, and advanced page design with criticism, presentation, analysis of projects and portfolio development. Prerequisite: ARTS 319. Spring.

ARTS 329 – Painting I (4) Materials, theories, and techniques of oil painting, with limited exploration of mixed media possible. Emphasis on perceptual painting with still life and figure work. Emphasis on color and composition. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 330 – Painting II (4) Open media painting course. Multiple approaches, both abstract and representational, are explored. Development of personal image vocabulary while refining technical and material skills. Development of intellectual capacity and ability to conceive, initiate and complete original work. Movement towards increasingly complex and mature work. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 329. Fall and Spring.

ARTS 339 – Printmaking I (4) Materials, theories and techniques of relief printing and intaglio printmaking. Emphasis on special qualities of intaglio and printmaking aesthetics. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 340 – Printmaking II (4) Extension and elaboration of ARTS 339 with increasingly more complex and mature individual projects. Continued development of individual aesthetic philosophy. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 339. Fall and Spring.

ARTS 349 – Sculpture I (4) Introduces the use of sculptural form as a vehicle for a creative expression of personal ideas and contemporary concepts Examines variety of traditional as well as modern materials and processes. Emphasizes an awareness of the qualities of materials and how they can be employed to support aesthetic and conceptual objectives. Lectures and visual presentations address historical and theoretical concerns. Regular formal classroom critiques allow student to develop critical thinking skills. Regular formal classroom activities address historical and theoretical concerns and strengthen students' abilities in aesthetic analysis. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS350 – Sculpture II (4) Explores the design potential of welded metals as a medium for creative expression. An introduction to the lost wax metal casting process with the option for students to realize concepts in finished bronze casting. Additional options for materials, processes and concepts discussed. Theoretical and historical concerns addressed through lectures and visual presentations. Critical thinking and aesthetic analysis stressed in regular formal classroom critiques. Fall and Spring.

ARTS359 – Ceramics I (4) Design and creation of ceramic sculpture and wheel-thrown pottery, including preparation of clays, and introduction of glazing and firing of kilns. Lectures and visual presentations address theoretical, historical and critical concepts. Prerequisites: ARTS 110 and either ARTS 111 or 120. Fall and Spring.

ARTS 360 – Ceramics II (4) Emphasis on creation of ceramic sculpture, sculptural pottery, and combined forms and techniques. Aesthetic and conceptual issues addressed in the context of assigned projects with subsequent critiques. Continued development of building, throwing, and glazing skills. Studio management skills including clay and glaze formulation, firing electric and gas kilns. Lectures and visual presentations illuminate theoretical, historical and critical concepts. Prerequisite: ARTS 359. Fall and Spring.

ARTS 369 – Video I (4) Video I is intended to introduce basic techniques and principles of producing creative video projects. This is accomplished by an introduction to the use of video cameras, digital editing work stations, and by creating time based visual images with tape and computer. The primary focus of instruction will be on the functional application of script development, camera use, and editing suite generating videotape presentations. Further investigation is achieved by the criticism, presentation, and analysis of these projects. Fall.

ARTS 379 – Photography I (4) This black and white FILM class introduces camera operation, film developing, print processing, aesthetic understanding, image creation, and photographic history. Creative problems are addressed using a variety of photographic techniques. Lectures and presentations address relevant aesthetic, theoretical, historical, and critical concepts. A 35mm film (SLR) camera with manual exposure controls is required. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 380 – Photography Processes and Techniques (4) This black and white FILM class concentrates on more advanced exposure, developing, printing techniques, and aesthetics. Alternative photographic processes are also introduced. Emphasis is placed on technical expertise, experimentation, and creation of a body of work using these various processes. A 35mm film (SLR) camera with manual exposure controls is required. Prerequisite: ARTS 379. Fall and Spring.

ARTS 419 – Digital Design III (4) Digital Design III introduces advanced techniques and theories of producing computer generated design. A variety of software packages, lectures, and exercises in creating visual images are used for instruction. The focus of instruction is on advanced theory, 3-D modeling and animation, and independent projects with criticism, presentation, and analysis of projects and portfolio development. Prerequisite: ARTS 320. Spring.

ARTS 420 – Digital Design IV (4) Digital Design 4 is intended to advance the conceptual and production skills of digital students. Advanced techniques and principles of producing digital art and design are used for instruction. Students

develop individualized projects that incorporate a variety of techniques, software and methodologies. Students participate in the criticism, presentation, and analysis of projects and portfolio development. Prerequisite: ARTS 419. Spring.

ARTS 431 – Painting III: Thematic R&D (4) Explores multiple formal and conceptual approaches to painting. Emphasis on research of the theme or idea chosen by the student. Development of intellectual capacity and ability to conceive, initiate and complete original research. Students will investigate contemporary artists relevant to their own work. Movement towards increasingly complex and mature work. Broad exploration of the chosen subject of research. Critique based in contemporary visual arts practices and in a variety of other approaches will be applied. Lectures and presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 330. Fall and Spring.

ARTS 432 – Painting IV (4) In-depth development of one theme or idea determined by the student. Creation of a coherent body of work is emphasized. Movement towards increasingly complex and mature work. Development of intellectual capacity and ability to conceive, initiate and complete original work. Lectures and visual presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 431. Fall and Spring.

ARTS 441 – Printmaking III (4) Comprehensive investigation of individual processes introduced in ARTS 339 and ARTS 340. Emphasis on thematic and individual approaches to printmaking. Prerequisite: ARTS 330 or 340. Fall and Spring.

ARTS 442 – Printmaking IV (4) Advanced level investigation of problems and materials dealt with in ARTS 441. Prerequisite: ARTS 441. Fall and Spring.

ARTS 451 – Sculpture III (4) Advanced welding and metal-casting techniques taught along with experimentation with various mold-making techniques. Personal imagery and more emphasis on student-initiated concepts encouraged. Any and all materials and processes can be explored. Historical and theoretical issues addressed through lectures and slide presentations. Critical thinking and aesthetic analysis stressed in regular formal classroom critiques. Prerequisite: ARTS 350. Fall and Spring.

ARTS 452 – Sculpture IV (4) Selected area of interest chosen for an in-depth exploration for a concentration on the sculptural possibilities of a particular process or material. Historical and theoretical issues addressed through lectures and visual presentations. Critical thinking and aesthetic analysis stressed in regular formal classroom critiques. Prerequisite: ARTS 451. Fall and Spring.

ARTS 461 – Ceramics III (4) A continuation of ARTS 360 with an emphasis on the development of a personal vocabulary of forms and stylistic concerns. Glaze formulation and firing of electric and gas kilns. Prerequisite: ARTS 360. Fall and Spring

ARTS 462 – Ceramics IV (4) Progressively more advanced problems in the conception and execution of original ceramic forms. Ceramic formulae, empirical methods, and oxidation and reduction firing of gas and electric kilns. Prerequisite: ARTS 461. Fall and Spring.

ARTS 481 – Digital Photography (4) Introduces students to the processes of digital photography. The course covers camera operations, scanning, printing, and image adjustments using current editing software. While establishing technical skills, students will explore creative and aesthetic issues. Lectures and presentations address relevant aesthetic, theoretical, historical, and critical concepts. A digital (DSLR) camera with manual exposure controls is required. Prerequisite: ARTS 379. Fall.

ARTS 482 – Photography IV (4) Advanced level investigation of individual photographic creative ideas. Selected area of interest: film, digital, or alternative process, with an emphasis on independent thematic projects. Lectures and presentations address relevant aesthetic, theoretical, historical, and critical concepts. A digital (DSLR) or a 35mm film (SLR) camera, with manual exposure controls is required. Prerequisite: ARTS 481. Fall and Spring.

ARTS 484 – @Kiln Building (1-4) Building and firing of Raku kiln, to be undertaken jointly by two or more students (2); individual construction and firing of a kiln of proven design (3); individual design, construction and firing of a kiln experimental in configuration (4). Prerequisite: ARTS 461. As warranted.

ARTS 485 – Special Problems (1-4) Individual program of work in student's area of concentration, to be approved and supervised by a member of the art faculty. Prerequisite: successful completion of at least three semesters in chosen area of concentration. As warranted.

ARTS 486 – @Special Problems: Technical (1-4) Individual program of work in student's area of concentration, emphasizing technical problems and skills. Program must be approved and supervised by member of art faculty. Prerequisite: successful completion of at least three semesters in chosen field. As warranted.

ARTS 490 – Senior Art Internship (3) The Senior Art Internship is a culmination experience available for each Bachelor of Fine Arts student. The course is designed to allow a student to explore opportunities in the allied professional fields of art. Students will become acquainted with the roles and responsibilities of art professionals in the student's chosen field. This will also allow them to make more informed choices concerning their future.

ARTS 491 – Senior Art Thesis (3) The Senior Art Thesis is the beginning course toward the culmination of each Bachelor of Fine Art student's experience. The course is designed to allow students to begin developing their individual creative personalities and begin research for the written thesis. The end product of this experience in the second semester is the showing of a body of work developed during the thesis process and shown in the BFA Exhibit or the delivery of another approved project. The Senior Art Thesis is the beginning of this process that will continue with Senior Art Thesis 2.

ARTS 492 – Senior Art Thesis 2 (3) The Senior Art Thesis 2 is the culmination of each Bachelor of Fine Art student's senior experience at this institution. The course is designed to allow students to fully develop their individual creative personalities and complete research and writing of the thesis. The end product of this experience is the exhibition of a body of work produced during the thesis process and shown in the BFA Exhibit or the delivery of another approved project. The Senior Art Thesis 2 is the conclusion of this process begun with Senior Art Thesis. Spring.

ARTS 493 – Senior Exhibition Seminar (1) The Senior Exhibition Seminar is a component of the Senior Art Thesis. The purpose of the Senior Exhibition seminar is to expose graduating Visual Arts BFA Majors to basic professional practices of exhibition preparation. The Art Faculty and Gibson Gallery staff will present seminars on topics such as object preparation, care and handling of works of art, exhibition planning, interpretation and statement writing, publication planning, publicity, lighting and installation. Spring.

Department of Biology

Contact Person: Glenn Johnson, Chair
207B Stowell, 315-267-2710, johnsong@potsdam.edu

Professors: Walter Conley, Glenn Johnson, Laura Rhoads, William Romey, Jason Schreer

Associate Professors: Jan Trybula

Assistant Professors: Robert Ewy, Gordon Plague, Robert Snyder

University Instructional Specialist: Ray Bowditch

The Department of Biology offers a Bachelor of Arts degree, a Bachelor of Science degree, as well as a minor and a specialization in Biology.

Health Professions

Biology is among majors commonly selected to prepare for careers in the Health Professions such as medical school. See the Pre-med and Pre-health sciences Concentration description below and the Pre-Professional Programs section on page 73 for more detailed information about course selection.

Procedures for Declaring the Major

A major should be registered with the Department of Biology as soon as possible, in order to ensure proper advisement. Biology majors will be assigned advisers from the biology faculty.

Special Notes for Biology Majors (B.A. and B.S.)

With approval of adviser and Department of Biology chair, no more than four credit hours from the combination of BIOL 475, 485, and

biologically-based internships may be used as part of the departmental-semester-hour requirement. This restriction is not intended to discourage students from taking any of these courses, but to ensure adequate diversity and breadth in pursuit of the biology major.

All credits submitted for the minimum departmental credits for the biology major must be 2.0/S or higher. This does not assume a 2.0 average, but a 2.0 in each course.

No student may enroll more than two times in any course offered by the Department of Biology without written permission of the instructor, the department chair and the dean.

Consult with a departmental adviser for recommended coursework outside the major.

Biology Major (B.A.)

37 credit hours required. Plus 12 credits of cognates.

All courses are 4 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	19
BIOL 151 General Biology I	
BIOL 152 General Biology II	
BIOL 300 Ecology	
BIOL 311 Genetics	
BIOL 483 Current Topics in Biology (3 credits)	
Physiology Component	4
Choose at least one of the following in consultation with adviser:	
BIOL 303 Plant Physiology	
BIOL 404 Human Anatomy and Physiology 2	
BIOL 407 Cell Physiology	
BIOL 410 Human Physiology	
BIOL 413 Neurophysiology	
BIOL 440 Comparative Animal Physiology	

Elective Courses	14
Under advisement, students must choose a minimum of 14 additional credit hours from the department's elective offerings. Students may focus their interests to increase their depth of knowledge or pick a variety of coursework to increase their breadth of knowledge.	

Cognate Requirements*	12
CHEM 105 General Chemistry I	
CHEM 106 General Chemistry II	
CHEM 341 Organic Chemistry I	
*All cognate courses must be completed with a 2.0/S or higher.	

Biology Major (B.S.)

39 credit hours required. Plus 27-28 credits of cognates.

All courses are 4 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	19
BIOL 151 General Biology I	
BIOL 152 General Biology II	
BIOL 300 Ecology	
BIOL 311 Genetics	
BIOL 483 Current Topics in Biology (3 credits)	

Physiology Component

4

Choose at least one of the following in consultation with adviser:

BIOL 303	Plant Physiology
BIOL 404	Human Anatomy and Physiology 2
BIOL 407	Cell Physiology
BIOL 410	Human Physiology
BIOL 413	Neurophysiology
BIOL 440	Comparative Animal Physiology

Concentration Courses

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Please note that concentrations are primarily used as a tool to better advise students within the various subdisciplines of Biology. Students are not required to take the courses listed under each concentration.

Ecology and Evolutionary Biology Concentration

Recommended for everyone taking this concentration:

BIOL 319 Evolutionary Biology

Recommended at least 12 hours from the following concentration specific electives:*

BIOL 305	Comparative Anatomy of the Vertebrates
BIOL 312	Insect Ecology
BIOL 320	Microbiology
BIOL 330	Natural History of Lower Vertebrates
BIOL 331	Natural History of Higher Vertebrates
BIOL 334	Biology of Woody Plants (3 credits)
BIOL 350	Biotic Communities of South Florida (3 credits)
BIOL 351	Biology of Northern Ecosystems (3 credits)
BIOL 355	Invertebrate Biology
BIOL 375	Behavioral Evolution
BIOL 400	Field Ecology
BIOL 402	Conservation Biology (3 credits)
BIOL 409	Fresh Water Ecology

*Or additional upper division biology courses to reach at least 39 hours in major.

Cell and Molecular Biology Concentration

Recommended for everyone taking this concentration:

BIOL 320 Microbiology
BIOL 407 Cell Physiology

Recommended at least 8 hours from the following concentration specific electives:*

BIOL 321	Cell Structure (3 credits)
BIOL 410	Human Physiology
BIOL 413	Neurophysiology
BIOL 415	Virology (3 credits)
BIOL 420	Medical Microbiology (3 credits)
BIOL 425	Techniques in Molecular Biology (3 credits)
BIOL 426	Immunobiology (3 credits)
BIOL 431	Developmental Biology (3 credits)
BIOL 455	Molecular Genetics (3 credits)

*Or additional upper division biology courses to reach at least 39 hours in major.

Anatomy and Physiology Concentration

Recommended for everyone taking this concentration:

BIOL 305 Comparative Anatomy of the Vertebrates
or

BIOL 403 & 404 Human Anatomy and Physiology 1 & 2 (8 credits)

Recommended at least 12 hours from the following concentration specific electives:*

BIOL 320 Microbiology

BIOL 325	Morphology of Lower Plants and Algae
BIOL 326	Morphology of Higher Land Plant (3 credits)
BIOL 407	Cell Physiology
BIOL 410	Human Physiology
BIOL 413	Neurophysiology
BIOL 431	Developmental Biology (3 credits)

*Or additional upper division biology courses to reach at least 39 hours in major.

Pre-med and Pre-health Sciences Concentration

Recommended for everyone taking this concentration:

BIOL 320 Microbiology
BIOL 410 Human Physiology

Recommended at least 8 hours from the following concentration specific electives:*

BIOL 407	Cell Physiology
BIOL 413	Neurophysiology
BIOL 415	Virology (3 credits)
BIOL 420	Medical Microbiology (3 credits)
BIOL 426	Immunobiology (3 credits)
BIOL 431	Developmental Biology (3 credits)
BIOL 445	Human Genetic Diseases (3 credits)

*Or additional upper division biology courses to reach at least 39 hours in major.

Marine Biology Concentration

The Marine Biology Concentration is completed by taking summer courses through an affiliation with the University of Southern Mississippi's College of Marine Science. Potsdam students travel to the Gulf Coast Research Laboratory (GCRL) in Ocean Springs, Mississippi. Students pay in-state tuition and benefit from a reduced cost for room and board. Biology students who do not elect the concentration may also take any course offered at GCRL at a reduced rate and with preferred levels of acceptance. Courses include Marine Science I - Marine Biology (prerequisite for most other courses), Shark Biology, Marine Mammals, Marine Ecology, and Marine Invertebrate Zoology. Courses such as Coastal Ecology for Teachers may be of interest to students who are not biology majors.

For more information, please contact Dr. Walter Conley or visit the GCRL website: www.usm.edu/gcrl/summer_field/index.php.**Cognate Requirements¹**

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MATH 151	Calculus I
CHEM 105	General Chemistry I
CHEM 106	General Chemistry II
CHEM 341	Organic Chemistry I ²

Plus one of the following:

STAT 100	Statistics (3 credits)
MATH 125	Probability and Statistics I (3 credits)
CIS 125	Statistics (3 credits)
MATH 152	Calculus II

Plus physics sequence of:

PHYS 101 & 202	College Physics I and II ³ (8 credits)
or	
PHYS 103 & 204	University Physics I and II ⁴ (8 credits)

Notes

1. All cognate courses must be completed with a 2.0/S or higher.
2. CHEM 342 Organic Chemistry II is highly recommended for most biology majors; CHEM 342 and CHEM 425 Biochemistry I are highly recommended for the pre-med and pre-health sciences concentration.
3. College Physics is preferred to University Physics for most majors. Please consult with your adviser.
4. MATH 151 and 152 (Calculus I and Calculus II) are corequisites for the University Physics sequence.

Biology Minor

23 credit hours required. Closed to Biology majors.

The biology minor provides an opportunity for non-major students to gain experience in the field of biology. The minor should be attractive to a variety of majors. In addition to chemistry, geology and physics majors, art majors interested in biological illustration, English majors interested in editing biological journals or psychology majors interested in behavior might choose to minor in biology. Given the diversity of the field, flexibility is the key to an effective biology minor, since it will allow interested students to gain experience in one of the subdisciplines.

Procedures for Declaring the Minor

A minor should be registered with the Department of Biology prior to completion of two elective courses, in order to ensure proper advisement. Biology minors will be assigned advisers from the biology faculty.

Special Notes for Biology Minors

- One non-major biology course may be included in the minor with consultation of Department of Biology chair.
- At least 6 of the 15 credit hours must be courses with laboratory (minimum of 2 courses).
- At least 12 hours must be completed in upper-division courses.
- All credits submitted for the minimum departmental credits for the biology minor must be 2.0/S or higher. This does not assume a 2.0 average, but a 2.0 in each course.
- No student may enroll more than two times in any course offered by the Department of Biology without written permission of the instructor, the department chair and the dean.

All courses are 4 credits unless noted. Credits are divided as follows:

Required Courses	Credits
BIOL 151 General Biology I	8
BIOL 152 General Biology II	
Elective Courses	15
Must be selected from biology major offerings.	
The following courses cannot be counted among the 15 elective hours:	
BIOL 475 Biology Laboratory Techniques (1 credit)	
BIOL 485 Research in Biology (1-3 credits)	
BIOL 480 Advanced Topics in Biology (1-3 credits)	

Biology Course Descriptions

Courses are offered each semester unless otherwise designated.

BIOL 195, 295, 395, 495 – Special Topics (1-12)

BIOL 198, 298, 398, 498 – Tutorial (1-3)

BIOL 100 – Principles of Biology (4) Three hours lecture and one two-hour lab weekly. One semester course providing an understanding of biological systems from the cellular to ecosystem level. Emphasis is placed on how biology plays a role in students' lives. For non-majors. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 101 – Evolution and Ecology (3) Most introductory biology courses focus on cellular processes or human anatomy and physiology. Topics of ecology, evolution, and biodiversity are not explored in detail or omitted altogether. Evolution and Ecology helps students understand major biological concepts through the lens of evolutionary principles. This course takes a different approach to understanding biology, emphasizing concepts over details and scientific reasoning over terminology. Topics include natural and sexual selection, genetics, evolution of sex and mating strategies, population ecology, community ecology, macroevolution. For non-majors. Gen Ed: SB credit. Fall or Spring.

BIOL 105 – Introduction of Human Genetics (3) Human genetics, including transmission of genes, genetic ratios, chromosomal defects, sex determination, population considerations, introduction to DNA and gene functions, and moral dilemmas facing society. For non-majors. Gen Ed: SB credit. Fall and Spring.

BIOL 106 – Environmental Biology (3) Concepts related to the physical and biological environments, populations and communities, current environmental problems. Laboratory and field experiences are an integral part of the course. For non-majors. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 107 – Human Biology (3) Emphasis on cellular function, nutrition, reproduction and other aspects of the body under normal and abnormal conditions. For non-majors. Gen Ed: SB credit. Fall and Spring.

BIOL 108 – Vertebrate Life (3) Life history of animals with backbones: evolution, distribution, behavior, anatomic adaptations, growth and development, and population dynamics. Special emphasis on vertebrates of North America. For non-majors. Gen Ed: SB credit. Fall.

BIOL 111 – Adirondack Ecology (3) General ecological principles including energy flow, biogeochemical cycling, population dynamics and community ecology using the Adirondack region as a backdrop. Natural history and identification of Adirondack plants and animals will be incorporated. Laboratory and field experiences are integral components of this course. For non-majors. Gen Ed: SB credit. Fall.

BIOL 112 – Connections in Biology (3) Connections in Biology is a learning experience that connects the major concepts in biology to the life of the student. The connections will vary but will likely include issues related to human health, populations, genetics, and ecology. For non-majors Gen Ed: SB credit.

BIOL 116 – Behavioral Ecology (3) Animal Behavior from the internal mechanisms to the evolutionary causes which led to them. No prerequisites. For non-majors. Gen Ed: SB credit. Spring.

BIOL 120 – Microbes and Human Welfare (4) Three hours lecture and one two-hour lab weekly. Morphology and physiology of microorganisms, their important in the cause of disease and their role in important industrial processes. For non-majors. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 125 – Biological Concepts (2) Two hours lecture and one two-hour lab weekly. Biological Concepts is designed for students who are not science majors and plan to enter the teaching profession. There is an accompanying laboratory, which is required. The course is designed to provide students an in depth understanding of the major themes and concepts of biology including cell structure and function, genetics, evolution, biodiversity and ecology. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 145 – Biotechnology and Society (3) An exploration of the science and history of biotechnology, with applications ranging from identifying genes to modifying the genetic material of whole organisms. For non-majors. Gen Ed: SB credit. Spring.

BIOL 148 – Biodiversity Conservation (3) Conservation biology is a multidisciplinary science with a focus on preserving the diversity of species and ecosystems. The Biodiversity Conservation course uses the Adirondacks as a case study to explore

contemporary issues of climate damage, habitat loss, invasive species, pollution, population, and over-population. Conservation efforts in the Adirondacks provide a local and in depth understanding of the global issues and strategies to protect biological diversity on Earth. For non-majors. Gen Ed: SB. Spring.

BIOL 151 – General Biology I (4) The focus of this course is on cellular processes. Topics include cell structure, photosynthesis and respiration, cell division and genetics, and evolution. Lab required. Gen Ed: SB & LB credit. Fall.

BIOL 152 – General Biology II (4) Evolutionary processes and resulting biodiversity, animal and plant morphology and physiology, and ecological relationships. Lab required. Gen Ed: SB & LB credit. Spring.

BIOL 209 – Winter Ecology (3) Interdisciplinary course which looks at all aspects of winter. At first the physics of seasons, snow crystals, glaciers, and temperature will be examined. Then plant and animal adaptations to the cold will be considered. Laboratory experiments will include: how plants and insects survive freezing and animal tracking. The last part of the course will cover human adaptations to winter including local customs and Eskimo cultures. Trips to Ottawa and the Adirondacks are planned. Prerequisite: FW credit. For non-majors. Gen Ed: WI credit. Spring.

BIOL 210 – Intro to Anatomy & Physiology (4) Basic principles of human anatomy and physiology with special emphasis on the mechanisms of homeostasis and the interrelationships of structure and function. For non-majors. Gen Ed: SB & LB credit. Fall.

BIOL 300 – Ecology (3-4) Physical environment of terrestrial and fresh-water ecosystems, interspecific and intraspecific relationships, speciation, demography, growth and regulation of populations, energy flow, community organization and development. Prerequisites: BIOL 151 or 125, and 152. Lab required for Biology Majors. Gen Ed: WI credit with lab. Fall.

BIOL 303 – Plant Physiology (4) Biological processes of plants and the role various structures (cells, tissues, and organs) play in them. Relationship between functions and reactions of plants and those of other organisms. Significant research discussed. Lab required. Prerequisites: BIOL 151 or 125, and 152. Lab required. Fall.

BIOL 304 – Plant Protection and the Environment (3) Plant biology as it relates to agricultural practices of the present and the past. Prerequisites: BIOL 151 or 125, and 152. Summer.

BIOL 305 – Comparative Anatomy of the Vertebrates (4) Similarities and differences in structural organization of vertebrate animals. Laboratory work includes detailed dissections of various systems of lamprey, spiny dogfish shark and cat. Lab required. Prerequisites: BIOL 151 or 125, and 152. Spring.

BIOL 309 – Marine Mammals and Seabirds (3) This is an 18 day field course starting at the beginning of August at the Huntsman Marie Science Centre, St. Andrews, New Brunswick. Marine mammals and seabirds will be observed under natural conditions through frequent field trips at sea and shore. Passamaquoddy Bay and the Bay of Fundy are excellent locations for sighting harbor and grey seals, harbor porpoises, minke, fin, and humpback whales, and numerous avian species including Atlantic puffins, razorbills, black guillemots, and northern gannets. Further, a three day trip to Grand Manan Island will allow us to observe the incredibly rare northern right whale (there are only 300 in the world). There is a strong emphasis on field research and each student will complete an independent research project. Lectures and labs will introduce the evolution, zoogeography, morphology, ecology, physiology, and behavior of diving air-breathing vertebrates. Estimated cost is approximately \$1,000 which includes travel to and from New Brunswick (from Potsdam), food, lodging, access to an on-site aquarium, and more than four whale and bird watching boat trips. For more info contact Dr. Jason Schreer (SUNY Potsdam), schreejf@potsdam.edu, 315-276-2290. Summer.

BIOL 311 – Genetics (4) Principles of genetics, including classic Mendelian studies, chromosomal considerations and biochemical approaches to understanding the genetic material and how it functions. Prerequisites: BIOL 151 or 125, and 152. Laboratory required. Spring.

BIOL 312 – Insect Ecology (4) Study of insects: anatomy, physiology, development, behavior; social insects; and insect control. Systematic coverage of major insect groups. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring, alternate years.

BIOL 315 – Ornithology (3) Study of birds with emphasis on field identification. Prerequisites: BIOL 151 or 125, and 152. Field trips required. Spring.

BIOL 319 – Evolutionary Biology (3) Evolutionary Biology examines the mechanisms that have resulted in the rich diversity of life. Students will explore connections between natural selection and genetics, population biology, form and function, sexual selection, development, the fossil record and human evolution. Prerequisites: BIOL 151 or 125, and 152. Spring.

BIOL 320 – Microbiology (4) Morphological, physiological genetic, and biotechnological concepts of Bacteria, Archae, Fungi and viruses. Laboratory emphasizes sterile culture techniques and current technology. Prerequisites: BIOL 151 or 125, 152, and CHEM 105 & 106. Lab required. Fall.

BIOL 321 – Cell Structure (3) Consideration of cells from standpoint of morphology at level of light and electron microscopes, cytodifferentiation, histochemistry and recent advances in cytological techniques. Prerequisites: BIOL 151 or 125, and 152. Spring or Fall.

BIOL 325 – Morphology of Lower Plants and Algae (4) Evolutionary trends, life cycles and economic importance of nonflowering plants. Recent changes in classification and systematics are presented. Prerequisites: BIOL 151 or 125, and 152. Lab required. Fall.

BIOL 326 – Morphology of Higher Land Plants (3) Interrelationships, life cycles, and economic significance of seed plants. Role of plant cells, tissues and organs in relation to biological processes of plants. Modern techniques in plant systematics are presented. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring.

BIOL 330 – Natural History of Lower Vertebrates (4) Life histories, systematics, behavior, ecological relationships, distribution, reproduction, and evolution of protochordates, fish, amphibians, and reptiles. Emphasis on species of the north-eastern United States and Canada. BIOL 151 or 125, and 152. Lab required. Fall.

BIOL 331 – Natural History of Higher Vertebrates (4) Life histories, systematics, behavior, distribution, reproduction and evolution of birds and mammals. Emphasis on species of the northeastern United States and Canada. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring.

BIOL 333 – Biogeography (3) Biomes of the world past and present. Emphasis on evolutionary, ecological and geographic factors and principles which determine distribution of plants and animals. Prerequisites: BIOL 151 or 125, and 152. Gen Ed: SI credit. Fall.

BIOL 334 – Biology of Woody Plants (3) Identification and ecological and silvicultural characteristics, natural history, distribution and economic uses of native and introduced woody plants (trees, shrubs and vines). Laboratory exercises and field trips will include visits to diverse natural habitat types in the area, as well as the Botanical Gardens in Montreal and some private lands. BIOL 151 or 125, and 152. Fall.

BIOL 336 – Biology of the St. Lawrence River (4) A basic course in river biology. Topics will include aquatic and semi-aquatic plant and animal life, habitat composition and variation and various physical aspects of the aquatic environments. Emphasis will be placed on field projects. Summer.

BIOL 350 – Biotic Communities of South Florida (3) Two week field trip to south Florida over Winterim to visit unique biotic communities including subtropical hardwood forests, pine-palmetto scrub, mangroves, coral reefs, and several freshwater wetland communities such as cypress domes, wet sawgrass prairie and deepwater sloughs. Participants will see first-hand the ecological problems that beset this part of the country, including water diversion for agriculture, intense urbanization, and the introduction of numerous exotic plants and animals, and will meet with scientists and agency officials charged with management responsibilities for this unique region. Limit to 14 students. Prerequisites: BIOL 300 or permission of instructor. Fall.

BIOL 351 – Biology of Northern Ecosystems (3) Intensive primer on the structure and function of ecological communities, focusing on ecosystems occurring in the northern forest and coastal regions of North America. The course will include an extended field trip to visit terrestrial, wetland, and aquatic biotic communities from northern New York through northern New England and the Canadian Maritime Provinces. Methods of sampling plants, invertebrates and vertebrates will be demonstrated. Individual plant collections will be required. Prerequisites: BIOL 151 or 125, and 152. Summer.

BIOL 355 – Invertebrate Biology (4) A survey of the invertebrate animals: their form, function, ecology, behavior and evolution. Lab required. Prerequisites: BIOL 151 or 125, and 152. Spring, alternate years.

BIOL 360 – Neurobiology (3) Morphology of neurons, synapses, spinal cord and brain stem; physiological factors: neurotransmitters, reex pathways, neuroendocrinology and biological rhythms. Prerequisites: BIOL 151 or 125, and 152. Fall or Spring.

BIOL 375 – Behavioral Evolution (4) Upper level animal behavior course with a laboratory. Primary literature and independent laboratory projects will help students understand the scientific process. Prerequisites: BIOL 151 or 125, and 152. Fall, alternate years.

BIOL 400 – Field Ecology (4) A field-oriented course utilizing local terrestrial, wetland and aquatic ecosystems to illustrate and apply concepts presented in BIOL 300. This course emphasizes making observations of the natural world, recording them systematically and generating hypotheses to be tested experimentally. Methods of collecting data will be presented and will include identification of local plants and animals. Prerequisites: BIOL 300. Gen Ed: WI credit. Fall.

BIOL 402 – Conservation Biology (3) The application of scientific principles to understanding and solving the conservation problems facing most of the Earth's ecosystems and species. This discipline is both derived from and nested within such areas of biological science as ecology, wildlife and fisheries management, zoology and botany and draws heavily on expertise from physiologists, microbiologists, molecular biologists and population geneticists. This course will be a mix of lecture, discussions, field trips, lab and classroom exercises and one large project. Prerequisite: BIOL 300 or permission of instructor. Spring, alternate years.

BIOL 403 – Human Anatomy and Physiology 1 (4) Detailed structure and function of human cells, tissues, organs, and organ systems. The lab will focus on the anatomy of each system and on physiological experiments relating to several systems. BIOL 403 will focus on an introduction to human anatomy and physiology, cells, tissues, integument, and the skeletal, muscular, and nervous systems. Lab required. Prerequisites: BIOL 151 and 152. Fall.

BIOL 404 – Human Anatomy and Physiology 2 (4) Detailed structure and function of human cells, tissues, organs, and organ systems. The lab will focus on the anatomy of each system and on physiological experiments relating to several systems. BIOL 404 will focus on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems. Lab required. Prerequisite: BIOL 403. Spring

BIOL 407 – Cell Physiology (4) Metabolic reactions and physiology of plant and animal cells together with studies of molecular, biochemical, and histological aspects of these cells. Lab required. Prerequisites: BIOL 151 or 125, and 152, and CHEM 341. Fall.

BIOL 409 – Fresh Water Ecology (4) Adaptations and ecological relationships of freshwater organisms. Physical and chemical properties of water will also be examined; Emphasis will be placed on local ecosystems such as Adirondack lakes, streams, and the St. Lawrence River. Pre-requisite BIOL 151 or 125, and 152. Lab required. Fall, alternate years.

BIOL 410 – Human Physiology (4) Basic principles of human physiology, locomotion, digestion, respiration, circulation, endocrine and neural control mechanisms, reproduction, and biological rhythms. Lab required. Pre-requisite BIOL 151 or 125, and 152. Spring.

BIOL 413 – Neurophysiology (4) Structure and function of nervous system including neural transmission, neurotransmitters, sensory and motor systems, the brain, behavior, and memory. Lab required. Pre-requisite BIOL 151 or 125, and 152. Fall.

BIOL 415 – Virology (3) Basic physical, chemical and biological properties of plant, animal and bacterial viruses. Prerequisite: BIOL 151 or 125, and 152. Junior standing. Fall or Spring.

BIOL 420 – Medical Microbiology (3) Principles of immunology, pathogenesis, prevention and control of bacterial, fungal, viral and protozoan diseases. Prerequisite: BIOL 320. Spring.

BIOL 425 – Techniques in Molecular Biology (3) Experimental approach to structure and function of biologically active molecules in living systems and their integration. Prerequisites: BIOL 151 or 125, 152, CHEM 341, 342, and permission. Spring.

BIOL 426 – Immunobiology (3) Higher vertebrates immune response. Structure of immune system, cellular phagocytosis, antigen-antibody interaction, regulation

of the immune response and immunological techniques. Prerequisites: BIOL 151 or 125, and 152, and one semester of Organic Chemistry or permission. Spring.

BIOL 431 – Developmental Biology (3) Fundamentals of embryogenesis using molecular, biochemical and organismal methods of study. Development of animals and plants will be considered, with emphasis on cellular and tissue levels of organization. Prerequisites: BIOL 151 or 125, and 152. Gen Ed: WI credit. Spring.

BIOL 440 – Comparative Animal Physiology (4) Functions of organs, organ systems and entire organisms of selected vertebrate examples. Major topics: respiration and metabolism, osmoregulation, circulation, digestion and nutrition, sensory phenomena, reproduction and endocrinology, temperature regulation and adaptation to various environments. Lab required. Prerequisites: BIOL 311 & CHEM 341. Fall or Spring.

BIOL 442 – Population Ecology (3) Population Ecology serves as a second course in ecology. A population is a group of plants, animals, or other organisms, all of the same species, that live together and reproduce. While much of biology is centered on how individuals grow and reproduce - population ecology focuses on the population as the lowest common unit of life. This course will address the fundamental ideas of population and community ecology as they relate to size, composition, and distribution of populations and the processes that determine these attributes of populations. While this course focuses on the theories and mathematical formulations of population ecology, we must remember the goal is to better understand natural populations. Prerequisites: BIOL 300 & MATH 151. Fall, alternate years.

BIOL 445 – Human Genetic Diseases (3) An examination of the inheritance and the molecular and phenotypic basis of human genetic diseases. Diagnoses, treatments, and societal implications of genetic-based diseases are also explained. Minimum requirement of Junior standing. Prerequisites: BIOL 105 or BIOL 311. Gen Ed: WI credit. Fall, alternate years.

BIOL 455 – Molecular Genetics (3) An in depth examination of the molecular aspects of gene control, including control of replication, transcription, and translation. Prerequisite: BIOL 311. Gen Ed: WI credit. Fall, alternate years.

BIOL 475 – Biology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of staff member. Prerequisite: 15 semester hours of biology and permission. Fall and Spring.

BIOL 480 – Advanced Topics in Biology (1-3) Individual and group study of problems in biology. Prerequisite: 15 semester hours of biology. Fall and Spring.

BIOL 483 – Current Topics in Biology (2-3) Investigations of topics of current interest with class discussions and oral presentations. Topics vary from instructor to instructor. Prerequisite: Junior standing. Gen Ed: SI credit. Fall and Spring.

BIOL 485 – Research in Biology (1-3) Designing, performing, interpreting and summarizing research project under supervision and guidance of staff member. Prerequisite: determined by nature of project, and permission. Fall and Spring.

Department of Chemistry

Contact Person: Maria Hepel, Chair
302 Stowell, 315-267-2267, hepelmr@potdam.edu

Professors: Maria Hepel, Anthony Molinero

Associate Professors: Fadi Bou-Abdallah, David Gingrich, Martin Walker

Assistant Professor: Clifford Rossiter

Procedures for Declaring a Major or Minor

Students should consult with the Department of Chemistry chair. An adviser will be assigned to ensure that requirements are completed.

Health Professions

Both Chemistry and Biochemistry are among majors commonly selected to prepare for careers in the Health Professions such as medical school. See the Pre-Professional Programs section on page 73 for more detailed information about course selection.

3-2 Double Degree Program in Chemistry and Engineering

This program prepares students who have educational and career interests in both chemistry and engineering. The student spends the first three years enrolled at SUNY Potsdam. During the second and third years the student's course load includes engineering courses cross-registered at Clarkson University. The fourth and fifth years are full-time at Clarkson University. At the end of the fifth year the student receives both a B.A. degree from SUNY Potsdam in chemistry and a B.S. degree from Clarkson University in the engineering field of his or her choice, explained on page 71.

First-year students must register for PHYS 103, MATH 151 and CHEM 105 during the first semester in order to complete all requirements in three years.

Chemistry Major (B.A.)

33 credit hours required. Plus 16 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	30
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)	
CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)	
CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)	
CHEM 342 Organic Chemistry 2: Lecture and Lab (4 credits)	
CHEM 308 Chemistry Topics (1 credit)	
CHEM 309 Seminar in Chemistry (1 credit)	
CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)	
CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)	
Elective Course	3
Under advisement from the department's elective course offerings.	
Cognate Requirements	16
MATH 151* Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
PHYS 103** University Physics I: Lecture and Lab (4 credits)	
PHYS 204** University Physics II: Lecture and Lab (4 credits)	

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Recommended Coursework Outside the Major

Consult with a department adviser.

Special Notes

1. Students graduating with a chemistry major (B.A.) must complete 30 credit hours in the major with at least a 2.0 in each course.
2. Students interested in the Chemical Engineering Double Degree Program should initiate contact with the Chemistry Department as soon as possible.
3. Since both calculus and physics are prerequisites for CHEM 451 and 452, students considering chemistry, biochemistry, medicine and related fields are urged to start the cognate sequences as soon as possible.
4. Students may not double major in chemistry and biochemistry.
5. Recitations cannot be counted as the elective course.

Chemistry Major (B.S.)

48-49 credit hours required. Plus 19-20 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	45
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)	
CHEM 308 Chemistry Topics (1 credit)	
CHEM 309 Seminar in Chemistry (1 credit)	
CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)	
CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)	
CHEM 342 Organic Chemistry 2: Lecture and Lab (4 credits)	
CHEM 415 Instrumental Analysis: Lecture and Lab (4 credits)	
CHEM 425 Biochemistry 1: Lecture and Lab (4 credits)	
CHEM 433 Inorganic Chemistry	
CHEM 434 Inorganic Chemistry Laboratory (1 credit)	
CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)	
CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)	
CHEM 497 Research Problems	
Advanced Chemistry Elective: one of the following	3-4
CHEM 426 Biochemistry 2: Lecture and Lab (4 credits)	
CHEM 444 Advanced Organic Chemistry	
CHEM 448 Advanced NMR Spectroscopy	
CHEM 462 Chemical Spectroscopy and Reaction Dynamics	
CHEM 480 Advanced Analytical Chemistry	
CHEM 495 Special Topics	
Cognate Requirements	19-20
MATH 151* Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
One of the following:	
MATH 253 Multivariate Calculus (4 credits)	
PHYS 370 Mathematical Physics	
PHYS 103** University Physics I: Lecture and Lab (4 credits)	
PHYS 204** University Physics II: Lecture and Lab (4 credits)	

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Special Notes

1. Students graduating with a chemistry major (B.S.) must complete 45 credit hours in the major with at least a 2.0 in each course.
2. The Chemistry major (B.S.) fulfills the requirements for an American Chemical Society (A.C.S.) certified degree.
3. Students interested in the Chemical Engineering Double Degree Program should initiate contact with the Chemistry Department as soon as possible.
4. Since both calculus and physics are prerequisites for CHEM 451 and 452, students considering chemistry, biochemistry, medicine and related fields are urged to start the cognate sequences as soon as possible.
5. Students may not double major in Chemistry and Biochemistry.
6. Recitations cannot be counted as Advanced Chemistry Electives.

Biochemistry Major (B.S.)

40 credit hours required. Plus 32 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	34
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)	
CHEM 308 Chemistry Topics (1 credit)	
CHEM 309 Seminar in Chemistry (1 credit)	
CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)	
CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)	
CHEM 342 Organic Chemistry 1: Lecture and Lab (4 credits)	
CHEM 425 Biochemistry 1: Lecture and Lab (4 credits)	
CHEM 426 Biochemistry 2: Lecture and Lab (4 credits)	
CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)	
Electives: chosen from the following	6
BIOL 407 Cell Physiology: Lecture and Lab (4 credits)	
BIOL 410 Human Physiology (4 credits)	
BIOL 420 Medical Microbiology	
BIOL 426 Immunobiology	
BIOL 483 Current Topics in Biology (2-3 credits)	
BIOL 485 Research in Biology (1-3 credits)	
CHEM 415 Instrumental Analysis: Lecture and Lab (4 credits)	
CHEM 433 Inorganic Chemistry	
CHEM 434 Inorganic Chemistry Lab (1 credit)	
CHEM 444 Advanced Organic Chemistry	
CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)	
CHEM 495 Special Topics	
CHEM 497 Research Problems (1-3 credits)	

Cognate Requirements	32
BIOL 151 General Biology I: Lecture and Lab (4 credits)	
BIOL 152 General Biology II: Lecture and Lab (4 credits)	
BIOL 311 Genetics: Lecture and Lab (4 credits)	
BIOL 320 Microbiology, Lecture and Lab (4 credits)	
MATH 151* Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
PHYS 103** University Physics I: Lecture and Lab (4 credits)	
PHYS 204** University Physics II: Lecture and Lab (4 credits)	

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Recommended Coursework Outside the Major

Consult with a departmental adviser.

Special Notes

1. Students graduating with a major in biochemistry must complete 52 hours in the required chemistry and biology courses with at least a 2.0 in each course.
2. Students majoring in biochemistry should plan on taking CHEM 425 and 426 during their junior year. They are also encouraged to take BIOL 151, 152, 311 and 320 prior to Biochemistry 1: Lecture and Lab.
3. Since both calculus and physics are prerequisites for CHEM 451, students are encouraged to start the cognate sequences as soon as possible.
4. Students may not double major in chemistry and biochemistry.
5. Recitations cannot be counted as elective courses.

Chemistry Minor

22 credit hours required. Closed to Chemistry and Biochemistry majors.

The chemistry minor represents a valuable complementary field of study especially for students majoring in biology, geology, criminal justice and physics or experimental psychology. It is also possible that students in non-scientific areas of the liberal arts will find this minor a very rewarding and valuable part of their general education.

Special Note: Students must maintain an average grade of 2.0 in courses counted toward the minor.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	8
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)	

Elective Courses **14**
Under advisement from the department's elective course offerings.

Only one non-major chemistry course may be counted towards the chemistry minor.

Recitations cannot be counted as elective courses.

Chemistry Course Descriptions

CHEM 195, 295, 395, 495 – Special Topics (1-12)

CHEM 198, 298, 398, 498 – Tutorial (1-3)

CHEM 100 – Chemistry (3-4) Selected chemical topics of biological, consumer and environmental importance. For students who need a firm base in the sciences, but who will not major in the sciences. Gen Ed: SP credit; also F5 credit for 4 hour section. Fall and Spring.

CHEM 105 – General Chemistry 1: Lecture (3) An introductory chemistry course for students majoring in a science curriculum or for students who wish to study additional science. Experience in high school science and mathematics is recommended. Laboratory required. Recitation offered at instructor's discretion. Gen Ed: SP & LB credit. Fall.

CHEM 106 – General Chemistry 2: Lecture (3) Continuation of CHEM 105. Prerequisite: CHEM 105 or equivalent. Laboratory required. Recitation offered at instructor's discretion. Gen Ed: SP & LB credit. Spring.

CHEM 125 – Matter and Energy: Lecture (2) This lecture course is designed for Early Childhood and Childhood Education majors. Matter and Energy is a physical science course which addresses the properties of matter, both physical and chemical, the various forms of energy and the interconnectedness of matter and energy. Laboratory required. Gen Ed: SP & LB credit.

CHEM 301 – Fundamentals of Environmental Science (3) A one-semester, non-majors lecture course. After an overview of some science and environment fundamentals, a few issues of current interest are covered in depth. Issues recently covered include stratospheric ozone depletion, global warming, air & water pollution, and acid rain. Prerequisite: one semester of college science. Gen Ed: SP credit. Fall and/or Spring.

CHEM 304 – Chemical Laboratory Techniques (1-2) Practical experience in assisting in the teaching of chemistry laboratories. Prerequisites: one or two years of college chemistry and permission. Fall and Spring.

CHEM 308 – Chemistry Topics (1) The emphasis is on the use of the chemical literature, writing a scientific paper and participating in seminars given by invited speakers from academe and industry. Prerequisites: two years of college chemistry or permission. Fall.

CHEM 309 – Seminar in Chemistry (1) Continuation of CHEM 308. The emphasis is on presenting a seminar from the chemical literature. Prerequisite: CHEM 308 or permission. Gen Ed: SI credit. Spring.

CHEM 311 – Quantitative Analysis: Lecture (2) Classical and modern methods of chemical quantitative analysis relevant to biology, chemistry, geology, environmental science, and physics. Prerequisite: CHEM 106 or equivalent. 2 credit laboratory required. Recitation offered at instructor's discretion. Fall.

CHEM 315 – Forensic Science (3) The basic concepts and principles of forensic science are introduced. The purpose of the course is to teach the student some of the fundamental experimental skills as well as the theory behind them. In addition, some of the principles discussed in lecture are illustrated such as fingerprinting, fiber analysis, arson, explosives, glass analysis, and soil analysis. Gen Ed: SP credit. Spring.

CHEM 321 – The Sustainable World (3) This course will examine sustainability and sustainable development from a scientific perspective. It will consider how we manage our resources, and the role of science and technology in moving towards a sustainable world. Prerequisite: One semester of college science. Summer or Winterim.

CHEM 341 – Organic Chemistry 1: Lecture (3) Emphasis is on structure, reactions and reaction mechanisms of organic molecules. Various functional groups are considered while incorporating discussion of experimental methods. Prerequisite: CHEM 106. Laboratory required. Recitation offered at instructor's discretion. Fall.

CHEM 342 – Organic Chemistry 2: Lecture (3) Continuation of CHEM 341. Prerequisite: CHEM 341. Laboratory required. Recitation offered at instructor's discretion. Spring.

CHEM 415 – Instrumental Analysis: Lecture (2) Instruments and their use in chemical analysis, materials characterization, identification and imaging. Course is of great importance not only for Chemistry majors, but also for Biology, Geology and Physics majors. Laboratory required: experiments involve hands-on experience with spectroscopic, chromatographic, electrochemical and microscopic methods including Scanning Electron Microscopy, Atomic Force Microscopy, Scanning Tunneling Microscopy and Friction Force Microscopy. Gen Ed: lab section receives WI credit. Recitation offered at instructor's discretion. Spring.

CHEM 421 – Biochemistry (3) Chemistry of biological systems. Prerequisite: CHEM 342. Gen Ed: Recitation section receives SI credit. Not currently offered.

CHEM 425 – Biochemistry 1: Lecture (3) The study of biomolecules. Topics include protein structure and function, lipids, enzyme function and regulation, biomembranes and membrane transport, carbohydrates, nucleic acid structure, bioenergetics, and aspects of molecular genetics. Prerequisite: CHEM 342. Laboratory required: methods may include protein purification, molecular visualization, enzyme kinetics, chromatography, bioinformatics, electrophoresis, blotting, sequence analysis, and molecular genetic techniques such as DNA cloning, PCR, restriction endonuclease analysis and sequencing of DNA. Recitation offered at instructor's discretion. Fall.

CHEM 426 – Biochemistry 2: Lecture (3) A continuation of Biochemistry 1 topics with an emphasis on metabolism. Topics include the metabolism of carbohydrates, lipids, nucleic acids, and amino acids, integrated with the production and utilization of cellular energy. Other advanced topics may be included as time permits. Prerequisites: CHEM 425. Laboratory required. Recitation offered at instructor's discretion. Spring.

CHEM 433 – Inorganic Chemistry (3) Descriptive inorganic chemistry based on physical and theoretical concepts. Corequisite: CHEM 451. Spring.

CHEM 434 – Inorganic Chemistry Laboratory (1) A laboratory course in which the emphasis is on the synthesis and characterization of inorganic compounds while using modern synthetic and instrumental techniques. Corequisite: CHEM 433. Spring.

CHEM 444 – Advanced Organic Chemistry (3) Modern methods of organic synthesis, including synthesis design, experimental aspects, and the total synthesis of natural products and other complex molecules.

CHEM 448 – Advanced NMR Spectroscopy: Lecture (2) The basic principles of Nuclear Magnetic Resonance (NMR) spectroscopy will be introduced and discussed and selected experiments will be used to teach the basic skills needed to operate the instrument and to interpret data. More advanced topics, skills and experiments will follow. Laboratory required.

CHEM 451 – Physical Chemistry 1: Lecture (3) Application of fundamental physical laws and theories to the study of chemistry, concentrating on gas properties, thermodynamics and electrochemistry. Prerequisites: PHYS 104, 204, MATH 151, and 152. Prerequisite or Corequisite: CHEM 311. Laboratory required. Recitation offered at instructor's discretion. Gen Ed: lab section receives WI credit. Fall.

CHEM 452 – Physical Chemistry 2: Lecture (3) Continuation of CHEM 451, concentrating on kinetics, quantum mechanics and spectroscopy. Prerequisite: CHEM 451. Laboratory required. Recitation offered at instructor's discretion. Gen Ed: lab section receives WI credit. Spring.

CHEM 462 – Chemical Spectroscopy and Reaction Dynamics (3) An advanced physical chemistry course which focuses on photochemistry, chemical kinetics, spectroscopy and reaction dynamics. Prerequisite: CHEM 452. As warranted.

CHEM 480 – Advanced Analytical Chemistry: The objective of this course is to introduce the theoretical and experimental bases of new, modern analytical techniques including Scanning Tunneling Microscopy (STM), Atomic Force Microscopy (AFM), Friction Force Microscopy (FFM), advanced voltammetric techniques, the Electrochemical Quartz Crystal Nanobalance (EQCN), Stripping Voltammetry, Photoelectrochemistry and Spectroelectrochemistry. Practical applications of these techniques will be discussed as they apply to the following topics: measurements of forces between molecules, including antigen/antibody interactions, DNA hybridization, defective gene detection, characterization of new nanostructured materials, solar cells, corrosion studies and detection of heavy metals and pesticides. Prerequisite: CHEM 311.

CHEM 497 – Research Problems (1-3) Laboratory research problem with direction of faculty member. Prerequisite: Permission. Fall and Spring.

Department of Computer Science

Contact Person: Timothy Fossum, Chair
307 Dunn, 315-267-2056, fossumtv@potdam.edu

Professors: Timothy Fossum, Susan Haller
Associate Professor: Brian Ladd, Christopher Lanz,

The Computer Science Department offers a Bachelor of Science degree in Computer Science and a Bachelor of Arts degree with two tracks: Computer Science and Information Systems. In addition, we offer a minor in Computer Science.

Our curriculum continues to respond to advances in technology and the needs of business and industry. A Board of Advisers, drawn in part from over 3,500 alumni, meets twice a year to review and support initiatives and to help shape the department's future. Students benefit from practical experience through internships or senior projects.

Computer Science Major (B.S.)

46 credit hours required. Plus 22-23 credits of cognates.

The B.S. degree option in Computer Science is appropriate if you want to pursue a career as a computing professional or to enter graduate school. This degree option includes coursework in software design, the theory of computation, algorithms, computer systems, networks, programming languages, and software engineering. The B.S. degree option also includes required courses in mathematics and a science sequence.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
CIS 201 Computer Science I (4 credits)	43
CIS 203 Computer Science II (4 credits)	
CIS 300 Foundations of Computer Science* (4 credits)	
CIS 301 Theory of Computation	
CIS 303 Algorithm Analysis and Design	
CIS 310 Operating Systems	
CIS 356 Assembly Language and Computer Architecture (4 credits)	
CIS 380 Professional Practice	
CIS 405 Software Engineering	
CIS 410 Computer Networks	
CIS 443 Programming Languages	
CIS xxx CS Elective (3xx or 4xx)	
CIS xxx CS Elective (3xx or 4xx)	

Capstone Experience (see information on next page)	3
One of the following:	
CIS 480 Senior Project	
CIS 490 Computer Science Internship	

Cognate Requirements in Mathematics	14-15
MATH 125 Probability and Statistics I**	
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
One of the following:	
MATH 253 Multivariate Calculus (4 credits)	
MATH 375 Linear Algebra I	
MATH 423 Modern Algebra I	
PHYS 370 Mathematical Physics	

Cognate Requirements in Science	8
One of the following:	
BIOL 151 & 152 General Biology I & II (2 @ 4 credits)	
CHEM 105 & 106 General Chemistry 1 & 2 (2 @ 4 credits)	
PHYS 103 & 204 University Physics I & II (2 @ 4 credits)	

Computer Science Major (B.A.)

Computer Science Track

39-40 credit hours required. Plus 11 credits of cognates.

The Computer Science track in the CS major (B.A. Degree option) is designed for general study of the principles and practice of computing and is appropriate if you want to keep your career options open, if you want to combine your study of computer science with a second major in another field, or if you are starting out your study of computer science later in your college career. This track includes coursework in theory of computation, computer systems hardware and software, programming, algorithms, networks, and software engineering. The Computer Science track includes required courses in mathematics.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
CIS 201 Computer Science I (4 credits)	36-37
CIS 203 Computer Science II (4 credits)	
CIS 300 Foundations of Computer Science* (4 credits)	
CIS 301 Theory of Computation	
CIS 303 Algorithm Analysis and Design	
One of the following:	
CIS 310 Operating Systems	
CIS 356 Assembly Language and Computer Architecture (4 credits)	
All of the following:	
CIS 380 Professional Practice	
CIS 405 Software Engineering	
CIS 410 Computer Networks	
CIS xxx CIS Elective (3xx or 4xx)	
CIS xxx CIS Elective (3xx or 4xx)	

Capstone Experience (see information below)	3
One of the following:	
CIS 480 Senior Project	
CIS 490 Computer Science Internship	

Cognate Requirements in Mathematics	11
MATH 125 Probability and Statistics I**	
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	

Information Systems Track

30 credit hours required. Plus 25 credits of cognates.

The Information Systems track in the CS major (B.A. Degree option) is appropriate if you are interested in the design and deployment of business and e-commerce applications, in information technology project management, and in computing or networking infrastructure support. This track includes coursework in computer systems software, programming, networks, database systems, and software engineering, as well as basic courses leading to a minor in Business Administration.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
CIS 201 Computer Science I (4 credits)	27
CIS 203 Computer Science II (4 credits)	
CIS 356 Assembly Language and Computer Architecture (4 credits)	
CIS 380 Professional Practice	
CIS 405 Software Engineering	
CIS 410 Computer Networks	
CIS 420 Database Systems	
CIS xxx CIS Elective (3xx or 4xx)	

Capstone Experience (see information below)	3
One of the following:	
CIS 480 Senior Project	
CIS 490 Computer Science Internship	

Cognate Requirements in Mathematics	7
MATH 125 Probability and Statistics I**	
MATH 151 Calculus I (4 credits)	

Cognate Requirements in Business Administration 18
Business Administration Minor (see page 168)

Capstone Experience

Each student completing a B.S. or B.A. in Computer Science is required to engage in a capstone experience of three or more credits: either CIS 480 or CIS 490. To complete this requirement, a student prepares a formal proposal for approval by the Computer Science faculty, performs the proposed work, and presents written and oral reports to the Computer Science Department. Most students choose to complete their capstone experience through a credit internship (CIS 490).

Computer Science Minor

18 credits required. Plus 4 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	18
CIS 201 Computer Science I (4 credits)	
CIS 203 Computer Science II (4 credits)	
CIS 300 Foundations of Computer Science** (4 credits)	
CIS xxx CIS Elective (3xx or 4xx)	
CIS xxx CIS Elective (3xx or 4xx)	

Cognate Requirements in Mathematics 4
MATH 151 Calculus I (4 credits)

Notes for Computer Science Majors and Minors

*MATH 340 may be used to fulfill the CIS 300 requirement for double majors in Mathematics and Computer Science only.

**MATH 461 may be used to meet the MATH 125 requirement.

No courses other than CIS 201, CIS 480, or CIS 490 can be taken for S/U credit and applied toward the requirements for the major in Computer Science.

A student must have a GPA of at least 2.0 in the Computer Science major requirements to register for CIS 480 (Senior Project) or 490 (CS Internship).

3-2 Double Degree Program in Computer Science and Engineering

This program prepares students who have educational and career interests in both computer science and engineering. The first three years are spent enrolled at SUNY Potsdam, but during the second and third year, the student is a part-time student at Clarkson University. The fourth and fifth years are full time at Clarkson University. At the end of the fifth year the student receives both a B.A. from SUNY Potsdam in Computer Science and a B.S. degree from Clarkson University in the engineering field of his or her choice. First-year students must register for PHYS 103, MATH 151 and CIS 201 during their first semester in order to take subjects in sequence. See page 71.

Computer Science Course Descriptions

CIS 195, 295, 395, 495 – Special Topics (1-12)

CIS 198, 298, 398, 498 – Tutorial (1-3)

CIS 105 – Introduction to Computing (3) An introduction to computing and problem solving, including software productivity tools, computing fundamentals, and an introduction to programming. Laboratory work included. Gen Ed: FM credit. Fall and Spring.

CIS 125 – Statistics (3) Variability, uncertainty, description of data, sampling, hypothesis testing, correlation and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent. Gen Ed: FM credit. As warranted.

CIS 201 – Computer Science I (4) Introduction to computer science and information systems. Data types, control structures, arrays, and objects. Introduction to software engineering. Laboratory required. 1 credit hour FS Recitation option. Prerequisite: MATH 141 or 151 or concurrent registration. Gen Ed: FM credit, FS credit for course if taken with Recitation option. Fall and Spring.

CIS 203 – Computer Science II (4) Data and mathematical structures: algorithms, basic data types, arrays, linear lists, linked lists, stacks, queues, trees. Introduction to object-oriented programming. Recursion. Laboratory required. Prerequisite: CIS 201. Fall and Spring.

CIS 217 – Language and Symbolic Logic (3) Relation of language, logic and theory of logical analysis; axiomatic development of elementary logic system; consistency, completeness and independence. Cross-listed as PHIL 217. As warranted.

CIS 280 – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 280A – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 280B – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 280C – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 300 – Foundations of Computer Science (4) An introduction to the logical and quantitative foundations of computer science. Topics include introductions to: formal proof techniques; logic, sets, relations, partial order, number systems, combinatorics, graphs and trees, and matrix arithmetic. Prerequisite: CIS 201. Spring.

CIS 301 – Theory of Computation (3) Regular and context-free languages, turing machines, and the halting problem. Prerequisites: CIS 203, CIS 300. Fall.

CIS 303 – Algorithm Analysis and Design (3) Analysis and design of algorithms on data structures, including algorithms for processing graphs, trees and strings. Introduction to the theory of algorithm complexity. Prerequisites: CIS 203 and 300. Spring.

CIS 310 – Operating Systems (3) Principles of operating systems concurrency, scheduling, virtual memory, device management, security and protection, deadlocks, introduction to networking. Prerequisite: CIS 203. Fall.

CIS 326 – Computer Simulation (3) Computer sampling from probability distributions, queuing theory, data collection and manipulation, computer programming techniques and organization in simulation analysis and validation, and simulation languages. Emphasis on simulation in systems analysis. Prerequisite: CIS 203 and MATH 152. As warranted.

CIS 327 – Numerical Methods (3) Solution of nonlinear equations and interpolation via polynomials and piecewise polynomials. Numerical differentiation and integration. Error analysis. Convergence criteria. Numerical techniques for ordinary differential equations. Prerequisite: MATH 152. As warranted.

CIS 356 – Assembly Language and Computer Architecture (4) Principles of digital systems design, computer organization, and machine and assembly language

programming, microprocessor systems and large-scale computer systems. Prerequisite: CIS 203. Fall.

CIS 380 – Professional Practice (3) Seminar. Influence of computer revolution on society: automation, data banks, security, moneyless economy, numeralization and individual depersonalization, privacy. Prerequisites: CIS 203 and upper-division status. Gen Ed: SI credit. Fall.

CIS 405 – Software Engineering (3) An introduction to the creation of large, reliable software systems. Topics include: requirements and specification; formal, object-oriented, and agile methodologies; system design; validation, verification, and testing; quality, reliability, and safety; cost estimation and project metrics; management, maintenance, and reuse; software standards; software engineering tools. Prerequisite: CIS 203. Gen Ed: WI credit. Spring.

CIS 410 – Computer Networks (3) Digital communications, computer networks, protocol families; client-server architecture, network security. Prerequisite: CIS 203. Spring.

CIS 411 – Advanced Operating Systems (3) Design objectives of operating systems. Sequential processes, resource allocation, concurrent process control and communication, processor and memory management, virtual storage, program protection, effect of computer architecture on system design. Human factors interface. Prerequisite: CIS 310. As warranted.

CIS 420 – Database Systems (3) Information and storage and retrieval, data base systems, data modeling and the relational model, normalization, data description languages and SQL. Prerequisite: CIS 203. As warranted.

CIS 421 – Artificial Intelligence (3) Knowledge representation, searching and heuristics. Game and goal trees; graphs. Applications to game playing, theorem proving, pattern recognition and natural language processing. Prerequisite: CIS 203. As warranted.

CIS 428 – Real Time Programming (3) Techniques of interfacing real-world devices with computers and process control programming. Prerequisite: CIS 356. As warranted.

CIS 443 – Programming Languages (3) Comparative study of programming languages. Functional, logic and object-oriented paradigms. Syntactic and semantic issues in language design. Prerequisites: CIS 203. Spring.

CIS 461 – Computer Graphics (3) Two- and three-dimensional computer graphics and graphics systems including command languages and system design. Prerequisites: CIS 203 and 300. As warranted.

CIS 463 – Compiler Construction (3) Constructing translators for computer programming languages. Organization of a compiler, symbol tables, lexical scan, storage allocation, object code generation, error diagnostic and code optimization. Top-down and bottom-up parsing. Compiler generation tools. Prerequisite: CIS 443. As warranted.

CIS 465 – Advanced Computer Organization (3) Logic devices and systems. Micro- and minicomputer architecture, software systems, peripherals and methods for interfacing microcomputers with external devices. Prerequisite: CIS 356. As warranted.

CIS 468 – @Computer Systems Management (3) Seminar. Management and maintenance of networked systems. Configuration, installation, security. As warranted.

CIS 475 – Introduction to Cryptography (3) Mathematical tools for modern cryptography and cryptanalysis including elementary number theory, algebra, and probability theory. Survey of contemporary cipher systems, their security and complexity. Work includes programming projects and mathematics problems appropriate for the subject and level of the student. Prerequisite: CIS 300 or MATH 340. As warranted.

CIS 480 – Senior Project (3-6) Students perform a research project or substantial programming project under supervision of faculty. Project proposals, journals and formal reports are expected. Team projects are encouraged. Prerequisite: Upper division status; minimum GPA in CS Major requirements of 2.0. Graded S/U only. As warranted.

CIS 485 – @Senior Seminar (3) Current practices and future developments in the broad field of Information Technology. Course will be managed by students under the supervision of a faculty member. Students will be responsible for identifying and

inviting presenters, for selecting reading material for the class, and for summarizing and documenting information after the presentation. Prerequisite: Upper-division status. As warranted.

CIS 490 – @Computer Science Internship (1-6) Students work in a real-world environment with business and industry or in conjunction with a member of the CS faculty. A program proposal must be prepared, regular measures of progress taken and reported upon, and a final report developed for presentation. Team projects may be undertaken. Prerequisite: Upper division status; minimum GPA in CS Major requirements of 2.0. Graded S/U only. As warranted.

Department of Economics

Contact Person: Michael Nuwer, Chair
222 Dunn, 315-267-2077, nuwermj@potdam.edu

Professor: Michael Nuwer

Associate Professor: Martha Campbell

Assistant Professors: Alla Semenova, Shakuntala Das

The department offers majors in economics and business economics and a minor in economics.

Economics Major (B.A.)

31 credit hours required. Plus 7 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	13
ECON 105 Principles of Microeconomics	
ECON 110 Principles of Macroeconomics	
ECON 355 Intermediate Microeconomics	
ECON 360 Intermediate Macroeconomics	
ECON 492 Senior Seminar (1 credit)	
Elective Courses	18
• Students must take at least six courses	
• ECON 490 (Legislative Internship) and ECON 491 (Internship) may not be used to fulfill elective requirement.	
• A list of qualified electives is kept in the department office.	
Cognate Requirements	7
STAT 100, MATH 125 or equivalent statistics course	
COMP 201 Writing Arguments (4 credits)	

Special Notes

1. Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required, elective and cognate courses).
2. Students do not have to take ECON 105 and 110 in sequence. Students must receive a grade of 2.0 or higher in each appropriate prerequisite before taking upper-division economics courses.
3. Students may not count more than three lower-division courses toward the 31 credit hour requirement for the Economics major. These include ECON 105 and 110. Cognate requirements are excluded from this rule.
4. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and the Department of Business Administration. Cognate requirements are excluded from this rule.
5. Transfer students are expected to meet the same major requirements as non-transfer students. Fifteen hours of the major work must be completed at Potsdam.
6. Students may not double major in Economics and Business Economics.

Business Economics Major (B.A.)

37 credit hours required. Plus 7 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	7
ECON 105 Principles of Microeconomics	
ECON 110 Principles of Macroeconomics	
ECON 492 Senior Seminar (1 credit)	
Group I (Microeconomics) one of the following	3
ECON 355 Intermediate Microeconomics	
ECON 450 International Economics	
ECON 460 Industrial Organization	
ECON 470 Economics of the Public Sector	
Group II (Macroeconomics) one of the following	3
ECON 360 Intermediate Macroeconomic	
ECON 441 Money and Banking	
Elective Courses: choose eight courses	24
• Students must take at least three electives from Economics (ECON).	
• Students must take at least two electives from ACCT, MGMT, and/or FINA.	
• ECON 490 (Legislative Internship) and ECON 491 (Internship) may not be used to fulfill elective requirement.	
• A list of qualified electives is kept in the department office.	
Cognate Requirements	7
STAT 100, MATH 125 or equivalent statistics course	
COMP 201 Writing Arguments (4 credits)	

Special Notes

1. Business Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required, elective and cognate courses).
2. Students need not take ECON 105 and 110 in sequence. Students must receive a grade of 2.0 or higher in each appropriate prerequisite before taking upper-division economics courses.
3. A minimum of 15 credit hours in the major must be at the upper-division level.
4. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and the Department of Business Administration. Cognate requirements are excluded from this rule.
5. Transfer students are expected to meet the same major requirements as non-transfer students. Eighteen hours of the major course work must be completed at Potsdam.
6. Students may not double major in Business Economics and Economics.

Economics Minor

15 credit hours required. Closed to Economics and Business Economics majors.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	6
ECON 105 Principles of Microeconomics	
ECON 110 Principles of Macroeconomics	
Elective Courses	9
Choose any three additional ECON courses	

Special Notes

1. Economics minors must earn a minimum grade of 2.0 in every course counted toward the minor.
2. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and the Department of Business Administration. Cognate requirements are excluded from this rule.
3. Transfer students can transfer up to two economics courses toward the minor. These courses must be approved by the minor adviser.

Economics Course Descriptions**ECON 195, 295, 395, 495 – Special Topics (1-12)****ECON 198, 298, 398, 498 – Tutorial (1-3)**

ECON 105 – Principles of Microeconomics (3) This course examines theory of prices, efficient allocation of resources, distribution of income, and practices of business, labor organizations, and government. Gen Ed: SA credit. Students need not take ECON 105 and 110 in sequence. Fall and Spring.

ECON 110 – Principles of Macroeconomics (3) This course focuses on government finance, money and banking, income and employment, international economics and growth theories. Gen Ed: SA credit. Students need not take ECON 105 and 110 in sequence. Fall and Spring.

ECON 120 – The Modern Economy (3) The development of capitalism is traced from its origins in medieval society to the present day. The transitions examined include: the transformation from traditional to market based economy, the industrial revolution, economic crises, such as the Great Depression, and the expanded role of government. The course is concerned with these events themselves and with how economists explain them. It concludes with contemporary economic issues such as underdevelopment, globalization and the ecological overload created by the expanding economy. Gen Ed: SA credit. Fall, odd years.

ECON 302 – The Global Economy (3) A policy-oriented examination of current events in international economic relations. Topics include global economic interdependence; the politics and economics of U.S. trade policy; regional trading blocs; European monetary union; reform in transitional economies; U.S.-Japan and U.S.-E.U. economic relations; roles of the International Monetary Fund, World Bank, and World Trade Organization; and debt burdens of developing countries. A background in economics is not required. Prerequisite: Sophomore standing. Formerly Changing World Economy. Fall.

ECON 306 – United States Economic History (3) The course examines the transformation of economic institutions over the course of United States history. Topics include industrialization and technological change, the development of the financial system, the evolution of business and labor organizations, the business cycle of prosperity and depression, the changing roles of government in the economy and of the United States in the world economy. Prerequisite: Sophomore standing. Gen Ed: AH credit. Spring, even years.

ECON 311 – European Economic History (3) This course examines the economic development of Europe from the Middle Ages to the early twentieth century, with primary emphasis on the Industrial Revolution to World War I in Britain, France and Germany. It also studies the organization of economic activity; the role of the state and entrepreneurs; workers and labor institutions; commercial policy, monetary systems; property rights; and the process of capital accumulation. Prerequisite: sophomore standing. Gen Ed: WC credit. As warranted.

ECON 316 – Comparative Economic Systems (3) The course examines different forms of Economic Organization including major types of advanced capitalism, different transition paths of former socialist countries and alternative approaches to development. These are considered both theoretically and empirically. Prerequisite: Sophomore standing. As warranted.

ECON 320 – Economy and Environment (3) The course compares different economic explanations of environmental degradation. It shows how these alternative theories provide the foundation for alternative approaches to environmental policy. Finally, it evaluates the environmental impact of specific areas of economic activity,

such as agriculture, energy use and international trade. Prerequisite: Sophomore standing. Spring.

ECON 321 – Economic Development of Nations (3) This course analyzes theories of economic development and planning. It also covers other economic factors such as population growth, labor, capital, and technology. Prerequisite: ECON 105 and 110. As warranted.

ECON 326 – Current Economic Policy (3) This course examines major economic problems facing the United States. It also focuses on policy proposals for dealing with these economic challenges. Prerequisite: ECON 105 and 110. Gen Ed: WI credit. As warranted.

ECON 340 – Health Economics (3) This course studies how to apply microeconomic tools to analyze health and medical care issues. It starts with the special features of healthcare as a commodity, the demand for health and medical care services, and the functioning of insurance markets. Then the course turns to the economic explanations for the behavior of medical care providers such as hospitals and physicians, the special features of the health care labor market, and the behavior of the pharmaceutical industry. The course also examines the role of and economic justification for government involvement in the medical care system. Finally, it uses economic tools to compare different healthcare systems in the world and review and analyze various proposals for health care reform in US. Prerequisite: ECON 105. As warranted.

ECON 355 – Intermediate Microeconomics (3) This course examines pricing and resource allocation, theories of demand and supply, and price determination in competitive and noncompetitive markets. Prerequisite: ECON 105. Spring.

ECON 360 – Intermediate Macroeconomics (3) This course focuses on employment, output, and income determination. It also analyzes problems associated with short-run cyclical fluctuations and stabilization policy. Prerequisite: ECON 110. Fall.

ECON 365 – History of Economic Thought (3) This course deals with major economists and schools of economic thought from the earliest economic theorists to the present. It also describes how some economists have influenced the development of various economic systems. Prerequisite: Junior standing. Gen Ed: PI & SA credit. Fall, even years.

ECON 380 – Introduction to Econometrics (3) This course discusses basic statistical and mathematical concepts used in economic modeling. It covers two variable regression methods, multiple-variable regression methods and simultaneous-equation methods. Topics covered include: regression estimation, classical normality assumption, non-linear randomness, interval estimation, hypothesis testing, econometric inferences, the goodness of fit, and econometric model specifications. Prerequisite: ECON 105 and 110. As warranted.

ECON 401 – Financial Economics (3) The objective of this course is the study of theoretical foundations of modern financial economics. The course provides a survey of financial resource allocation over time under conditions of risk and uncertainty. The course will cover the general principles of modern finance including the time value of money, risk, insurance, capital market equilibrium and asset valuation, and asset pricing theory. Prerequisite: ECON 105 or 110. As warranted.

ECON 420 – Labor Economics (3) This course examines the demand and supply of human resources including labor force participation and trends, compensation and wage determination, investments in human capital, worker mobility, union and collective bargaining in the private and public sectors. Prerequisite: ECON 105. As warranted.

ECON 431 – Urban and Regional Economics (3) This course explores the way in which a city is analyzed from an economic perspective. It considers economic theories of location and spatial distribution. The course also draws on these theories to analyze the economic aspects of urban problems such as neighborhood decay, poverty, substandard housing, urban sprawl, housing segregation, traffic congestion, and crime. Prerequisite: ECON 105 and 110. As warranted.

ECON 441 – Money and Banking (3) This is a study of the theory of money and its role in the modern economy. It also focuses on determinants of the supply of money and credit. Finally, it evaluates monetary and stabilization policies. Prerequisite: ECON 105 and 110. Spring, even years.

ECON 450 – International Economics (3) This course examines international trade theories, the mechanics of international trade payments, the determination of

exchange rates, and methods and objectives of trade control. Prerequisite: ECON 105 and 110. As warranted.

ECON 460 – Industrial Organization (3) This course includes analysis and case study applications of the structure, behavior and social performance of industries. Topics include industrial concentration, entry barriers, price fixing, advertising and technology. Prerequisite: ECON 105 and 110. Fall, even years.

ECON 470 – Economics of the Public Sector (3) This course evaluates the government budget according to criteria of efficiency, equity, and ease of administration. It also explains expenditures and taxes as tools for economic stabilization and growth. Prerequisite: ECON 105 and 110. Fall, odd years.

ECON 490 – Legislative Internship (1-12) Individual investigations of economics and the economy that are selected to help students to integrate the subfields, skills and perspectives in the major. Students are engaged in gathering, interpreting and presenting relevant economic knowledge.

ECON 491 – Internship (1-12) The internship is a combination of academic study and work experience. A qualified student will work part-time or full-time at a private or public institution. The academic project will be supervised by a faculty member in the Department of Economics, while the work experience will be monitored by a supervisor at the work site. The type of work may be initiated by either an instructor or by the student. Credit hours do not count toward the major. Prerequisite: ECON 105 and 110, and Senior standing at the time of internship. For application deadlines and additional information see your major advisor.

ECON 492 – Senior Seminar (1) Individual investigations of economics and the economy that are selected to help students to integrate the subfields, skills and perspectives of the major. Students are engaged in gathering, interpreting and presenting relevant economics knowledge. Prerequisites: ECON 105 and 110, Senior standing, and permission.

ECON 499 – Junior/Senior Seminar (3) This course includes individual and group investigations of economic problems that are selected to meet the interests and needs of the class. Students practice gathering, interpreting and presenting relevant data. Prerequisites: ECON 105 and 110 and Junior or Senior standing.

Department of English and Communication

Contact Person: Lisa M. Wilson, Chair
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Professors: David Fregoe, Judith Funston, Richard Henry, Alan Steinberg

Associate Professors: Christine Doran, Christina Knopf, E. Victoria Levitt, Derek Maus, Donald McNutt, Jennifer Mitchell, Sharmain van Blommestein, Lisa Wilson, John Youngblood

Assistant Professors: Trevor Blank, James Donahue, Stephanie Hedge, Rebecca Lehmann, Joanna Luloff, Susan Novak, Liberty Stanavage

Lecturers: Nancy Berbrich, Stephanie DeGhett, Linda Moerschell, Karen Wilson

Adjunct Instructors: Karen Gibson, Karyn Jones, Rebecca Jewell, Deborah Lewis, Thomas Nesbitt, Judith Rich, Terry Tiernan, Louise Tyo

The department offers B.A. majors in Communication (Speech), English: Creative Writing, English: Literature, English: Literature/Writing, and English: Writing as well as a B.F.A. in Creative Writing. Qualifying students may receive Departmental Honors by completing Honors requirements, including writing a thesis.

Special opportunities are available to complete part of the requirements for the major or a minor through programs of study abroad and summer studies. The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Notes for Majors and Minors

Ordinarily, no more than two courses may be used to satisfy the requirements for both the English and the Communication majors. No more than 6 credits in the minor can be used to satisfy other college major or minor requirements. No more than one online course and no more than one reduced-time course (e.g., a Winterim course or a summer session course lasting fewer than six weeks) may be used to satisfy the requirements for the major. A minimum grade of 2.0 is required for all courses counted toward the major, minor, or specialization.

Communication (Speech) Major (B.A.)

37-40 credits required.

The Communication Major provides a liberal arts orientation to the study of human communication. Graduates of the communication program often pursue careers in education, management, public relations, business, or government, or continue on for graduate study in communication or law.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Department Core	10-11
COMM 105 Survey of Human Communication (3-4 credits) 1 credit recitation optional	
COMP 201 Writing Arguments (4 credits)	
LITR 100 Introduction to Literature	
Communication Core	6
COMM 106 Basic Principles of Speech	
COMM 465 Communication Theory	
Distribution Requirements	15
Five courses chosen from the following areas:	
Note: One Distribution or Elective course must come from the Diverse Voices (dv) category.	
dv Each of these fulfills the Diverse Voices requirement.	
<i>Rhetoric and Public Address:</i> select two	
COMM 324 Persuasive Speaking	
COMM 370 Contemporary Political Communication	
COMM 372 Rhetoric of the Black Church	
COMM 415 Rhetoric of Social Movements dv	
COMM 416 Voices of American Women dv	
COMM 417 Women/Men and Elections dv	
COMM 470 African American Rhetoric dv	
<i>Business and Professional Communication:</i> select one	
COMM 311 Small Group Communication	
COMM 325 Professional Speaking	
COMM 340 Public Relations	
COMM 430 Employment Seeking and Communication	
COMM 455 Organizational Communication	
COMM 475 Research Methods in Communication	

Mass Communication: select one

COMM 108 Introduction to Mass Communication
COMM 201 Mass Media and Society dv
COMM 212 Principles of Journalism
COMM 301 Media Law and Media Ethics
COMM 308 Writing for Mass Communication
COMM 320 Film Studies: Form and Culture
COMM 321 Form and Expressive Techniques in Film
COMM 408 Visual Communication

Relationships: select one

COMM 245 Interpersonal Communication dv
COMM 333 Interracial Communication dv
COMM 350 Family Communication
COMM 390 Topics in Communication: Gay and Lesbian Issues dv
COMM 445 Intercultural Communication dv
COMM 460 Language and Social Interaction

Communication Electives: select two

6-8

Notes

1. Internships do not fulfill the distribution requirements but are highly recommended electives and will count for the communication electives requirement.
2. New courses and special topics courses will be categorized when introduced.

English: Creative Writing Major (B.A.)

32 credit hours.

The Creative Writing Major hones students' abilities to write and think imaginatively and critically. Students select workshops in creative nonfiction, drama, fiction, poetry, and screenwriting. Students learn strategies for crafting original expression while courses in literary study further allow them to contextualize their art. Students are expected to attend and give public readings of creative works, assist with literary publications, read extensively in her/his chosen genre(s), and complete a senior portfolio of polished pieces.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Gateway Courses	8
COMP 201 Writing Arguments (4 credits)	
COMP 202 Introduction to Creative Writing (4 credits)	
Creative Writing Courses: * select three	12
COMP 302 Fiction Workshop I (4 credits)	
COMP 303 Poetry Workshop I (4 credits)	
COMP 306 Playwriting: Short Plays (4 credits)	
COMP 307 Creative Nonfiction Workshop I (4 credits)	
COMP 308 Writing Fiction for Children (4 credits)	
COMP 309 Screenwriting Workshop I (4 credits)	
COMP 310 Playwriting: Full-length Plays (4 credits)	
COMP 395, 495 Special Topics (Creative Writing) (4 credits)	
Literature Courses	6
LITR 200 Literary Traditions OR	
LITR 201 Patterns of Literature	
Literature Elective at the 300- or 400 level	
Theory Course	3
LITR 300 Literary Analysis & Research	

Senior Writing Course 3
 COMP 490 Writing Supervision

In addition to formal instruction, each student in the Creative Writing Major will be expected to attend public readings of creative works, give public readings of creative works, assist with literary publications, and read extensively in her/his chosen genre(s).

*Note: May substitute one applied writing course from the Writing Major for one upper-division creative writing course with adviser approval.

English: Literature Major (B.A.)
30 credit hours.

The Literature Major provides students with a liberal arts background through coursework emphasizing literature, literary analysis, and critical writing. Some graduates have continued on with careers in publishing, business, or government. Others continue with graduate or professional school in Education, Law, Library and Information Science, or Literature.

All courses are 3 credits unless noted. Credits are divided as follows:

Literature Core	9
LITR 200 Literary Traditions	
LITR 201 Patterns of Literature	
LITR 300 Literary Analysis & Research	

Geographic Distribution: select two	6
LITR 301 American Writers*	
LITR 302 British Writers*	
LITR 303 World Writers*	

*May substitute other 300-level Literature courses from appropriate geographic distribution as designated by department.

Upper-division LITR courses: select five	15
At least three of these must be at the 400- or 500- level.	
At least two of these must have a primary focus on works published before 1900.	

English: Literature/Writing Major (B.A.)
41-42 credit hours.

The Literature/Writing Major is required of all students seeking secondary education certification (in conjunction with a teacher certification program in the School of Education and Professional Studies). Courses focus on literature, rhetoric, creativity, and professional practice while introducing students to common forms in a variety of contexts.

All courses are 3 credits unless noted. Credits are divided as follows:

Department Core	10-11
LITR 100 Introduction to Literature	
COMP 201 Writing Arguments (4 credits)	
COMM 105 Survey of Human Communication (3-4 credits)	
1 credit recitation optional	

Literature Core	9
LITR 200 Literary Traditions	
LITR 201 Patterns of Literature	
LITR 300 Literary Analysis & Research	

Advanced Courses 22

Literature Perspective:
 American literature: one upper division course*
 British literature: one upper division course*
 World literature: one upper division course*

*Note: At least two of these three courses must be at the 400-500 level. Students may select from a limited number of courses designated by the literature faculty.

Linguistics Perspective
 LNGS 301 Language and Structure

Composition Perspective
 COMP 202 Introduction to Creative Writing (4 credits)
 COMP 402 Theory of Composition

Communication Perspective
 COMM 408 Visual Communication

English: Writing Major (B.A.)
30-32 credit hours.

The Writing Major deepens capacity for thought and prepares students to reach audiences through artful and purposeful use of the written word. Courses focus on rhetoric, creativity, and professional practice while introducing students to common forms in a variety of contexts. This liberal arts program encourages students to read widely, to complete internships, and to consider a double major/minor.

All courses are 3 credits unless noted. Credits are divided as follows:

Gateway Courses	Credits
COMP 201 Writing Arguments (4 credits)	8
COMP 301 Advanced Research Writing (4 credits)	

Applied Writing: select three	9-12
Note: One of the three required applied writing courses can be replaced with a language, literature, or theory course.	
COMP 304 Technical Writing (4 credits)	
COMP 305 Editing and Revising (4 credits)	
COMP 307 Creative Nonfiction Workshop I (4 credits)	
COMP 311 Writing in a Digital Age (4 credits)	
COMP 316 Magazine Article Writing (4 credits)	
COMP 318 Writing for the Arts (4 credits)	
COMP 395, 495 Special Topics (Applied Writing) (4 credits)	
COMM 308 Writing for Mass Communication	
COMM 321 Form & Expressive Technique in Film (with Documentary Film focus)	
COMM 412 or INTD 491 Internship* (Applied Writing) (3+ credits)	

*Note: Only one internship can count towards Applied Writing credit.

May substitute an upper-division creative writing course or a second theory elective with adviser permission for one applied writing course.

Language Course: select one	3
LNGS 301 Language and Structure	
LNGS 302 Language and Meaning	
LNGS 309 History of English Language	
LNGS 310 American English Grammar	
LNGS 320 Theories of Language	

Elective: select one
 Literature course at the 300- or 400-level
 Communication course at the 200-, 300- or 400-level

Theory Course: select one
 COMP 402 Theory of Composition
 COMP 405 Writing Center Theory
 COMP 430 Theory of Rhetoric
 COMP 505 Rhetorical Criticism
 COMP 507 Theory of Composition
 COMP 530 Theory of Rhetoric

Senior Writing Course (Required):
 COMP 401 Directed Professional Writing

In addition to formal instruction, each student in the Writing Major will be expected to compile a portfolio of representative course papers prior to graduation, assist with professional/academic publications, read extensively in literature and in a variety of discourse communities.

Creative Writing Major (B.F.A.)

59-60 credit hours.

The B.F.A. in Creative Writing is a pre-professional degree that offers students intensive training in the writing of fiction, poetry, drama, creative nonfiction, and screenplays. In addition to courses in creative writing, students are required to write a senior thesis, to take courses in literature, to complete a writing-related internship, and to present their work in a solo reading during their final year.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses **Credits**
 17
 COMP 201 Writing Arguments (4 credits)
 COMP 202 Introduction to Creative Writing (4 credits)
 LITR 200 Literary Traditions OR
 LITR 201 Patterns of Literature
 LITR 300 Literary Analysis and Research
 INTD 491 Internship (Writing)

Intermediate Courses: select four 16
 COMP 302 Fiction Workshop I (4 credits)
 COMP 303 Poetry Workshop I (4 credits)
 COMP 306 Playwriting: Short Plays (4 credits)
 COMP 307 Creative Nonfiction Workshop I (4 credits)
 COMP 308 Writing Fiction for Children (4 credits)
 COMP 309 Screenwriting Workshop I (4 credits)
 COMP 310 Playwriting: Full-length Plays (4 credits)
 COMP 395 Special Topics (Creative Writing) (4 credits)

Advanced Courses: select two 8
 COMP 412 Fiction Workshop II (4 credits)
 COMP 413 Poetry Workshop II (4 credits)
 COMP 416 Playwriting Workshop II (4 credits)
 COMP 417 Creative Nonfiction Workshop II (4 credits)
 COMP 419 Screenwriting Workshop II (4 credits)

Capstone Project 3
 COMP 490 Writing Supervision

Applied Writing Course: select one 3-4
 COMP 301 Advanced Research Writing (4 credits)
 COMP 304 Technical Writing (4 credits)
 COMP 305 Editing and Revising (4 credits)
 COMP 311 Writing in a Digital Age (4 credits)
 COMP 316 Magazine Article Writing (4 credits)
 COMP 318 Writing for the Arts (4 credits)
 COMP 395 Special Topics (Applied Writing) (4 credits)
 COMP 401 Directed Professional Writing
 COMM 308 Writing for Mass Communication

Literature Electives 12
 Four LITR courses at the 300/400/500-level*
 *May substitute one 300/400/500-level LNGS course for one literature course

Note: Students are required to give a solo reading during their final year. In addition to formal instruction, all students are expected to attend public readings of creative works, assist with literary publications, and read extensively in her/his chosen genres.

Communication Minor

18-19 credit hours.

All courses are 3 credits unless noted. Credits are divided as follows:

Communication Core **Credits**
 6-7
 COMM 105 Survey of Human Communication (3-4 credits)
 1 credit recitation optional
 COMM 106 Basic Principles of Speech

Distribution Requirements 12
 Four courses chosen from the following areas. See Communication Major for course options.
Rhetoric and Public Address: select one
Business and Professional Communication: select one
Mass Communication: select one
Relationships: select one

Film Studies Minor

18-23 credit hours.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Course **Credits**
 3
 COMM/LITR 120 Film Foundations

Electives: select five 15-20
 COMM 320 Film Studies: Form and Culture
 COMM 321 Form and Expressive Techniques in Film
 COMP 309 Screenwriting Workshop I (4 credits)
 COMP 330 The Rhetoric of Film
 LITR 130 Film and Fiction (4 credits)
 LITR 330 Topics in Film (4 credits)
 LITR 430 Advanced Topics in Film (4 credits)
 LITR 530 Advanced Topics: Film

Note: Relevant courses with a film focus offered in this or other departments may also be used as electives with permission of adviser.

Journalism Minor**19-21 credit hours.**

Introduction to Mass Communication (COMM 108) must be passed before declaring a Journalism Minor.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

COMM 201 Mass Media and Society
 COMM 212 Principles of Journalism
 COMM 308 Writing for Mass Communication
 COMP 301 Advanced Research Writing (4 credits)

Credits

13

Electives: two of the following

COMM 301 Media Law and Media Ethics
 COMM 408 Visual Communication
 COMM 412 Journalism Internship
 COMP 305 Editing and Revising (4 credits)
 COMP 311 Writing in a Digital Age (4 credits)
 COMP 316 Magazine Article Writing (4 credits)

6-8

Language and Linguistics Minor**19-21 credit hours.**

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

PHIL 355 Philosophy of Language
 ANTH 203 Language and Culture (4 credits)
 LNGS 301 Language and Structure

Credits

10

Electives: select three

ANTH 160/LNGS 110 Exploring Language (4 credits)
 ANTH 161/LNGS 111 Origins of Language (4 credits)
 ANTH 303 Issues in Linguistic Anthropology
 ANTH 342/LNGS 342 Language and Gender
 ANTH 395 Special Topics
 COMM 460 Language and Social Interaction
 COMP 430 Theory of Rhetoric
 FREN 301 Oral and Written French II
 FREN 483 Structure of the French Language
 LNGS 302 Language and Meaning
 LNGS 309 History of the English Language
 LNGS 310 American English Grammar
 LNGS 320 Theories of Language
 LNGS 408 Topics in Language as a Formal System
 LNGS 409 Topics in Applied Linguistics
 LNGS 411 Topics in Language and Cognition
 LNGS 412 Topics in Language and Social Interaction
 PHIL 217 Language and Symbolic Logic
 PHIL 373 Metaphor
 SPAN 301 Current Idiomatic Spanish

9-11

Notes

- At least 9 credits taken to satisfy this minor must be upper division.
- Tutorial and Special Topics courses may be used to satisfy the requirements with approval of the adviser.
- The prerequisites for PHIL 355 are waived for students who have declared the minor.

Literature Minor**18-19 credit hours.**

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

LITR 100 Introduction to Literature
 LITR 200 Literary Traditions
 LITR 201 Patterns of Literature
 LITR 300 Literary Analysis & Research

Credits

12

Electives

Two LITR courses numbered 301 or higher

6-7

Writing Minor**18-19 credit hours.**

All courses are 3 credits unless noted. Credits are divided as follows:

Departmental Core: select one

COMP 201 Writing Arguments (4 credits)
 COMP 202 Introduction to Creative Writing (4 credits)

Credits

4

Specialized Writing Courses: select three

COMP 301 Advanced Research Writing (4 credits)
 COMP 302 Fiction Workshop I (4 credits)
 COMP 303 Poetry Workshop I (4 credits)
 COMP 304 Technical Writing (4 credits)
 COMP 305 Editing and Revising (4 credits)
 COMP 306 Playwriting: Short Plays (4 credits)
 COMP 307 Creative Nonfiction Workshop I (4 credits)
 COMP 308 Writing Fiction for Children (4 credits)
 COMP 309 Screenwriting Workshop I (4 credits)
 COMP 311 Writing in a Digital Age (4 credits)
 COMP 316 Magazine Article Writing (4 credits)
 COMP 401 Directed Professional Writing
 COMP 412 Fiction Workshop II (4 credits)
 COMP 413 Poetry Workshop II (4 credits)
 COMP 416 Playwriting Workshop II (4 credits)
 COMP 417 Creative Nonfiction Workshop II (4 credits)
 COMP 395 or 495 Special Topics in Writing (4 credits)

11-12

Language/Theory Courses: select one

LITR 200 Literary Traditions
 LITR 201 Patterns of Literature
 LITR 300 Literary Analysis and Research
 LITR 380 Literary Criticism
 LNGS 301 Language and Structure
 LNGS 302 Language and Meaning
 LNGS 309 History of English Language
 LNGS 310 American English Grammar
 COMP 402 Theory of Composition
 COMP 405 Writing Center Theory
 COMP 430 Theory of Rhetoric
 COMP 505 Rhetorical Criticism
 COMP 507 Theory of Composition
 COMP 530 Theory of Rhetoric

3

Notes: Courses must be completed with a 2.0 or higher to satisfy minor requirements. No more than 6 credits in the minor may be used to satisfy other college major or minor requirements.

English and Communication Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

195, 295, 395, 495, 595 – **Special Topics (1-12)**

198, 298, 398, 498, 598 – **Tutorial (1-3)** Independent study in speech communication, composition, literature or linguistics with faculty supervision. Plans for specific program must be approved by department chair and Dean of Arts and Sciences.

Communication

Note: Upper-division COMM courses have an introductory COMM course or permission of the instructor as prerequisite.

COMM 105 – Survey of Human Communication (3) Various communication theories and applications. Topics: human and interpersonal communication, small group decision-making, public communication and the role of communication in professional settings. Gen Ed: SA credit; four credit option (with recitation) for FS credit. Fall and Spring.

COMM 106 – Basic Principles of Speech (3) An introductory course in public speaking. It is a skills course informed by speech communication theory. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence and delivering speeches effectively. Special emphasis is given to developing critical thinking and listening abilities. Gen Ed: FS credit. Fall and Spring.

COMM 108 – Introduction to Mass Communication (3) Explores how historical contexts and current processes shape mass media as a part of American culture. Emphasizes critical thinking and oral communication exercises. Gen Ed: FS credit. Yearly.

COMM 120 – Film Foundations (3) An introductory course that looks at aspects of film history, criticism and production. It provides an overview of the moving picture as both popular culture and serious art form, and looks at its various elements. Students will have a chance to view and critique films and to participate in a creative project related to filmmaking. Gen Ed: AC credit. Cross listed as LITR 120. Yearly.

COMM 201 – Mass Media and Society (3) Explores the reciprocal influence between mass media and society. Focuses on understanding and applying media analysis techniques; arguing positions on controversial issues related to mass media. Gen Ed: SA & SI credit. Fall and Spring.

COMM 206 – Business and Professional Communication (3) Introduces students to several business and professional speaking opportunities that they are likely to encounter in business and community. Through a combination of lecture, skills development exercises, assignments, and presentations students will not only develop a variety of communication techniques required in professional situations but also learn that communication ability and leadership are closely related. Gen Ed: SI credit. As warranted.

COMM 212 – Principles of Journalism (3) History of journalism, emphasizing essential relationship to democratic society. Principles of reporting, news writing; processes of printing. Yearly.

COMM 245 – Interpersonal Communication (3) Theoretical understanding and practical skills for examining and altering interpersonal communication. Gen Ed: SA & WI credit. Yearly.

COMM 301 – Media Law and Media Ethics (3) This course examines the legal and ethical dimensions of modern mass media. Students are introduced to various ethical theories and models, which provide a basis for the critical and systematic analysis of case studies and arguments. Students study current, relevant mass media law, emphasizing precedent-setting court cases in the United States. Topics addressed include: libel, slander, defamation, sedition, pornography, indecency, blasphemy, obscenity, privacy, intellectual property, copyright, propaganda, and commercial speech. Gen Ed: PI credit. As warranted.

COMM 308 – Writing for Mass Communication (3) Focuses on ethical practices in research, writing and editing for various media and purposes. Basic news writing is emphasized. Intended to help students develop portfolios of published (or publishable) work. Gen Ed: PI & WI credit. Yearly.

COMM 311 – Small Group Communication (3) Development of individual skills in decision-making groups. Focus on conclusions emerging from small group research concerning leadership, cohesion, roles and norms. Topics: analysis of controversy and group presentational skills. Oral class presentations required. Gen Ed: SA, SI, & WI credit. Fall and Spring.

COMM 320 – Film Studies: Form and Culture (3) Involves viewing a variety of classic and contemporary films while reading theoretical, critical and technical approaches to aesthetic, communicative, psychological, and sociological aspects of film in our history and contemporary experience. Some experience in aspects of pre-production is also provided. Gen Ed: AC credit. Yearly.

COMM 321 – Form and Expressive Techniques in Film (3) Involves viewing a variety of classic and contemporary films analytically and critically, based on students' developing understanding of expressive techniques in film production. Readings are drawn from many branches of film studies and approach film as art, text, and mode of communication. In addition to tests, course requirements will include: viewing all films and film excerpts shown in class, viewing one or more films in theaters, writing analytical responses and critical essays, and participating in class exercises. Some pre-production exercises (storyboarding, scriptwriting) will be required. Prerequisite: COMM 120 or LITR 120. As warranted.

COMM 324 – Persuasive Speaking (3) Developing, delivering and evaluating persuasive speeches. Gen Ed: SI credit. Fall and Spring.

COMM 325 – Professional Speaking (3) This course is professional preparation. The central focus is on the role of public speaking in business and industry. Gen Ed: SI credit. As warranted.

COMM 333 – Interracial Communication (3) This course is designed to address the complications of communicating between and among persons from different racial backgrounds. This course is discussion oriented, allowing students to engage the textbook as well as negotiate, in class, those difficult and sensitive discussions of race. The final project will be the creation and implementation of a campus forum on the benefits and dangers of interracial communication. Prerequisites: COMM 105, or COMM 106 or COMP 101. As warranted.

COMM 340 – Public Relations (3) Designed to acquaint students with the theory, history, and practice of public relations and to provide practical research, planning and analysis exercises. After studying the public relations process, major publics, and institutional public relations, ethical and legal restrictions are considered. Yearly.

COMM 350 – Family Communication (3) An investigation into family communication. The family is a unique context for communication, in part because family membership is involuntary for most of us, in part because families are fascinating minicultures with unique histories, communication codes, and social realities whose grip on members is strong and enduring. Gen Ed: SA & WI credit. Yearly.

COMM 370 – Contemporary Political Communication (3) An examination of domestic (U.S.) politics in order to understand better how 'political reality' is constructed through communication. To that end, the course will examine communication during particular political events, acts of governance, and particular campaigns. Gen Ed: SI credit. Yearly.

COMM 372 – Rhetoric of the Black Church (3) This course explores from a rhetorical standpoint the roles and impact of Black churches in and on U.S. societies. Particular attention will be paid to the multiple and unique methods of preaching, praying, speaking and singing found in U.S. Black churches. Finally, we focus a great deal of our efforts on understanding church-led social movements in the United States. As warranted.

COMM 375 – Environmental Communication (3) In relation to an era of mounting environmental crisis, this course examines how we use language to construct, describe, and test environmental issues, and to consider how rhetoric can help to resolve environmental disputes. To understand how environmental communication that addresses a broad public audience must draw upon the rhetorical resources of more than one kind of discourse, the genres considered will range from scientific studies and public policy documents to journalism, nonfiction essays, and word-and-image rhetoric in film, graphic arts, and commercial advertisement. As warranted.

COMM 390 – Topics in Communication (1-4) Various topics and inquiries not covered by regular course offerings. Topic and prerequisites determined by instructor.

Students may elect to take this course again for credit each time a different topic is offered. As warranted.

COMM 408 – Visual Communication (3) In this approach to visual communication, relevant concepts (artistic, communicative, psychological and semiological) are applied to understand how our minds process images and how we create meaning through visual phenomena. Through various exercises and activities, we sharpen our awareness and develop our analytical abilities in our pursuit of visual literacy. Gen Ed: AC credit. As warranted.

COMM 412 – @Journalism Internship (2-9) Advanced reporting and feature-writing with local newspaper (upon availability). Permission from department chair required. Every semester.

COMM 415 – Rhetoric of Social Movements (3) Practice in and rhetorical analysis of speeches of information, persuasion and eulogy. Emphasis on theory and delivery. Every other year.

COMM 416 – Voices of American Women (3) The course considers how history is revealed in women's public discourse as well as how our history may have been shaped by that discourse. Major foci include: 1) Early America: Winning the Right to Speak, 2) 19th Century Reform Movements, 3) Woman Suffrage, 4) The Depression and World Wars, 5) The Contemporary Women's Movement. Gen Ed: SI credit. Every other year.

COMM 417 – Women/Men and Elections (3) This class acquaints students with important issues dealing with women, politics, and public communication. The goal of this course is to engage students in a discussion of the variety of ways gender issues intersect with American politics in terms of leaders, voters, and the symbolic roles of women. Gen Ed: AH credit. As warranted.

COMM 430 – Employment Seeking and Communication (3) This seminar examines the communication (both theory and skills) utilized in employment seeking. The premise of the course is that success or failure in this important endeavor depends on communication strategies. We begin with finding and researching current jobs. We then move to theories of interpersonal communication and persuasion as they apply to cover letters, thank you letters, resumes and interviews. Offered as SI during Winterim and Summer only. Yearly.

COMM 445 – Intercultural Communication (3) An introduction to the study of culture, human communication and the special challenges of intercultural communication. Students also have the opportunity to apply intercultural communication models and theories in a variety of ways. Gen Ed: XC & SI credit. Yearly.

COMM 455 – Organizational Communication (3) Introduces students to an advanced level of communication theory, as well as organizational theory and its implications for communication as it occurs in organizations. As warranted.

COMM 460 – Language and Social Interaction (3) The study of research and theory in language as it is used by communicators in social contexts. The course will focus on that most ubiquitous form of communication, ordinary conversation, examining it from a variety of theoretical perspectives. As warranted. Cross listed as LNGS 412.

COMM 465 – Communication Theory (3) A high-level and demanding examination of theoretical perspectives in the discipline of communication. Yearly.

COMM 470 – African American Rhetoric (3) This course has a dual focus. First, it is an examination of the rhetorical strategies employed by African Americans from the early 19th century to the present. This examination covers the chronological span from Nat Turner (1800 - 1831) to Louis Farrakhan. Second, an analysis of the rhetorical strategies employed, using methods of rhetorical criticism ranging from neo-Aristotelian criticism to Burkeian analysis. Gen Ed: WI credit. As warranted.

COMM 475 – Research Methods in Communication (3) An investigation into research methods used by social scientists in the study of communication. Further investigation into research methods used by practitioners in the communication industry. The focus of the course is on quantitative methods. Gen Ed: WI credit. As warranted.

COMM 490 – @Public Relations Internship (3) Integration of communications concepts and methodology through research, administrative, or production work with various local agencies and offices under the supervision of faculty. Prerequisites: permission and preparatory coursework appropriate to internship experience. Subject to availability of positions. Fall and Spring.

Composition

COMP 101 – Writing and Critical Thinking (4) Encourages development of writing, critical thinking and the use of information resources. Addresses how language permits communication, shapes thought, and changes through time. Gen Ed: FW credit. Fall and Spring.

COMP 201 – Writing Arguments (4) Practice in composing written arguments about complex issues. Attention to research methods. Students match creative thinking about ideas with enhanced clarity in communicating those ideas. Since readers often hold competing views on significant issues, special attention is given to developing rhetorical strategies for reaching those readers. Prerequisite: COMP 101. Gen Ed: WI credit Fall and Spring.

COMP 202 – Introduction to Creative Writing (4) Orients writers to the craft of writing in a variety of genres. Introduces terminology, explores techniques, and fosters a sense of individual voice. Prerequisite: COMP 101. Gen Ed: AE & WI credit. Fall and Spring.

COMP 230 – Introduction to Rhetoric (3) Introduction to Rhetoric provides a basic overview of the traditions, theories, and practices of rhetoric and rhetorical studies. Beginning in Ancient Greece, moving into the current day, we will read both primary texts and analytical or interpretive texts in order to inform our critical and systematic reflection of rhetorics and their histories. The essential purpose of this course is to demonstrate how rhetoric shapes the world(s) in which we live. Prerequisite: COMP 101 or LITR 110. Gen Ed: WC credit. As warranted.

COMP 301 – Advanced Research Writing (4) Instruction in advanced research, rhetorical strategies, and composition, culminating in a major essay crafted for particular audiences. Introduction to professional portfolio. Prerequisite: COMP 201. Gen Ed: WI credit. Fall.

COMP 302 – Fiction Workshop I (4) Training in the writing of fiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 303 – Poetry Workshop I (4) Training in the writing of poetry, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 304 – Technical Writing (4) Writing in common formats to inform and to recommend action in business, nonprofit, and technical fields. Principles of design, ethics, and collaboration. Prerequisite: COMP 201. Gen Ed: WI credit. Yearly.

COMP 305 – Editing and Revising (4) Functions of editors. Editing for print and electronic media. History and theory of editorial practices. Prerequisite: COMP 201. Gen Ed: WI credit. Every other year.

COMP 306 – Playwriting: Short Plays (4) Training in the writing of drama, particularly the one-act play, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 307 – Creative Nonfiction Workshop I (4) Training in the writing of creative nonfiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 201 or COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 308 – Writing Fiction for Children (4) Training in the writing of imaginative literature for children. While attention is paid to the visual and poetic aspects of Children's Literature, the focus will be on storytelling. (No illustrative talent required.) Strategies and techniques from both the traditional and contemporary canons will be examined. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 309 – Screenwriting Workshop I (4) Training in the writing of screenplays, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 310 – Playwriting: Full-length Plays (4) Training in the writing of drama, particularly full-length plays of either two or three acts with a 75- to 90-minute playing time. Prerequisite: COMP 202. Gen Ed: AE & WI credit. As warranted.

COMP 311 – Writing in a Digital Age (4) Production of digital texts. Rhetorical analysis of electronic communication, readings in design theory, and skill-building in technical competencies. Prerequisite: COMP 201. Gen Ed: WI credit. Yearly.

COMP 316 – Magazine Article Writing (4) Craft of writing compelling magazine articles, and business of marketing them. Students are required to submit one

full-length magazine article for publication. Prerequisite: COMP 201. Gen Ed: WI credit. As warranted.

COMP 318 – Writing for the Arts (4) Practice in the kinds of writing found in the professional art worlds, with careful attention to the ways in which we describe and analyze works of art, dance, theater, fiction, poetry, and music, and how those works are part of an ongoing dialogue with other works, with their viewers, and with society at large. Prerequisite or concurrently taking COMP 201. Gen Ed: WI credit. As warranted.

COMP 330 – The Rhetoric of Film (3) Rhetorical approach to film analysis, including consideration of narrative, audience, argument, composition, and rhetorical perspective. Films studied will reflect diverse perspectives and genres. Prerequisite COMP 201. As warranted.

COMP 401 – Directed Professional Writing (3) Practice in the polishing of a manuscript suitable for publication. This will be a continuation of original work in the genre chosen by each student. Students will research markets and prepare manuscripts accordingly. Non-writing majors concentrate on the discourse and subject matter of their major. Prerequisite: COMP 301. Spring.

COMP 402 – Theory of Composition (3) Examination of composition studies: its pivotal debates, research efforts, disciplinary movements, and pedagogical shifts. Prerequisite: COMP 201 and junior or senior standing. As warranted.

COMP 405 – Writing Center Theory (3) Writing Center theory and history, with emphasis on approaches to one-on-one instruction by peer tutors. Prerequisite: COMP 201 and junior or senior standing. As warranted.

COMP 406 – @Tutoring Practicum (1) Strategies for responding to peers' written works in progress, applied as apprentice peer tutors in the College Writing Center. Prerequisite: COMP 301 and junior standing preferred. Fall and Spring.

COMP 412 – Fiction Workshop II (4) Advanced training in the writing of fiction. Prerequisite: COMP 302. Yearly.

COMP 413 – Poetry Workshop II (4) Advanced training in the writing of poetry. Prerequisite: COMP 303. Yearly.

COMP 416 – Playwriting Workshop II (4) Advanced training in the writing of playwriting. Prerequisite: COMP 306 or COMP 310. Yearly.

COMP 417 – Creative Nonfiction Workshop II (4) Advanced training in the writing of creative nonfiction. Prerequisite: COMP 307. Yearly.

COMP 419 – Screenwriting Workshop II (4) Advanced training in the writing of screenplays. Prerequisite: COMP 309. Yearly.

COMP 430 – Theory of Rhetoric (3) Study of major theories of rhetoric. Emphasis on the perspectives those theories offer on texts from contemporary U.S. culture. Practice in advanced rhetorical analysis. Prerequisite: COMP 201 and junior or senior standing. As warranted.

COMP 490 – Writing Supervision (3) Students in the Creative Writing concentration will, under the supervision of the course instructor, produce a manuscript in a genre of the student's choosing suitable for publication. Ordinarily, this will be original work that was begun in one of the 300-level writing workshops. While publication per se is not a requirement, the student will be expected to research market needs and prepare the manuscript accordingly. In addition, the student will be expected to give a public performance of the edited work. B.A. or B.F.A. Creative Writing major and senior standing. Fall and Spring.

COMP 505 – Rhetorical Criticism (3) This class aims to develop your critical abilities and sensibilities as a scholar of rhetoric and rhetorical messages in our increasingly information-saturated society. Throughout the semester you will become acquainted with various approaches to rhetorical criticism, survey landmark pieces of criticism produced in the field, and develop your skills as a critic through the application of critical methods of analysis to selected rhetorical artifacts. Prerequisite: COMP 201 and junior, senior or graduate standing. As warranted.

COMP 507 – Theory of Composition (3) Examination of composition studies: its pivotal debates, research efforts, disciplinary movements, and pedagogical shifts. Prerequisite: COMP 201 and junior, senior, or graduate standing. Yearly.

COMP 530 – Theory of Rhetoric (3) Study of major theories of rhetoric. Emphasis on the perspectives those theories offer on texts from contemporary U.S. culture.

Practice in advanced rhetorical analysis. Prerequisite: COMP 201 and junior, senior, or graduate standing. Yearly.

Literature

LITR 100 – Introduction to Literature (3) Introduction to elements of literature through the study of its various forms: poetry, drama, and fiction. Practice in writing about literature and in techniques of close reading and critical thinking. This course cannot be taken if credit has been received for LITR 110. Gen Ed: FC credit. Fall and Spring.

LITR 110 – Writing About Literature (4) Introduction to elements of literature through the study of its various forms. This course differs from LITR 100 in that there is extensive attention to writing, revising, and the use of information resources. This course cannot be taken if credit has been received for LITR 100. Gen Ed: FW credit. As warranted.

LITR 120 – Film Foundations (3) An introductory course that looks at aspects of film history, criticism, and production. It provides an overview of the moving picture as both popular culture and serious art form, and looks at its various elements. Students will have a chance to view and critique films and to participate in a creative project related to filmmaking. Gen Ed: AC credit. Cross listed as COMM 120. Yearly.

LITR 130 – Film and Fiction (4) Interrelationships between film and literature, particularly novels, which have been adapted for use on the screen. Gen Ed: FS credit. As warranted.

LITR 200 – Literary Traditions (3) Provides an introductory survey of some of the major works, writers, and periods of Western literary history. The course covers classical works of Mediterranean origins through literature of the present day, and may include examples from British, American, and Western European cultures. Fall and Spring.

LITR 201 – Patterns of Literature (3) Provides experience in recognizing and responding critically to one or more common narrative (or other structural) strategies, including topics, plot structures, character types, and other recurrent patterns used in literature across historical, linguistic, and geographic boundaries. Examples include (but are not restricted to): quest/hero narratives, travel narratives, lyric poems, captivity/liberation narratives, coming-of-age stories, formal comedy, formal tragedy, star-crossed lovers, "Cinderella" stories, etc. Fall and Spring.

LITR 300 – Literary Analysis & Research (3) Provides an introduction to advanced literary criticism. In addition to reviewing the basics of literary criticism (e.g., interpretation supported by close reading), the course will introduce and examine a number of different methods of reading, analyzing, and writing about literature, including feminist, Marxist, post-colonial, and new historical approaches. The course will also focus on using scholarly research to write about literature, and it will introduce students to the specialized terms that scholars use when talking about literature. Fall and Spring.

LITR 301 – American Writers (3) Studies in American literature. Authors, themes, periods and/or regions vary from semester to semester. Gen Ed: AC credit. Yearly.

LITR 302 – British Writers (3) Studies in British literature. Authors, themes, periods and/or regions vary from semester to semester. Gen Ed: AC credit. Yearly.

LITR 303 – World Writers (3) Studies in World literature. Authors, themes, periods, and/or cultures vary from semester to semester. No knowledge of a foreign language is necessary. The literature under investigation is written in or translated into English. Gen Ed: AC credit. Yearly.

LITR 304 – Literary Nonfiction (3) Studies various types of nonfiction, e.g., biography, informal essay, new journalism. Gen Ed: AC credit. As warranted.

LITR 305 – Short Story (3) Studies in the short story as a literary genre. Readings from a wide variety of authors and critical perspectives. Gen Ed: AC credit. As warranted.

LITR 306 – Drama (3) Studies in the drama as a literary genre. Readings from a wide variety of authors and critical perspectives. Gen Ed: AC credit. As warranted.

LITR 307 – Poetry (3) Studies in poetry as a literary genre as defined by its forms, techniques, and devices that distinguish poetry as a genre. Readings from a wide variety of authors and critical perspectives. Gen Ed: AC credit. As warranted.

LITR 308 – The Novel (3) Examines traditional and modern novels from a variety of critical perspectives. Gen Ed: AC credit. As warranted.

LITR 309 – Topics in Literary Genres (3) Studies in literary genres other than literary nonfiction, the short story, drama, poetry or the novel. May include traditional genres such as the epic or new genres such as hypertext fiction or the graphic novel. Gen Ed: AC credit. As warranted.

LITR 321 – Topics in Literary Sub-Genres (3) Readings from any of a variety of literary sub-genres such as horror, the Gothic novel, or the historical novel. Topics vary. Gen Ed: AC credit. As warranted.

LITR 322 – Children's Literature (3) History of children's books, tracing emergence of a body of genuine literature for children. Gen Ed: AC credit. Fall and Spring.

LITR 323 – Young Adult Literature (3) Selection and study of literature appropriate for secondary English classrooms. Intensive and extensive reading of contemporary young adult literature and classic literary texts. Some attention to critical approaches used in studying texts and secondary literature curriculum. Fall and Spring.

LITR 324 – Crime/Detective Fiction (3) Interrogates crime and detective fiction in terms of type, "hard-boiled detective" fiction, "white-glove drawing room" fiction, film noir; and in terms of time period, nineteenth-century antecedents, early-twentieth-century proliferations, later-twentieth-century reworkings. This course may also examine specific authors in depth, including Agatha Christie, Raymond Chandler, Dorothy Sayers, Dashiell Hammett, Georges Simenon, James Ellroy, and others. Gen Ed: AC credit. As warranted.

LITR 325 – Utopian Literature (3) Examines the development of the utopia as a literary genre through a broad sampling of works that fit into the utopian tradition, including examples of positive utopias (or eutopias), negative utopias (or dystopias), and works that critically examine the viability of utopian philosophies (meta-utopias). Gen Ed: AC credit. As warranted.

LITR 326 – Fantasy Literature (3) Examines selected works from the fantasy genre. Origins of fantasy literature in epic and romance emphasized. Gen Ed: AC credit. As warranted.

LITR 328 – Science Fiction (3) Examines science fiction as literature, examined with techniques of literary analysis. Development of valid working definitions of science fiction. Gen Ed: AC credit. As warranted.

LITR 330 – Topics in Film (4) Various topics relating to film history, directors, actors, genres. Prerequisite: LITR 120. Gen Ed: AC credit. As warranted.

LITR 344 – Parody (3) History of parody as a mode of literary criticism and humor. Gen Ed: AC credit. As warranted.

LITR 346 – Satire (3) A broad survey of satire as a literary technique, looking both at a wide range of examples of satirical texts as well as at critical works that discuss how satire functions. The goal of the course is to differentiate satire from other closely related literary concepts such as humor, irony, parody, invective, etc. As warranted.

LITR 347 – Metaphor (3) Surveys the rich landscape of metaphor and other types of figurative language, including simile, metonymy, synecdoche, allegory, personification, etc., as they are found in literature as well as in ordinary conversation. As warranted.

LITR 348 – Irony (3) Irony plays with contradictions between appearances and reality. We examine the many ways in which irony has been described as well as how literature has been shaped by these descriptions from the Greeks to contemporary writers. As warranted.

LITR 351 – Nature and Literature (3) Explores the varied ways nature is represented in art and literature and the ways those representations express the cultural values of the times in which they were created. Gen Ed: AC credit. Yearly.

LITR 352 – Nationality and Literature (3) Examines ways in which themes associated with national identity have been expressed in or otherwise have affected works of literature. This course may focus on a specific time period and/or group (e.g., nationalism in British Restoration drama) or may more generally survey the ways in which a nationalist perspective can affect both the construction and reception of literary texts. Gen Ed: AC credit. As warranted.

LITR 353 – Social Movements and Literature (3) Surveys of literature's rhetorical function, specifically as it examines literatures associated with social movements and activism. The course may focus on a specific time period and/or group and may overlap with other themed courses in which movements promoting racial-or-

gender-equity are developed, or in which national or cultural identities are asserted. Gen Ed: AC credit. As warranted.

LITR 354 – Psychology and Literature (3) Examines the ways literature is influenced by psychoanalytic thought or emphasizes the psychological states of characters and/or authors. Gen Ed: AC credit. As warranted.

LITR 355 – Gender and Literature (3) Examines of the relationship between literary portrayals of women and men and their changing roles in society. Emphasis given to cultural and social aspects of gender and identity. Gen Ed: AC credit. As warranted.

LITR 356 – Race and Literature (3) Examines the ways in which race and issues surrounding race (e.g., how the notion of race originated and developed; how race differs from ethnicity or cultural tradition, etc.) have been expressed in or otherwise have affected works of literature. The course may focus on a specific time period and/or group (e.g., race and the Harlem Renaissance) or may more generally survey the ways in which so-called racial marking can affect both the construction and reception of literary texts. Gen Ed: AC credit. As warranted.

LITR 358 – Class and Literature (3) Examines the ways in which social class issues have been expressed in or otherwise have affected works of literature. The course may focus on a specific time period and/or group (e.g., the American Proletarian Novel of the 1930s) or may more generally survey the ways in which particular issues related to economics and/or social status can affect both the construction and reception of literary texts. Gen Ed: AC credit. As warranted.

LITR 359 – Literary Themes (3) Development and variation of important themes in literature. Course content will vary from semester to semester. Gen Ed: AC credit. As warranted.

LITR 371 – Classical Heritage (3) The literature of Greece and Rome with consideration of how that heritage has continued in English and American literature. Attention to critical approaches and practice in writing about literature. Gen Ed: AC & WI credit. Yearly.

LITR 372 – Biblical Heritage (3) The literature of the Bible and medieval Christendom with consideration of how that heritage has continued in English and American literature. Attention to critical approaches and practices in writing about literature. Gen Ed: AC & WI credit. Yearly.

LITR 373 – Mythical Heritage (3) The folkloric and mythic tradition in literature, such as the legends of King Arthur, from a variety of sources, including contemporary treatments of the tradition. Gen Ed: AC & WI credit. As warranted.

LITR 374 – Classical Literature (3) An introduction to the literature of classical Greece and Rome: a broad sample for the student otherwise unacquainted with ancient literature and culture. As warranted.

LITR 380 – Literary Criticism (3) History and methods of literary and aesthetic theory and practices from the ancient Greeks to the present. As warranted.

LITR 405 – Greek and Roman Literature (3) Explores literature written by the ancient Greeks and Romans. Topics and authors vary. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 407 – Medieval Literature (3) Examines the major works and authors of the period in Europe from AD 500 to the 15th century and will also focus on its culture of Christianity, Arthurian Legends, and the Crusades. Students will explore Old English poetry with works like Beowulf, Caedmon's Hymn, and the Elegies, and will also read works by major authors such as Chaucer, Christine de Pizan, Julian of Norwich, and Margery Kempe. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 408 – Chaucer (3) Reading of Chaucer's major works, consideration of the works in their cultural setting, examinations of various critical approaches to Chaucer, discussion of his place in English literary history. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 410 – Shakespeare I: Comedies (3) Examines the major plays, including attention to genre and to Shakespeare's artistic development. Does not overlap with LITR 411. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 411 – Shakespeare II: History and Tragedies (3) Examines the major plays, including attention to genre and to Shakespeare's artistic development. Does not overlap with LITR 410. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 412 – British Renaissance Literature (3) Examines major works of the 16th

and 17th century, including the period during and after Elizabeth I, the fifth and last monarch of the Tudor Dynasty. Students will read works by major authors such as Shakespeare, Marlowe, Milton, Jonson, Aphra Behn, and Anne Bradstreet via exploring major historical movements of the period such as the Renaissance, Humanism and Idealism. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 413 – British Enlightenment Literature (3) Readings in the “long century” (1660-1780), including the so-called Age of Reason, and the origins of the British Novel. Authors or focus may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 414 – British Romanticism (3) An era of dramatic contrasts as well as unsettling social and literary change, this period saw the French and American Revolutions, Napoleon’s war with Britain, and heated debate over women’s rights, sexual mores, and the rights of slaves. Readings in a wide range of Romantic-era texts: sentimental & satirical, narrative & lyric poetry; a Romantic novel & a play; nonfiction prose including literary manifestoes, political essays & social commentary, travel journals, diaries & memoirs, literary reviews, portraits & political cartoons. Writers studied may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 419 – Victorian Literature (3) Queen Victoria reigned from 1837-1901 and gave her name to an age. The nineteenth century saw massive changes in many areas—technology, population migrations, science, religion, nationalisms, sexuality, and class—and the course will consider how literature reflected, and sometimes shaped, those changes. Authors or focus may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 421 – British Modernism (3) Examines texts produced during the height of modernism (roughly 1910 to 1940), focusing on how social, cultural, and economic factors influenced modernist authors and their texts. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 422 – Contemporary British Literature (3) Examines literature written from 1950 to the present. The course may be focused on the works of particular writers or groups of writers, themes, genres/sub-genres, etc., or may present a general overview of the period. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 423 – Commonwealth and Post-Colonial Literature (3) Examines the disparate voices of contemporary British literature: white, brown, Christian, Muslim, Hindu, working class, queer, straight, and combinations thereof as they negotiate the legacies of imperialism and colonialism. Authors and focus may vary from semester to semester. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 429 – Topics in British Literature (3) This course is designed to engage in inquiry on a special topic, either generic, period-specific, or themed. Authors and focus will vary from semester to semester. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 430 – Advanced Topics in Film (4) Various topics relating to film theory, aesthetics, national cinemas. Prerequisite: LITR 330. As warranted.

LITR 434 – Colonial American Literature (3) Examines literary and non-literary texts produced by European explorers, early American settlers, and Native Americans during the periods of cultural contact and colonization. Focusing on contact narratives, promotional tracts, religious sermons and poetry, as well as the discourses that shaped and justified colonialism, the seminar also gives special attention to what constitutes American literature as the concepts of both “American” and “literature” evolved from the age of exploration through the eighteenth century. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 435 – American Romanticism (3) Focuses specifically on American literary romanticism throughout the 1800s. We consider the early manifestations of romanticism, the glory days of the American Renaissance, and the often cynical aftermath of romanticism as seen through realism and naturalism. Prerequisites: LITR 200 or 201 and LITR 300 or permission of instructor. As warranted.

LITR 436 – American Realism and Naturalism (3) Starts in the aftermath of the Civil War and considers the movement away from romanticism, the restraints upon character choice, the increased attention to middle class and lower class life, the development of psychological complexity in character, and the formalist techniques for representing mimesis, especially fragmentation and perspectivism. Prerequisites: LITR 200 or 201, and LITR 300. Yearly.

LITR 437 – American Modernism (3) Representative texts of early 20th-century American literature. The course may be focused on the works of particular writers or groups of writers, themes, genres/sub-genres, etc., or may present a general overview of the period. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 438 – Post-War American Literature (3) Examines literature written between 1945 and the early 1980s. The course may be focused on the works of particular writers or groups of writers, themes, and genres/sub-genres. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 439 – Contemporary American Literature (3) Examines American literature written in the past forty years. The course may be focused on the works of particular writers or groups of writers, themes, and genres/sub-genres. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 445 – American Women Writers (3) Examines selected American women writers. Works may be studied within historical contexts; course may also survey critical responses to literature written by women. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 446 – African American Writers (3) Examines the diversity of writing by African Americans. May include slave narratives, autobiography, poetry, plays, and novels. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 447 – Native American Literature (3) Examines and interprets the span of genres, from oral myths to contemporary novels and poetry, through which Native American literary artists have created and sustained tribal identities, responded to historical change, and explored issues of community and sovereignty. The course situates writers in their cultural contexts to emphasize the variety of peoples and voices that shape traditions of Native American literature. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 448 – North Country/Adirondack Literature (3) Examines literature written by residents of the North Country/Adirondacks who wrote the majority of a given work there or who set a major portion of a literary work in the area. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 449 – Topics in American Literature (3) Provides an in-depth analysis of a particular topic that transcends the periods into which American literary history is usually divided. The intention of the course is to isolate and survey the development of a particular theme, literary convention, social/political issue, etc., as expressed in American literary works over a substantial range of time. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 451 – World Literature: Peoples (3) Examines literature from a particular ethnic, national, religious, or otherwise shared cultural tradition, irrespective of geographic boundaries. This course may be organized around a specific time period, genre, or theme. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 452 – World Literature: Places (3) Examines literature from a particular geographic area—potentially as small as a city or as large as a continent—outside the US and Great Britain. The course may be organized around a specific time period, genre, or theme. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 453 – World Literature: Themes (3) Provides an in-depth survey of a particular theme in literary works from cultures other than those of the United States and Great Britain. The course may either focus on a specific culture, language, period, and/or region in examining its particular theme, or it may broadly survey instances of the theme across such boundaries. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 454 – Canadian Literature (3) Examines Canadian literature. Periods, genres, regions, and authors may vary from one semester to the next. Works written in French will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 455 – Irish Literature (3) Examines Irish literature and its sometimes contentious, always significant impact on European culture. The course may be either an historical overview, with texts from the Book of Kells to Joyce’s Ulysses, or a genre study with particular emphasis on Irish drama, poetry, or novels. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 471 – Renaissance (3) Examines the literature of this self-aware intellectual movement, frequently called humanism, that was committed to exploration of all aspects of the self and the world in a manner understood as a rebirth of the spirit of ancient Rome and Greece. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 472 – Enlightenment (3) Examines the literary and non-literary texts produced in Europe and America during the Enlightenment period (roughly 1650-1800). Interprets the intellectual developments and discursive innovations in writings by Descartes, Rousseau, Dryden, Pope, Voltaire, Locke, Jefferson, Wollstonecraft, Paine, and others. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 473 – Romanticism (3) Readings in European and American literatures that embrace a loosely-knit theory that literature and the arts should be expressions of individuals and that the source of these expressions is the individual's imagination. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 474 – Realism (3) Readings in European and American literatures that examine a tension between two theories of realism which suggests that the business of realism is to create a photographic record of the world, and that which says the goal of art is to reveal the underlying structure of reality. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 475 – Modernism (3) Examines texts produced during the height of modernism (roughly 1910 to 1940) and sees how social, cultural, and economic factors influenced these modernist artists and their art, particularly in terms of what Andreas Huyssen describes the work of modernist art as “autonomous, self-referential, self-conscious, ironic, ambiguous, experimental, rejecting all classical systems of representation, and adversarial toward the bourgeois.” Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 476 – Postmodernism (3) Explores novels and short fiction written during the latter half of the twentieth century specifically those that challenge literary and cultural norms. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 479 – Topics in Aesthetic Movements (3) Studies in international aesthetic movements such as Surrealism, Symbolism, Constructivism, Mysticism, Impressionism, etc. Topics vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 511 – Advanced Topics: Literary Nonfiction (3) Examines nonfiction (biography, autobiography, the essay, new journalism) of literary value. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 512 – Advanced Topics: Short Story (3) Examines the short story as a specific modern genre, beginning with examination of the form's emergence in the early nineteenth century and concluding with readings of contemporary texts. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 513 – Advanced Topics: Drama (3) Examines the forms and traditions of drama. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 514 – Advanced Topics: Poetry (3) Examines the forms and traditions of poetry. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 515 – Advanced Topics: The Novel (3) Examines the novel from a variety of foci—through genre, period, theme, or topic-based constraints. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 520 – Special Topics (3) Examination of a special topic in literature, focusing on a genre, literary movement, or specific author(s). Topics will vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 523 – Major Authors (3) For each offering, a major author from English, American or World literature will be chosen for detailed study. Prerequisites: LITR 200 or 201, and LITR 300 or graduate standing. As warranted.

LITR 530 – Advanced Topics: Film (3) Studies film as a specific modern genre, beginning with examination of the form's emergence in the late nineteenth century and concluding with readings/viewings of contemporary films. Integrates close analysis of primary films, secondary criticism, and film theory. Topics will vary from semester to semester. Prerequisites for undergraduates: LITR 200, 201, or 330 and LITR 300. As warranted.

LITR 580 – Literary Theory and Research (3) Builds on LITR 300 to provide a detailed examination of particular theoretical approaches currently used in literary analysis. Some attention to combining theoretical approaches, such as psychoanalytic with feminist. Students complete an independent research project on the topic of their choice, informed by literary theory and current literary criticism. Prerequisites for undergraduates: LITR 200 or 201, and LITR 300. Yearly.

LITR 585 – Research in Literary Archives (3) This course develops skills in accessing and utilizing archives of literary materials, including primary texts but also ephemera, diaries, personal correspondence, or other aspects of collected printed materials. Focusing on micromaterials collections in the Crumb Library (e.g. microfilm and microfiche), as well as digital archives, students rely on printed indices and databases to develop self-directed, interdisciplinary research projects that synthesize analyses of primary and secondary materials. Authors and focus will vary from semester to semester. Prerequisites for undergraduates: LITR 200 or 201, and LITR 300. Yearly.

Linguistics

LNGS 110 – Exploring Language (4) We are, in undeniable ways, what we speak! Language lies at the heart of who we are and what we might be and informs our conceptions of reality. In this course we begin to explore not only how human beings manipulate language, but also how they are manipulated by it. Throughout the semester we will employ not only serious reading on scholarly questions, but also fiction, poetry, and film to define language, explore language as a human attribute, and investigate the role of language in defining us as social beings. Gen Ed: FW credit. Cross listed as ANTH 160. Yearly.

LNGS 111 – Origins of Language (4) Perhaps no aspect of our behavior appears so uniquely human as language. But when did language appear? How is human language different from the communication of other creatures? How is the appearance of language related to tool use, evolving social structure, abstract thought, and self-awareness? Is there evolutionary continuity between animal and human minds? Recognizing that it is unlikely that a single factor is, in itself, responsible for the evolution of language, this course draws on research from such diverse areas as linguistics, biological anthropology, archaeology, cultural anthropology, psychology and neurology to explore ways of answering these questions. Gen Ed: FW credit. Cross listed as ANTH 161. Yearly.

LNGS 203 – Language and Culture (3) An introduction to language as a tool in the analysis and description of human populations and their behavior, and a study of the ways in which languages, cultures, and people relate to one another. Gen Ed: SA & XC credit. As demand warrants

LNGS 301 – Language and Structure (3) Explores the structures of sounds, words and phrases. Analyzes the evolution of structural differences among Old, Middle, and Modern Englishes. Examines behaviorism and universal grammar and their implications for the acquisition of language. Yearly.

LNGS 302 – Language and Meaning (3) Explores the meaning of words, sentences, symbolic systems, and how people use language. Includes discussions about linguistics reference (literal meaning, metaphor, implication), speech acts and conversation analysis, and semiotics. As warranted.

LNGS 309 – History of the English Language (3) Presents the historical development of English in such a way as to emphasize the interaction between the internal history of the language (phonological and grammatical evolution) and the external history (ambient social and intellectual factors). As warranted.

LNGS 310 – American English Grammar (3) Examines the grammatical structure of American English, distinguishing between the constitutive rules of grammar and the prescriptive rules of usage. As warranted.

LNGS 320 – Theories of Language (3) Surveys major issues in Western approaches to language as they are developed in the work of Plato, Aristotle, Locke, Saussure, Skinner, Sapir, Austin, Chomsky, and others with particular attention to how these theories contribute to contemporary discussions about language and its relation to symbolic systems, linguistic structures and change, the mind/brain problem, human behavior and interaction, rhetoric, first and second language acquisition, and aesthetics. As warranted.

LNGS 342 – Language and Gender (3) This course examines critically the interaction between language and gender. Beginning with an investigation of beliefs about language and about gender and this interaction between the two, the course proceeds to explore the research of male and female speech, seeking to understand the social, psychological, and linguistic processes that underlie sex differences in language use. Finally, in studying the role played by language, speech and communication in defining notions of “male and “female,” the goal will be to understand better the way in which language reflects and reinforces social and cultural patterns of behavior and identity. Cross listed as ANTH 342. Fall.

LNGS 390 – Honors Linguistic Seminar (1-12) This seminar is an introductory course in the description and analysis of language. We will be looking at language from four perspectives: structure, meaning, acquisition, and historical variation. In the Honors section, we will explore a variety of approaches to language and linguistics, including those of Saussure, Sapir, Boas, Jakobson, Labov, Chomsky, and Cameron, to consider how different theoretical frameworks shape the way in which language is studied and our understanding of how language works. Corequisites: LNGS 301, 302, 310, or 320. As warranted.

LNGS 408 – Language as Formal System (3) Examination of the formal principles of language with emphasis in one or more of the following areas: phonology, morphology, syntax, semantics, pragmatics, stylistics, or semiotics. Prerequisite: 300-level LNGS course or approved equivalent. As warranted.

LNGS 409 – Topics in Applied Linguistics (3) Application of linguistics to language teaching and language learning. Topics may include second language acquisition, second and foreign language teaching, study and treatment of language loss and speech disorders, and the teaching and learning of reading and writing. Prerequisite: 300-level LNGS course or approved equivalent. As warranted.

LNGS 411 – Topics in Language and Cognition (3) Examination of language as a cognitive process. Topics may include: language and mind, language and brain, psycholinguistics, language acquisition. Prerequisite: 300-level LNGS course or approved equivalent. As warranted.

LNGS 412 – Topics in Language and Social Interaction (3) Examination of language as a social phenomenon. Topics may include: conversation and discourse analysis, sociolinguistics, bilingualism and multilingualism, pidgins and creoles, dialects, registers, and language variation and change. Prerequisite: 300-level LNGS course or approved equivalent. Cross listed as COMM 460. As warranted.

Department of Geology

Contact Person: Robert Badger, Chair
216 Timerman, 315-267-2624, badgerrl@potdam.edu

Professor: Robert L. Badger

Associate Professors: Lisa M. Amati, Michael Rygel, Christopher Kelson

Assistant Professor: Dylan Blumentritt

Adjunct Instructors: Brad Pendergraft, William Olsen

Geology Major (B.S.)

42-44 credit hours required. Plus 23-24 credits of cognates.

Research specializations include hydrogeology, geomorphology, paleontology, mineralogy, sedimentary geology, igneous or metamorphic petrology, geochemistry, structural geology, GIS, and environmental geology.

A student's chosen research field will govern elective courses and cognate requirements.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Core Required Courses	33
GEOL 101, 103, 125, or 195	
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 302 Principles of Paleontology (4 credits)	
GEOL 311 Mineralogy (4 credits)	
GEOL 321 Optics and Petrology (4 credits)	
GEOL 405 Structural Geology (4 credits)	
GEOL 410 Hydrology and Hydrogeology (4 credits)	
GEOL 420 Geochemistry	
Required Capstone Component:	4-6
one or a combination of the following	
GEOL 480 Geology Research (2 @ 3 credits)	
INTD 491 Geology Internship (2 @ 2 credits)	
Under advisement, a pre-approved summer field camp or 6 additional credits of coursework may be substituted for the research/internship component	
Electives: from the following, selected by advisement	5
GEOL 300 Field Geology (2 credits)	
GEOL 303 Geologic Maps and Cross Sections (2 credits)	
GEOL 306 Geology of our National Parks	
GEOL 340 Geographic Information Systems (4 credits)	
GEOL 370 Science in Society	
GEOL 401 Paleoecology	
GEOL 406 Geomorphology (4 credits)	
GEOL 407 Geophysics	
GEOL 409 Seismology and Plate Tectonics	
GEOL 440 Economic Geology (4 credits)	
GEOL 450 Geology of the Great Basin	
GEOL 452 Geology of Nova Scotia – Field Trip (2 credits)	
GEOL 453 Geology of Nova Scotia – Research (2 credits)	
Cognate Requirements	23-24
CHEM 105 General Chemistry 1 (4 credits)	
CHEM 106 General Chemistry 2 (4 credits)	
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits) OR	
MATH 125 or STAT 100 Probability and Statistics I (3 credits)	
PHYS 101 or 103 College or University Physics I (4 credits)	
PHYS 202 or 204 College or University Physics II (4 credits)	

Students whose research focuses on Paleontology may, under advisement, take Biology instead of Physics. Those whose research focuses on environmental problems may take Organic Chemistry instead of Physics II.

Grade Requirements
Minimum grade of 2.0 is required for all courses in the major and for cognates.

Geology Major (B.A.)

38 credit hours required. Plus 8 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Core Required Courses	33
GEOL 101, 103, 125, or 195	
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 302 Principles of Paleontology (4 credits)	
GEOL 311 Mineralogy (4 credits)	
GEOL 321 Optics and Petrology (4 credits)	
GEOL 405 Structural Geology (4 credits)	
GEOL 410 Hydrology and Hydrogeology (4 credits)	
GEOL 420 Geochemistry	
Electives: from the following, selected by advisement	5
GEOL 300 Field Geology (2 credits)	
GEOL 303 Geologic Maps and Cross Sections (2 credits)	
GEOL 306 Geology of our National Parks	
GEOL 340 Geographic Information Systems (4 credits)	
GEOL 370 Science in Society	
GEOL 401 Paleocology	
GEOL 406 Geomorphology (4 credits)	
GEOL 407 Geophysics	
GEOL 409 Seismology and Plate Tectonics	
GEOL 440 Economic Geology (4 credits)	
GEOL 450 Geology of the Great Basin	
GEOL 452 Geology of Nova Scotia – Field Trip (2 credits)	
GEOL 453 Geology of Nova Scotia - Research (2 credits)	
PHYS 330 Meteorology	
PHYS 335 Astronomy	

Cognate Requirements	8
CHEM 105 General Chemistry 1 (4 credits)	
CHEM 106 General Chemistry 2 (4 credits)	

Grade Requirements

Minimum grade of 2.0 is required for all courses in the major and for cognates.

Environmental Technology Minor

18 credit hours required.

The minor degree is in conjunction with SUNY Canton. It permits SUNY Potsdam Geology majors to earn an Environmental Technology minor degree by cross registering for courses at SUNY Canton. The Environmental Technology Minor would be granted at SUNY Potsdam (to SUNY Potsdam students) and would require coursework in the Geology Department at SUNY Potsdam and in the Canino School of Engineering at SUNY Canton. The minor is open to all SUNY Potsdam students and requires 18 credits in core courses plus 12 credits in prerequisite courses. Only seven credits of overlap between the Environmental Technology minor and the Geology major are permitted (GEOL 103 and GEOL 410). Interested students should contact Dr. Michael Rygel, rygelmc@potsdam.edu, 315-267-3401.

Courses that are to be taken at SUNY Canton are noted below.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Core Required Course	3
GEOL 103 Physical Geology	
Required Electives	15
CONS 101 Elementary Surveying (4 credits, SUNY Canton)	
GEOL 340 Geographic Information Systems (4 credits) OR CONS 350 Introduction to GIS (SUNY Canton)	
CONS 314 Soil Mechanics (SUNY Canton)	
GEOL 410 Hydrology and Hydrogeology (4 credits, Spring) OR CONS 385 Hydrology and Hydrogeology (4 credits, SUNY Canton)	
CONS 386 Water Quality (4 credits, SUNY Canton)	
CONS 388 Environmental Law (2 credits, SUNY Canton)	
CONS 387 Water and Wastewater Treatment (SUNY Canton)	
CONS 485 Solid Waste Management (SUNY Canton)	
CONS 486 Soil and Groundwater Remediation (SUNY Canton)	
CONS 487 Water Resources Management, Analysis and Design (SUNY Canton)	
Prerequisite Courses	12
In addition to the courses listed above, Potsdam students must take the following prerequisites (which are already required as part of the Geology BS curriculum):	
CHEM 105 General Chemistry 1 (4 credits)	
CHEM 106 General Chemistry 2 (4 credits)	
MATH 151 Calculus I (4 credits)	

Geology Minor

19 credit hours required. Closed to Geology majors.

The geology minor provides an opportunity for students majoring in the social sciences and the other sciences to relate their major field of study to issues concerning the environment and particularly to geological aspects of land-use. The geology minor is especially appropriate for majors in archeology, anthropology, economics, environmental studies, political science, sociology and the other sciences who anticipate careers in government or industry that will involve issues of public policy concerning the environment.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	6
GEOL 101, 103, 125, or 195	
GEOL 204 Historical Geology	
Electives	13
Any combination of 300-400 level Geology courses upon advisement.	
Grade Requirements	
All credits submitted for the geology minor must be at a grade of 2.0 or higher.	

3-2 Double Degree Program in Geology, Civil and Environmental Engineering

This program prepares students who have educational and career interests in both geology and civil engineering. The first three years are spent at SUNY Potsdam where courses in chemistry, physics, mathematics (calculus and differential equations) and basic engineering courses are included with the regular geology course sequence. The student becomes a part-time engineering student at Clarkson University during the second and third years and full-time during the fourth and fifth years. Graduation occurs at the end of the fifth year with a B.A. or B.S. from SUNY Potsdam and a B.S. from Clarkson University. See page 71.

Incoming first-year students in this program should register for GEOL 103, MATH 151, CHEM 105 and PHYS 103 in the fall semester in order to take subjects in sequence.

Procedure for Declaring a Geology Major or Minor

Students who are interested in the geology major, the geology minor, an interdepartmental major (geology plus another science), or the 3-2 Double Degree program (geology and civil and environmental engineering) should contact Dr. Robert Badger, 216 Timerman, 315-267-2624, as early in their college career as possible. Geology majors will be assigned advisers from the geology faculty.

Geology Course Descriptions

Note: Some Geology courses include or require co-registration with a laboratory component. See descriptions for details.

GEOL 195, 295, 395, 495 – Special Topics (1-12)

GEOL 198, 298, 398, 498, 598 – Tutorial (1-3)

GEOL 101 – Environmental Geology (3) A study of geology and the human environment. Topics begin with the basics of geology: minerals and rocks, the earth's internal structure, earthquakes, volcanoes and plate tectonics. Surface processes affecting the environment include stream behavior and flooding, groundwater, and air pollution. The course examines laws governing the extraction and use of water, as well as energy sources and environmental concerns. Laboratory includes field trips in the Potsdam area and the use of geological and topographic maps. Gen Ed: SP & LB credit. Spring, even years.

GEOL 102 – Ancient Life (3) This is a survey course designed to describe the countless forms of organisms that have lived on the Earth since it formed 4.6 billion years ago. We will explore how and why those organisms evolved and why many went extinct, and also the ecological interactions between organisms with the physical environment. Other major topics are: understanding evolution, tracing evolutionary relationships, and interpreting the behavior of extinct organisms. Gen Ed: SP credit. Fall

GEOL 103 – Physical Geology (3) Minerals, rocks, rock deformation, maps, geological processes that shape the land, environmental geology. Lab required. Gen Ed: SP & LB credit. Fall and Spring.

GEOL 125 – Dynamic Earth (3) This course covers topics in earth systems science including geology, earth history, plate tectonics, the hydrosphere, the atmosphere, energy and the environment. The intent is to provide exposure to a wide variety of topics in the earth sciences. The course will be supplemented with discussions of current events and discoveries related to the earth sciences, and local geological features. Lab included. Gen Ed: SP & LB credit. Fall and Spring.

GEOL 204 – Historical Geology (3) Historical Geology is the second course in the geology sequence and builds upon the basic geologic principles introduced in 100-level courses. The first half of the course focuses on the methods and principles that geologists use to interpret Earth History; the second half of the course focuses on Earth systems history (climate, oceans, atmosphere, geologic processes and life). Prerequisite: GEOL 101 or 103 or 125 or 195. Lab required. Gen Ed: SP & LB credit. Fall and Spring.

GEOL 300 – Field Geology (2) Field studies in northern New York stressing map making, data collection, field descriptions, note taking, and use of GPS. Prerequisite: GEOL 204. 1st eight weeks of fall semester. Lab.

GEOL 301 – Sedimentary Geology (4) Study of sediment transport and deposition, classification and description of clastic and carbonate sedimentary rocks, depositional environments, and an introduction to stratigraphy (emphasis is on lithostratigraphy, biostratigraphy, and sequence stratigraphy). Mandatory weekend field trip to southern New York. Prerequisite: GEOL 204. Lab required. Fall.

GEOL 302 – Principles of Paleontology (4) Topics covered in this class include: paleoecology, systematics, evolutionary development, functional morphology, biogeography, diversity, and extinction. Labs focus on invertebrate organisms and their use as environmental indicators and in stratigraphic correlation. Prerequisite: GEOL 301 or permission for Biology majors or minors. Lab required. Spring.

GEOL 303 – Geologic Maps and Cross Sections (2) A comprehensive introduction into the use of geologic maps and cross sections as tools for understanding the geologic history of an area. Specific topics include the relationships between geology and topography, interpretation of geologic structures, quantifying the attitude and position of geologic units, and temporal relationships between units and structures. Course complements the field-based techniques emphasized in Field Geology (GEOL 300) and provides students with exposure to regional mapping problems. Prerequisite: GEOL 204. Fall.

GEOL 306 – Geology of our National Parks (3) Study of geologic processes using national parks as examples. Processes studied include sedimentology, stratigraphy, volcanology, glaciology, cave formation and tectonics. National parks studied include Grand Canyon, Arches, Mt. Rainier, Zion, Canyonlands, Badlands, Yosemite, Hawaii Volcanoes, Glacier, Yellowstone, Grand Tetons, Carlsbad Caverns, Mammoth Caves, Acadia and Shenandoah. Prerequisite: GEOL 101, 103 or 125. Gen Ed: SP credit. Spring.

GEOL 311 – Mineralogy (4) The identification, classification and study of minerals including their atomic make-up and conditions under which they form. Review of the principles of chemistry and physics that govern the structure, formation and geological occurrence of minerals with emphasis on the rock-forming silicates. Laboratory includes the study of Adirondack minerals and ores, x-ray procedures, and the symmetry and classification of crystals. Field trips to the St. Lawrence Valley and Adirondack Mountains. Prerequisites: GEOL 204, CHEM 105 and CHEM 106. Lab required. Fall.

GEOL 321 – Optics and Petrology (4) Theory of light behavior in minerals and its application to study of rocks and minerals in thin section using petrographic microscopes. Study of origin and evolution of igneous and metamorphic rocks and relationship between their mineralogy and tectonic setting. Prerequisite: GEOL 311. Lab required. Spring.

GEOL 340 – Geographic Information Systems (4) Lecture/Lab. Introduction to basic cartographic principles (projections, datums, etc.), theory and applications of global positioning systems, design and interpretation of maps. ArcGIS software will be used to introduce the theory and applications of GIS, create and edit maps and databases, and perform spatial analysis. Spring.

GEOL 370 – Science in Society (3) This course is designed to guide students through the process of asking questions, finding reliable sources of information and formulating informed opinions about important, timely issues that are rooted in science. Issues for discussion are those that are not widely well understood, have a broad impact on our society and tend to be polarizing. Prerequisite: junior or senior standing. Spring.

GEOL 401 – Paleocology (3) In this course, we will apply topics in modern paleocology to the fossil record. Each topic is introduced through a short lecture then expanded upon using reading assignments from the primary literature. The purpose of this is to provide more detail into a topic that many students find interesting. Additionally, and perhaps more importantly, this class teaches upper division students to read professional papers critically, summarize the information presented, and discuss them in depth. Spring.

GEOL 405 – Structural Geology (4) Study of folds, faults and shear zones in the Earth's crust on macroscopic and microscopic scale. Lab. Field studies in northern New York. Prerequisites: GEOL 204 and junior or senior standing. Lab required. Gen Ed: WI credit. Fall.

GEOL 406 – Geomorphology (4) Comprehensive study of the earth's surface and the forces that shape it. Topics include mass movement, drainage basins, river processes, glaciers and glacial deposits, and coastal environments. Prerequisites: GEOL 204. Lab required. Fall.

GEOL 407 – Geophysics (3) Geophysical methods of prospecting: seismic reflection and refraction, gravity and magnetism and electrical resistivity. Emphasis on fieldwork and computer modeling and processing of data in solving geological and environmental problems. Lecture & Lab. Prerequisite: sophomore standing. Gen Ed: SP & LB credit. Summer.

GEOL 409 – Seismology and Plate Tectonics (3) Study of local and global seismicity in context of plate-tectonic theory. Computer analysis of local earthquakes recorded by the SUNY Potsdam Seismic Network. Lecture & Lab. Prerequisite: sophomore standing. Gen Ed: SP & LB credit. Summer.

GEOL 410 – Hydrology and Hydrogeology (4) Study of the abundance, distribution and movement of fresh water in the atmosphere, on the surface, and in the sub-surface. Prerequisites: GEOL 204. Lab required. Spring.

GEOL 420 – Geochemistry (3) Study of major and trace element distribution in rocks, magma formation, radiogenic isotope systematics, fluid inclusions, weathering, diagenesis, alteration, mineral stability, and stable isotope fractionation utilizing chemistry-based principals. Prerequisites: GEOL 311 and CHEM 105 & 106. Corequisite: GEOL 321. Gen Ed: SI credit. Spring.

GEOL 440 – Economic Geology (3) Study the genesis and geology of ore deposits including base- and precious-metals, gems, coal, petroleum, and industrial rocks and minerals. Discuss how society uses each material, the environmental implications of doing so, and the remediation steps necessary to minimize the associated environmental impact. Prerequisite: GEOL 311. Corequisite: GEOL 321. Lab required. Spring.

GEOL 450 – Geology of the Great Basin (3) An overarching study of the geology and geological evolution of the Great Basin province of the western United States; specific topics include geologic resources, hydrology, volcanism, stratigraphy, paleontology, structural geology, karst, and geomorphology as related to the Great Basin. Lecture during spring semester and multi-day field trip following the semester is required. Prerequisite: GEOL 103 (or equivalent) and GEOL 204.

GEOL 452 – Geology of Nova Scotia – Field Trip (2) Students will learn about the geology of Nova Scotia via a mandatory field trip (summer). Field trip involves strenuous hikes over irregular terrain in variable weather. Specific stops include the fossil forests of the Joggins Fossil Cliffs World Heritage Site, Triassic rift basin deposits (desert deposits, dinosaurs, and basalt flows), Mississippian lake deposits with some of the oldest terrestrial tetrapods, an upside down angular unconformity at Rainy Cove, and many others. Following the trip, students may complete a research project (GEOL 453) on one of the areas visited. Prerequisite: GEOL 204 and permission of instructor. Offered every second or third year.

GEOL 453 – Geology of Nova Scotia – Research (2) This course is the academic follow up to the Geology of Nova Scotia field trip. Students will build upon their field experiences and select a semester-long research topic related to one of the destinations visited on the summer field trip. Students will learn about the fundamentals of research and scientific writing in the geosciences via discussions and exercises that explore plagiarism, citation styles and conventions, the structure of research papers, the peer-review process, style and composition. Final projects include a fully-referenced review paper and a poster presentation. Prerequisite: GEOL 452.

GEOL 475 – Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204 and permission of instructor. Tutorial. Graded S*/U*. Fall and Spring.

GEOL 480 – Geology Research (3) Original research designed to give practical experience in any area of geology. Open primarily to upper-division geology majors and only on advisement. Research conducted in cooperation with a geology professor. May not be taken as an overload. Graded S*/U*. Fall and Spring.

GEOL 575 – @Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204, graduate standing, permission of instructor. Tutorial. Graded S*/U*. Fall and Spring.

INTD 491 – Geologic Research Internship (2) Internships arranged with a variety of companies involved with environmental, exploration or mining interests.

Department of History

Contact Person: Thomas N. Baker, Chair
321A Satterlee, 315-267-2078, bakern@potsdam.edu

Professors: Geoffrey W. Clark, James D. German

Associate Professors: Thomas N. Baker, Axel Fair-Schulz, Libbie Freed, M.J. Heisey, Shiho Imai, Sheila McCall McIntyre, Kevin D. Smith, Steven M. Stannish

Course Coordinator: Natalia D. Veinott

Visiting Lecturer: Gaylynn J. Welch

History Major (B.A.)

30-33 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

30-33

Required Courses

HIST 101, 102, or 106 (4 credits)

HIST 201, 202, 203 (4 credits), 204 (4 credits) or 205 (4 credits)

Additional 100 or 200 level HIST course (3-4 credits)

HIST 302 Fighting Words: History & Story

Any 300 or 400 level North American History Course

Any 300 or 400 level European History Course

Any 300 or 400 level African, Asian, or Latin American History

Course

Any two additional 300 or 400 level History courses (2 @ 3 credits)

HIST 480 Senior Seminar in History

Notes

- Students must earn a minimum grade of 2.0 in courses counted toward the major.
- HIST 302 and seminar are open only to History majors. Students must take HIST 302 and a prerequisite upper-division course for the seminar.

History Minor

18-20 credit hours required. Closed to History majors.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

6-8

Required Courses

Any two 100 or 200 level history courses

Elective Courses

12

Any four 300 or 400 level history courses

Note: Students must earn a minimum grade of 2.0 in courses counted toward the minor.

History Course Descriptions

HIST 195, 295, 395, 495 – Special Topics (1-12)

HIST 198, 298, 398, 498 – Tutorial (1-3)

HIST 100 – World History (3) Applying a cross-cultural, comparative approach to understanding social, political, economic, and cultural developments, this course surveys significant themes in historical development from ancient to modern times. Gen Ed: XC credit. Fall and Spring.

HIST 101 – Europe from 1500 to 1815 (3) Major developments and issues in European history from 1500 to 1815. Gen Ed: WC credit. Fall and Spring.

HIST 102 – Europe since 1815 (3) Major developments and issues in European history from 1815 to present. Gen Ed: WC credit. Fall and Spring.

HIST 106 – Europe Since 1815 (4) Major developments and issues in European History from 1815 to present. Emphasizes speaking, reasoning and research. Gen Ed: FS & WC credit. Fall and Spring.

HIST 110 – Europe since 1500 (3) This hybrid course is a comprehensive, thematically organized overview of European history from the sixteenth century to the present. It is designed to meet the needs of students in the General Education Program. Gen Ed: WC credit. Fall. Spring as needed.

HIST 120 – Survey of American History (3) This course is a comprehensive, thematically organized overview of American history. It is designed to meet the needs of students in the General Education Program. Gen Ed: AH credit. Fall and Spring.

HIST 121 – U.S. History and Geography (3) This hybrid course is a comprehensive overview of American history and geography from pre-Columbian times to the present. It is designed to meet the needs of students in the Childhood Education Program. Gen Ed: AH credit. Fall.

HIST 201 – United States to 1877 (3) Major developments and issues in American History to 1877. Equivalent to HIST 203 and 205. Gen Ed: AH credit. Fall and Spring.

HIST 202 – United States Since 1877 (3) Major developments and issues in American History since 1877. Equivalent to HIST 204. Gen Ed: AH credit. Fall and Spring.

HIST 203 – United States to 1877 (4) Major developments and issues in American history to 1877. Equivalent to HIST 201 and 205. Emphasizes writing, reasoning and research. Gen Ed: AH & FW credit.

HIST 204 – United States Since 1877 (4) Major developments and issues in American History since 1877. Equivalent to HIST 202. Emphasizes writing, reasoning and research. Gen Ed: AH & FW credit.

HIST 205 – United States to 1877 (4) Major developments and issues in American History to 1877. Equivalent to HIST 201 and 203. Emphasizes speaking, reasoning and research. Gen Ed: AH & FS credit.

HIST 225 – East Asian History (3) Introduction to the history of East Asia from the emergence of ancient cultures to the present. Its main focus will be on the political, cultural, and social developments of China and Japan, with some attention to Korea and Taiwan. Gen Ed: XC credit.

HIST 226 – East Asian History (4) Introduction to the history of East Asia from the emergence of ancient cultures to the present. Emphasizes writing, reasoning and research. Gen Ed: FW & XC credit. As warranted, every other semester.

HIST 230 – Introduction to Africa (3) Introduces students to Africa by exploring the continent's diverse history, geography, politics and cultures through lectures, novels, and film. Gen Ed: XC credit.

HIST 301 – Ancient and Medieval Europe (3) Emergence of western values, ideas, and institutions in classical Greece and Rome, the rise of Christianity and development of European civilization through the crisis of the later Middle Ages. Prerequisite: sophomore standing.

HIST 302 – Fighting Words: History & Story (3) Introduces majors to the theories and methods that historians employ as they seek to construct plausible and compelling interpretations of the past. Prerequisite: 9 credits of history. Fall and Spring.

HIST 304 – The History of American Women I (3) Women in America from colonial times to 1890: legal positions, social roles, employment, education, reform movements, suffrage, and women's organizations. Gen Ed: AH credit. Prerequisite: sophomore standing.

HIST 305 – Modern American Women (3) Women in America from 1890 to present; legal positions, social roles, employment and unionization, education, reform movements, suffrage, and women's organizations. Changing ideals of American womanhood, women's lib, and future of American women. Gen Ed: AH credit. Prerequisite: sophomore standing.

HIST 308 – Canadian History (3) Canada from voyages of Jacques Cartier and colonization by Samuel de Champlain to present. Emphasis on modern period and problems of two nations in a single state. Prerequisite: sophomore standing.

HIST 309 – Colonialism In The Caribbean (3) Explores the impact of race, class, and colonialism on the development of Caribbean society. Examines the political geography of the pre-Hispanic Caribbean, the political and technical developments

in the Iberian Peninsula that made colonialism possible, patterns of settlement, the rise of the plantation system, the connections between slavery and capitalism, the birth of African-American culture, the social structure of plantation society, slave resistance, and the process of emancipation. Prerequisite: sophomore standing.

HIST 310 – Cultures of Mexico & Central America (3) Cultures of Mexico and Central America from conquest to present day. Emphasis on effects of conquest and colonial governmental systems on indigenous cultures. Cross listed with ANTH 360. Prerequisite: sophomore standing.

HIST 311 – Indians and Iberians (3) A history of Latin American focused on the exchange and transformation of native American and Spanish cultures to form the Hispanic American world. Areas of emphasis will include pre-conquest Spain, pre-Columbian Indian Civilizations, the Spanish conquest, the establishment of a new, cross-cultural society, and the break between Spanish American and Spain up through the 19th century. Prerequisite: sophomore standing.

HIST 312 – Latin American in the 20th Century (3) Major developments in Latin American history during the 20th century. Country and area studies. U.S. - Latin American relations. Prerequisite: sophomore standing.

HIST 314 – Vietnam War (3) Origins of the war in Vietnam from the tradition of resistance by the Vietnamese people against foreign intruders and the development of the Cold War in Asia: the war perceived as both a Vietnamese and American experience. Prerequisite: sophomore standing.

HIST 315 – Modern Japanese Women's History (3) Examines the development of gender roles in Modern Japan, particularly in relation to the economic and political developments of the Tokugawa, Meiji, Taisho and Showa periods, and the various responses those changes evoked among women. Prerequisite: sophomore standing.

HIST 318 – Pre-modern Japan (3) Covers Japanese history from the prehistoric period to the Tokugawa period, paying particular attention to the development of political institutions, cultural and intellectual trends, and the long-term transformation of the economy and society. Prerequisite: sophomore standing.

HIST 319 – Modern Japan (3) Traces Japan's Historical development from the Meiji Restoration (1868) to the present, exploring the process of modernization, the growth of the imperial state, the Second World War, defeat and occupation, and post-war recovery. Prerequisite: sophomore standing.

HIST 321 – Ancient Greece and Rome (3) Examines the Mediterranean world from 1500 BC to AD 500. It is divided into a unit on Greece and a unit on Rome. In addition to considering the ancient Mediterranean's political history, the course will focus on the region's cultural legacy. Prerequisite: sophomore standing.

HIST 322 – Ancient Middle East (3) Examines the Middle East from 3100 to 332 BC. It is divided into three parts: 1. Mesopotamia; 2. Egypt; and 3. the Holy Land. It presents the region's political and cultural traditions through primary and secondary sources. Prerequisite: sophomore standing.

HIST 323 – Middle East: Alexander to Islam (3) Examines the Middle East from 332 BC to AD 570. It is divided into three parts: 1. the Hellenistic Age; 2. the advent of the Romans, and 3. the Orient in Late Antiquity. It looks at the influence of Alexander the Great, the spread of Greek culture, Christianity in the East, and the conflict between Rome and Persia. Prerequisite: sophomore standing.

HIST 326 – Egypt in Late Antiquity (3) Covers Egyptian history from the collapse of the New Kingdom to the Arab Conquest. Major topics include the Saite Renaissance, cooperation and confrontation with Persian, Greek and Roman occupiers, and Coptic Christianity. Prerequisite: sophomore standing.

HIST 330 – Black Diaspora: 1500 to Present (3) A social, economic, political and cultural survey of the migrations (forced and otherwise) of black Africans to, and between, the Americas and Europe over the past 500 years. Prerequisite: sophomore standing.

HIST 331 – Africa to 1870 (3) Explores African history from the emergence of the earliest human societies through the mid-nineteenth century, with particular focus on the period after 1400. Considers the developments of lineage societies and centralized states, the trans-Saharan trade, the Atlantic slave trade, the spread and influence of religions such as Islam and Christianity, and Africa's encounters with other parts of the world. Prerequisite: sophomore standing.

HIST 332 – Africa since 1870 (3) Explores modern African history, paying particular attention to imperialism and its impact on African societies and cultures, the rise

of nationalist and independence movements, independence and the creation of nation-states, and recent and contemporary politics, society, and culture. Prerequisite: sophomore standing.

HIST 341 – Colonial American History (3) Explores the history and culture of early America as described by both participants and historians. Considers the development of early American society and culture from 1598 to 1763. Religion, gender, class, social status, economics, war and Native-European relations will be examined. Prerequisite: sophomore standing.

HIST 342 – Revolutionary America (3) Explores the colonies in the English Atlantic world and the individual and collective decisions to break away from Great Britain. Considers how independence, revolution, and war allowed the former colonies to create a new and fragile Republic. Prerequisite: sophomore standing.

HIST 351 – Medieval and Renaissance England (3) Examines the History of England from the Medieval period through the reign of Queen Elizabeth I, paying special attention to the manorial system. Feudalism, the growth of Parliament, the emergence and structure of the Tudor state, the Protestant Reformation, the rise of Puritanism, and the flowering of Elizabethan culture. Prerequisite: sophomore standing.

HIST 352 – Revolutionary England (3) Examines the history of England from the beginning of the Stuart dynasty to the beginning of Industrialization, paying particular attention to the origins and progress of the Civil War, and Interregnum, the Restoration, the Glorious Revolution, the financial and consumer revolutions, and the movement for reform. Prerequisite: sophomore standing.

HIST 353 – Renaissance & Reformation (3) Examines the intellectual, cultural, religious, social, economic, and political dimensions of two profound transformations in European history: the Renaissance and the Reformation, roughly spanning the years 1350 to 1650. Prerequisite: sophomore standing.

HIST 354 – The Enlightenment (3) Examines in detail the process by which Enlightenment culture took shape, spread, and evolved during the eighteenth century. Between the publication of Newton's *Principia Mathematica* in 1685 and the outbreak of the French Revolution a century later, the political, social, and economic assumptions of European thought were radically revised. This intellectual revolution in turn ushered in new forms of sociability and ultimately new political orders. Prerequisite: sophomore standing.

HIST 370 – African American History (3) Explores African American History from the end of the Civil War to the 1990s, paying particular attention to the Civil Rights movement of the 1950s and 1960s. Prerequisite: sophomore standing. Taught once every three semesters.

HIST 371 – The First World War (3) The causes, course and consequences of the First World War; Origins of the war in imperialism and Balkan nationalism; the July Crisis and war of illusions; total war; revolution in Russia, and the consequences to Europe, the Middle East and the global balance of power. Prerequisite: sophomore standing.

HIST 372 – Civil War America (3) The Civil War era in history and memory. Emphasis on politics, society, and culture as well as military affairs. Prerequisite: sophomore standing.

HIST 373 – World War II (3) Causes, events and result of the traumatic watershed in world history. May be European, American or Asian in focus as announced each time it is offered. Prerequisite: sophomore standing.

HIST 376 – The U.S. in the 1920s & 1930s (3) Domestic issues in the United States from 1919 to 1939. Emphasis on prosperity of the twenties, the Depression and the New Deal. Prerequisite: sophomore standing.

HIST 377 – The United States Since 1945 (3) Explores the history of the U.S., the end of World War II. Examines the Cold War, the Civil Rights Movement, the Vietnam War, the turbulent 1960s, the political and economic crisis of the 1970s, the Regan Era, and the politics of personal destruction in the 1990s. It highlights the increasingly close connection between domestic politics and foreign policies affairs, as well as the growing racial and ethnic diversity of the American population. Prerequisite: sophomore standing.

HIST 378 – Adirondack Environmental History (3) Student research projects explore interrelationships of natural and cultural history in the Adirondack Park, with particular attention to the social, economic, and cultural factors that shape, and reshape, land use over time. The Park as a place constitutionally protected "forever wild" will be considered in the contexts of larger theoretical discussion about wilderness and protection of other American wild places.

HIST 379 – History of New York State (3) Political, economic and social developments from colonial times to present. Relationship of state history to major issues and events in American life. Prerequisite: sophomore standing. Fall and Spring.

HIST 381 – Modern British Isles (3) British from 1832 to the present. Emphasis on evolution of institutions of government, patterns and consequences of economic development, and changing structures of society. Prerequisite: sophomore standing.

HIST 386 – Imperial Russia (3) Examines major developments in the history of the Imperial Russian state, focusing on the rule of the Romanov dynasty from 1613 to 1917. The failure to move from a feudal state to a modern social, political, and economic entity created mounting tensions, revolution, and destruction of the old regime. The course examines autocracy, political polarization, serfdom, Russia's relationship to the West, and its geographic-cultural location. Prerequisite: sophomore standing.

HIST 387 – History of U.S.S.R. (3) Development of Soviet Union: economic and social developments, political structure, role of Communist Party, expansion of Russian control and influence through the breakup of the Soviet Union. Prerequisite: sophomore standing.

HIST 388 – Potsdam in Europe (3) Examines the development of the Potsdam/Berlin region as a major European center, paying attention to cultural, political, and military affairs. We will analyze themes such as religious tolerance and the Enlightenment, as well as the Nazi and Cold War years. Prerequisite: sophomore standing.

HIST 389 – Modern Germany: Bismarck to Hitler (3) Modern German history from unification and industrialization to defeat in the First and Second World Wars; the collapse of the Weimar Republic, the rise of the Third Reich, and the division of Germany. Prerequisite: sophomore standing.

HIST 400 – Honors Thesis I (3) Senior project which demonstrates mastery of skills of historical inquiry, and critical and analytical expertise. Project is begun in first semester and completed in second (Honors Thesis II). Prerequisite: Permission.

HIST 401 – Honors Thesis II (3) Completion of project began in Honors Thesis I.

HIST 402 – Early American Indian History (3) Explores the history of the people who lived, flourished, "adapted, constructed, retreated and resisted" in the North American continent from pre-history through the removal policies of the 1830s. Prerequisite: junior standing.

HIST 419 – U.S. Foreign Relations 1763 - 1901 (3) Examines the history of U.S. foreign relations, between the conclusion of the Seven Years War in 1763 and the decision of American policy makers to pursue overseas expansion at the end of the nineteenth century. Explores U.S. territorial expansion. Native American and Mexican resistance, the diplomacy of the Monroe Doctrine and the American drive for overseas economic expansion after the Civil War Prerequisite: junior standing.

HIST 420 – U.S. Foreign Relations 1890-2000 (3) Explores the history of U.S. foreign relations from the beginning of the nation's overseas economic expansion during the 1890s to the present. Investigates the causes and consequences of the major wars fought by the U.S. during the late nineteenth and twentieth centuries, the origins and effects of the Cold War on U.S. foreign relations, and the impact of economic globalization on the conduct of U.S. foreign policy and on the nation's domestic politics, society, and economy. Prerequisite: junior standing.

HIST 421 – Race & American Film History (3) Explores the issue of race, broadly defined, in the history of the US cinema. Consideration of relevant contemporary social and cultural issues will supplement close viewing of a number of American films spanning the years from 1915 to the present. . Prerequisite: junior standing.

HIST 450 – Modern American Oral History (3) Introduces students to oral history by having them produce an oral interview related to a focused historical topic. Explores the methods and theories of oral historians. Places the oral interview within a larger historical context. Cross-listed with ANTH 364. Prerequisite: junior standing.

HIST 451 – Witchcraft in Early America (3) Explores witchcraft in early America, paying special attention to the social, religious and gendered contexts of witchcraft and to the legal and cultural dimension of witch-hunting. Prerequisite: junior standing.

HIST 452 – Work in American History (3) Considers diverse workers and work settings of Americans from the seventeenth century to the present. Emphasizes the transforming of work and its relationship to political and economic change, labor movements, and personal or community experiences of work. Prerequisite: junior standing.

HIST 453 – Nature in American History (3) An introduction to North American environmental history. Explores the interaction between human beings and their environment, specifically how that environment shapes human expectations, possibilities, and behavior, and how humans have understood the workings of nature and their appropriate role in it. Prerequisite: junior standing.

HIST 454 – Energy in American History (3) Survey of human life in America that focuses on the role of energy in societies and cultures that have been established here. Prerequisite: junior standing.

HIST 455 – Religion in American Culture (3) Historical examination of the various expression of religious belief and practice in American culture. Focuses on the creation of a Protestant establishment in the colonial period and the challenges posed to that establishment by democracy, science, multiple competing cultures, and even the mainstream of American culture. Prerequisite: junior standing.

HIST 457 – Early American Thought (3) Examines the main currents of American thought from the colonial period through the mid-nineteenth century. Explores the Puritan origins of American culture, the growth of republican political theory in the Revolution, the impact of democracy on intellectual and cultural endeavor, and the development of transcendentalism as a cultural movement. Prerequisite: junior standing.

HIST 458 – Modern American Thought (3) Explores the main currents of American thought from the Civil War to the present. Pays special attention to the secularization of American thought as expressed in Darwinism and Pragmatism, the development of Progressive social theory, the positivistic and relativistic impact of modernism, and the fragmentation of intellectual life in the post-war period, and the emergence of post-modern critiques. Prerequisite: junior standing.

HIST 459 – American Victorian Culture (3) Charts the rise, extent, and ultimate eclipse of the “genteel” American tradition in the period between 1815 and 1890, through an exploration of cultural production, reception and consumption. Prerequisite: junior standing.

HIST 461 – Imagining Life Beyond Earth (3) Examines ideas and beliefs about life beyond Earth as expressed in western culture from the ancient Greeks to the present. Prerequisite: junior standing.

HIST 462 – Hero in Classical Antiquity (3) Considers the evolving concept of the hero in classical antiquity, paying particular attention to the transformation of the heroic ideal during the Hellenistic Age and within Christian communities. Prerequisite: junior standing.

HIST 463 – Ancient Magic (3) Examines the Egyptian, Greek, and Roman concepts of magic, comparing them with medieval and modern Western ones. Prerequisite: junior standing.

HIST 464 – Technology in History (3) Examines the relationship between technologies and societies in history by looking at the place of technology in western civilization, and to a lesser extent, globally since the medieval period. Prerequisite: junior standing.

HIST 465 – Holocaust and History (3) Places the complex developments and wants referred to as the Holocaust in the broad context of modern European history. Examines cultural, political and cultural developments in firsthand accounts in classic and contemporary scholarship, and in novels. Prerequisite: junior standing.

HIST 466 – Espionage and the Cold War (3) Examines the dynamics of espionage activity in Europe from the Nazi era to the end of the Cold War. The focus is on why and how Nazi, Soviet and Western intelligence agencies gathered information about each other as well as on ideological, political, economic, and logistical dimensions of reconnaissance work during the period. Prerequisite: junior standing.

HIST 467 – Imagining Asia (3) Explores the ways in which Trans-Pacific Migration and trade, war and diplomacy have shaped American society and culture and how race has been seen in deeply generated ways. Prerequisite: junior standing.

HIST 468 – Japanese History Thru Manga (3) Uses Manga and Anime along with Classical Japanese Literature to explore Japanese history. Prerequisite: junior standing.

HIST 469 – Ideas & Culture in Modern Europe (3) Introduces students to the main aspects of Modern European Intellectual History from the Enlightenment to the present. Prerequisite: junior standing.

HIST 470 – African Environmental History (3) Historical examination of Africa’s diverse human and natural environments. Considers interactions between human and natural worlds with issues such as urbanization, agricultural strategies, deforestation, and the role of the supernatural in African environmental knowledges. Prerequisite: junior standing.

HIST 480 – Senior Seminar in History (3) Capstone course for the History Major. Students design and conduct significant research project and draft significant research paper. History Majors only. Prerequisites: HIST 302 and upper division course in area of seminar focus. Gen Ed: WI credit. Fall and Spring.

HIST 540 – Readings in American History (3) Programs of individual study, designed with the advice of the instructor, on selected topics in American history. May be taken more than once. Prerequisite: senior or graduate standing.

Department of Mathematics

Contact Person: Joel Foisy, Chair

223 MacVicar, 315-267-2084, foisyjs@potdam.edu

Professors: Joel Foisy, Cheryl C. Miller, Laura J. Person

Associate Professors: Harold Ellingsen, Derek Habermas, Jason Howald, Victoria Klawitter, Blair Madore, Cornelia Yuen

Adjunct Instructor: Ahmad Almomani, Carroll Boswell, Sean LaPlante

Mathematics Major (B.A.)

33 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	27
MATH 151 Calculus I (4 credits) OR	
MATH 141 and MATH 142	
MATH 152 Calculus II (4 credits)	
MATH 253 Multivariate Calculus (4 credits)	
MATH 340 Set Theory and Logic	
MATH 375 Linear Algebra I	
MATH 423 Modern Algebra I	
MATH 451 Advanced Calculus I	
MATH 460 Problem Seminar	
Elective Courses	6
1. One mathematics course at the 300-500 level	
Note 1: MATH 547 Theory of Sets may be elected only upon recommendation of mathematics faculty.	
Note 2: A student who is also preparing to be a teacher should choose either MATH 404 Elements of Geometry or MATH 553 Concepts of Geometry to satisfy this elective.	
2. One course from the following list to be taken only after the student has completed MATH 340, 375, 423 and 451 or permission of instructor.	
MATH 452 Advanced Calculus II	
MATH 524 Modern Algebra II	
MATH 526 Linear Algebra II	

Recommended Coursework Outside the Major

Depending on students’ educational and professional objectives, they should consider taking courses in statistics and/or computer science to complement their studies in mathematics. In particular, students who plan to major or minor in Computer Science should register for CIS 201 as early as possible. Other majors are strongly advised to register for CIS 201 the semester after completing MATH 340. Students are encouraged to consult closely with a departmental adviser in course selections.

Special Notes

1. Thirty hours of required courses for the mathematics major must be completed with a numerical minimum grade of 2.0. The remaining 3 hours may be completed with a minimum grade of 2.0/S. Students are advised to complete the required courses for a numerical grade.
2. Transfer students who have fewer than 12 credit hours total in Calculus I, II and Multivariate Calculus should consult the chair of the department.

Honors Mathematics Program

33 credit hours required plus Honors Examinations.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- MATH 151 Calculus I (4 credits) OR
MATH 141 and MATH 142
- MATH 152 Calculus II (4 credits)
- MATH 253 Multivariate Calculus (4 credits)
- MATH 340 Set Theory and Logic
- MATH 375 Linear Algebra I
- MATH 423 Modern Algebra I
- MATH 451 Advanced Calculus I
- MATH 498 Independent Study I
- MATH 598 Independent Study II

Credits
30

Elective Courses

3

One course from the following list to be taken only after the student has completed MATH 340, 375, 423 and 451 or permission of instructor.

- MATH 452 Advanced Calculus II
- MATH 524 Modern Algebra II
- MATH 526 Linear Algebra II

The Honors Examinations

1. Required orals covering primarily work completed by students in the independent study courses, but may also include questions pertaining to work from other courses in the Honors curriculum.

Recommended Coursework Outside the Major

This is entirely dependent upon students' educational and professional objectives. Students are urged to consult closely with a departmental adviser in such matters.

Special Notes: Students normally enter the Honors Program at the beginning of the junior year. Admission to the program is by application and shall be determined by the Department of Mathematics. The overall cumulative grade point average is expected to be at least 3.0, with a minimum mathematics average of 3.25. Two letters of recommendation also are required, with one of the letters furnished by a mathematics faculty member from whom the student has taken a course.

BA/MA Mathematics Program

It is possible in four years (without overloads) to complete a combined Bachelor of Arts and Master of Arts program in mathematics.

Students who have been highly successful in MATH 340 Set Theory and Logic and MATH 375 Linear Algebra I during the fall semester of their sophomore year are considered as promising candidates for

the BA/MA program. The mathematics faculty will recommend these promising candidates to the chair of the Mathematics Department.

Interested candidates should consult with the Department of Mathematics faculty on the details of the program.

Required Courses

In order to complete the four-year B.A./M.A. program in mathematics, all requirements for the B.A. degree and all requirements for the M.A. degree must be completed. Due to the necessity of constructing a mathematics curriculum that considers students' readiness, maturity and other individual needs, it is vital for candidates to consult with the departmental chair.

Elective Courses

Consult with departmental adviser.

Recommended Coursework Outside the Major

Consult with departmental adviser.

Special Notes

1. Students normally enter the program at the beginning of the junior year. Some students who entered the College with advanced standing credits from high school have been admitted as early as the sophomore year.
2. A student who completes the B.A./M.A. program, including a year of MATH 698 Seminar, shall be deemed to have completed the Honors Mathematics Program.

Admission Requirements

1. Be recommended by the Mathematics Department.
2. Possess a minimum cumulative GPA of 3.0.
3. Possess a minimum mathematics average of 3.25.
4. Be admitted to the graduate school.
5. Possess mathematical maturity and enjoy the study of mathematics (as ascertained by the mathematics faculty).

Mathematics Minor

20 hours required. Closed to Mathematics majors.

The mathematics minor consists of 20 hours of which 14 (required) provide a foundation for further study of mathematics in any direction that suits the student's interests. Six additional hours (elective) give the student the option to add either depth or breadth to her or his mathematical preparation.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- MATH 151 Calculus I (4 credits) OR
MATH 141 and MATH 142
- MATH 152 Calculus II (4 credits)
- MATH 340 Set Theory and Logic
- MATH 375 Linear Algebra I

Credits
14

Elective Courses

6

Two upper-division courses, one of which must be in mathematics. The second elective may be a mathematics course or (subject to approval by the department) may be any upper division course in which mathematics plays a significant role. Such an elective will, in general, have at least one year of calculus as a prerequisite.

Special Note

The courses required for the mathematics minor must be completed with a minimum grade of 2.0/S and 17 of the 20 hours must be taken for a numerical grade.

3-2 Double Degree Program in Mathematics and Engineering

This program prepares students who have educational and career interests in both mathematics and engineering. The first three years are spent enrolled at SUNY Potsdam, but during the second and third year the student is a part-time student at Clarkson University. The fourth and fifth years are full-time at Clarkson University. At the end of the fifth year the student receives both a B.A. from SUNY Potsdam in mathematics and a B.S. degree from Clarkson University in the engineering field of his or her choice. See page 71.

First-year students must register for PHYS 103, MATH 151 and CHEM 105 during the first semester in order to take subjects in sequence.

Mathematics Course Descriptions

Courses are offered each semester unless otherwise designated.

MATH 195, 295, 395, 495, 595, 695 – Special Topics (1-12)

MATH 198, 298, 398, 498, 598, 698 – Tutorial (1-3)

MATH 100 – Excursions in Mathematics (3) This is an introduction to mathematics as an exciting and creative discipline. Students will explore recent developments and mathematical ideas that have intrigued humanity for ages. This course does not satisfy the B.A. in Elementary Education mathematics concentration requirement. Prerequisite: two years of high school mathematics. Gen Ed: FM credit. Fall and Spring.

MATH 101 – Mathematics for Elementary Education I (3) Topics in foundations of mathematics include: problem solving strategies, abstract and symbolic representation, numeration and number systems, functions and use of variables. Satisfies one of the mathematics concentration requirements for the B.A. in Elementary Education. Not required for double majors in mathematics and elementary education. Prerequisite: three years of high school Regents level mathematics or permission. Gen Ed: FM credit. Fall and Spring.

MATH 102 – Mathematics for Elementary Education II (3) Topics in Euclidean and non-Euclidean geometry including: shapes in two and three dimensions, symmetries, transformations, tessellations, coordination geometry, measurement. Satisfies one of the mathematics concentration requirements for the B.A. in Elementary Education. Not required for double majors in mathematics and elementary education. Prerequisite: MATH 101. Gen Ed: FM credit. Fall and Spring.

MATH 110 – Pre-Calculus Mathematics (4) Provides mathematical background sufficient for study of calculus. Emphasis on real functions, including polynomial, trigonometric and inverse functions. Not for major credit. Gen Ed: FM credit As warranted.

MATH 125 – Probability and Statistics I (3) Elementary probabilistic and descriptive statistical concepts as applied to practical problems from other disciplines and an introduction to methods of statistical inference. Prerequisite: high school algebra or equivalent. Not open to students who have passed another introductory level statistics course (e.g., CIS 125, STAT 100). Satisfies one of the mathematics concentration requirements for B.A. in Elementary Education. Gen Ed: FM credit. Fall and Spring.

MATH 126 – Probability and Statistics II (3) Methods of statistical inference, both non-parametric and classical, as applied to problems of interest to a wide range of disciplines. Prerequisite: MATH 125. As warranted.

MATH 130 – Mathematical Origins (3) This course is designed to introduce students to the historical development of mathematics in various cultures. The main focus will be on Ancient Egyptian, Mesopotamian, Chinese, Indian, and Greek cultures. Gen Ed: XC credit. As warranted.

MATH 141 – Integrated calculus, IA (4) First course of a two-semester sequence that provides mathematical background sufficient for study of calculus and integrates it with the study of calculus. Recommended for students who need a stronger preparation or Calculus I. TI-83 or compatible required. Completion of this two-semester sequence is equivalent to the completion of MATH 110 (Precalculus) and MATH 151 (Calculus I). Gen Ed: FM credit.

MATH 142 – Integrated Calculus, IB (4) Second course of a two-semester sequence that provides mathematical background sufficient for study of calculus and integrates it with the study of calculus. Recommended for students who need a stronger preparation for Calculus I. TI-83 or compatible required. Completion of this two-semester sequence is equivalent to the completion of MATH 110 (Precalculus) and MATH 151 (Calculus I). Prerequisite: MATH 141.

MATH 151 – Calculus I (4) Continuity and differentiability of real valued algebraic and trigonometric functions of a single variable, applications and antidifferentiation. Required for mathematics majors. Prerequisite: three years of high school mathematics or MATH 110. Gen Ed: FM credit. Fall and Spring.

MATH 152 – Calculus II (4) Differentiation of transcendental functions, integration with applications, sequences and series. Required for Mathematics majors. Prerequisite: MATH 151 or 142. Gen Ed: FM credit. Fall and Spring.

MATH 253 – Multivariate Calculus (4) Real vectors in two and three dimensions, relations and functions in several variables. Partial differentiation and iterated integrals. Required for Mathematics majors. Prerequisite: MATH 152. Gen Ed: FM credit. Fall and Spring.

MATH 340 – Set Theory and Logic (3) Elementary logic, including sentential calculus and mathematical induction. Basic properties of sets, relations and functions. Denumerable and non-denumerable sets. Designed as an introduction to the nature of mathematical proof. Required for Mathematics majors. Prerequisite: MATH 152. Gen Ed: WI credit. Fall and Spring.

MATH 375 – Linear Algebra I (3) Theoretical development of finite dimensional vector spaces and linear transformations; the relationships among matrices, systems of equations and linear transformations. Required for Mathematics majors. Prerequisite: Math 152 and 340. Fall and Spring.

MATH 390 – Differential Equations (3) Existence and uniqueness of solutions of classes of ordinary differential equations and techniques for finding such solutions. Prerequisite: MATH 253. Spring

MATH 404 – Elements of Geometry (3) Foundations of Euclidean and Non-Euclidean geometry; nature of axiomatic systems; Hilbert's axioms for plane Euclidean geometry; the geometry of Bolyai-Lobachevsky and transformational geometry. Prerequisite: MATH 340. Fall.

MATH 423 – Modern Algebra I (3) Elementary theory of groups and rings. Required for mathematics majors. Required for Mathematics majors. Prerequisites: Math 152 and 340. (MATH 375 recommended.) Fall and Spring.

MATH 425 – Applied Combinatorics (3) Basics of combinatorics; basics of graphs, including trees; recurrence relations and applications; other selected topics as time allows. Prerequisite: MATH 340 or CIS 301.

MATH 451 – Advanced Calculus I (3) Sequences, completeness of the Real Numbers, metric spaces, limits and continuity of functions, connectedness, compactness. Prerequisite: MATH 253 and 340. (MATH 375 recommended.) Fall and Spring.

MATH 452 – Advanced Calculus II (3) Integration, spaces of functions, sequences and series. May be used for major elective. Prerequisite: MATH 451. Spring.

MATH 460 – Problem Seminar (3) Students demonstrate mathematical maturity by solving problems selected from different areas of mathematics. Required for mathematics majors. Prerequisites: MATH 375, 423 and 451. Gen Ed: SI credit. Fall and Spring.

MATH 461 – Probability and Mathematical Statistics I (3) Probability, random variables, distributions, stochastic independence, moment generating functions, limit theorems and their applications, estimation, Prerequisite: MATH 253. Fall.

MATH 522 – Number Theory (3) Divisibility, simple continued fractions, congruences, diophantine equations and quadratic residues. Prerequisites: MATH 152 and 340. As warranted.

MATH 524 – Modern Algebra II (3) Topics in the theory of groups, rings and fields, such as factorization and Galois theory. May be used for major elective. Prerequisite: MATH 423. (MATH 375 recommended). Spring.

MATH 526 – Linear Algebra II (3) Selected topics: inner product spaces, canonical forms, bilinear and quadratic forms. May be used for major elective. Prerequisites: MATH 375 and permission. Fall.

MATH 541 – Introduction to Topology (3) Open and closed sets, continuous functions, compactness, connectedness, separation properties and product spaces. May be used for major elective. Prerequisite: MATH 451. Spring.

MATH 542 – Intro to Algebraic Topology (3) Concept of homotopy, fundamental group, covering spaces, integral homology and cohomology. Prerequisite: MATH 541. As warranted.

MATH 543 – Topics in Topology (3) Topics such as surfaces and manifolds, knot theory, geometry of the hyperbolic plane, dimension theory, geometry in higher dimensions. Prerequisites: MATH 375, 423 and 451. May not be repeated for additional credit. As warranted.

MATH 547 – Theory of Sets (3) Theoretical set concepts, axioms of set theory; axioms of choice and Zorn's lemma, ordinals and cardinals, transfinite induction. May be used for major elective. By invitation only. Prerequisites: MATH 340 and permission. Spring.

MATH 553 – Concepts of Geometry (3) Topics from Euclidean and non-Euclidean geometries: theory of transformations of the plane, elements of projective geometry, etc. May be used for major elective. Prerequisites: MATH 375 and 423. Spring.

MATH 562 – Probability and Mathematical Statistics II (3) Sampling distributions, tests of hypotheses, linear regression, non-parametric methods, sufficient statistics and further topics in statistical inference. May be used for major elective. Prerequisite: MATH 461. As warranted.

MATH 567 – Complex Variables/Applications (3) Complex numbers, analytic functions, contour integration, power series, conformal mapping, residues and poles. May be used for major elective. Prerequisite: MATH 451. Spring.

Department of Modern Languages

Contact Person: Oscar Sarmiento, Chair
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Professors: Oscar Sarmiento, Liliana Trevizan
Associate Professors: Gunnar Anderson, Mylène Catel, Lora Lunt, Vilma Manzotti

Special Notes for Modern Language Majors and Minors

1. There are clear advantages to preparation in more than one modern language for students, particularly those intending to seek teaching certification. Interested students are encouraged to consult with the Chair of the Modern Languages Department at an early state of their program to learn about possibilities for flexibility in earning graduation credits within one area of concentration.
2. The Department of Modern Languages requires a minimum grade of 2.0 in all courses counted toward the major and the minor.
3. The Department encourages language majors to seriously consider taking a term or year of study abroad. Immersion in another language and culture intensifies learning. Many such opportunities are available to non-majors and majors.

Recommended Coursework Outside the Major

A major in languages complements and is complemented by many other disciplines. Departmental advisers will help to match course choices with life and career objectives.

French Major (B.A.)

30 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
FREN 203 Oral and Written French I	15
FREN 301 Oral and Written French II	
FREN 315 French Composition	
FREN 325 French Literature and Thought I	
FREN 326 French Literature and Thought II	

Plus five courses taken from department list of courses 15
Under departmental advisement, any combination of offerings from the 200-400 levels, at least six credit hours of which must be at the 400 level.

Spanish Major (B.A.)

30 credit hours required (36 credits recommended).

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
SPAN 203 Oral and Written Spanish I	15
SPAN 204 Oral and Written Spanish II	
SPAN 301 Current Idiomatic Spanish	
SPAN 306 Readings in Hispanic Literature I	
SPAN 308 Readings in Hispanic Literature II	

Plus five courses to be taken from the list below 15
A student may take one 300-level course and four 400-level courses or two 300-level and three 400-level courses.

SPAN 303 Culture of Spain	
SPAN 304 Cultures of Latin America	
SPAN 305 Culture of Hispanics in U.S.A.	
SPAN 461 Literature Seminar I*	
SPAN 462 Literature Seminar II*	

*Note: Literature Seminar I and II may be repeated for credit.

Optional Courses: strongly recommended	Credits
SPAN 213 Intermediate Conversation	6
SPAN 315 Spanish Composition	

Arabic Studies Minor

18 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ARAB 103 Contemporary Arabic III	18
ARAB 203 Oral and Written Arabic I	
ARAB 213 Intermediate Conversation	
ARAB 320 Media Arabic	
ARAB 350 North African Literatures & Culture	
*ARAB 395 Arabic Across the Curriculum	

*Arabic Across the Curriculum is a research course in which students use Arabic sources to pursue a research project of interest, typically in relation to their major discipline. It may be taken as a 3-credit project or a series of smaller 1-credit projects.

French Studies Minor**18 credit hours required. Closed to French majors.**

The French Studies minor is a general program open to all students with an elementary knowledge of French. This minor permits students to attest to their successful completion of a formal and coherent program of study in French letters and culture which stops short of the work required for a major in French yet indicates functional competency. The French Studies minor is intended to serve several purposes depending on the exact pattern of courses drawn up by each student and his or her adviser. Thus, the minor may provide grounding for further study in the discipline; it may fulfill graduate school requirements for study in other disciplines; it may recognize progress in the language made through study abroad; it may provide a practical tool for use in many work environments; or it may form one element of a broadly based liberal arts general education.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

FREN 203 Oral and Written French I

Two of the following:

- FREN 202 French for Business
- FREN 213 Intermediate Conversation
- FREN 220 French Phonetics and Diction
- FREN 325 French Literature and Thought I
- FREN 326 French Literature and Thought II

Three of the following:

- FREN 301 Oral and Written French II
- FREN 303 Contemporary France
- FREN 304 Contemporary Quebec
- FREN 305 Authentic Voices and Images from West Africa
- FREN 315 French Composition
- FREN 325 French Literature and Thought I
- FREN 326 French Literature and Thought II
- FREN 350 North African Literatures and Cultures
- FREN 410 French Translation
- FREN 450 The Image of Women in Francophone Cinemas
- FREN 461 French Literature I: Origins-1700
- FREN 462 French Literature II: 1700-present
- FREN 483 Structure of the French Language
- FREN 495 Special Topics

Spanish Studies Minor**18 credit hours required. Closed to Spanish majors.**

The Spanish minor provides students with Spanish language courses in conversation, grammar review and culture. It provides a career-oriented approach to language learning that complements majors in other disciplines. It also provides students with enough language background so that they will be able to comprehend and speak the language using correct pronunciation and grammar, and have an understanding of Hispanic culture.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- SPAN 203 Oral and Written Spanish I
- SPAN 204 Oral and Written Spanish II
- SPAN 301 Current Idiomatic Spanish

One of the following:

- SPAN 213 Intermediate Conversation
- SPAN 306 Readings in Hispanic Literature I
- SPAN 308 Readings in Hispanic Literature II

Two of the following:

- SPAN 303 Culture of Spain
- SPAN 304 Cultures of Latin America
- SPAN 305 Culture of Hispanics in U.S.A.
- SPAN 461 Literature Seminar I
- SPAN 462 Literature Seminar II

Modern Language Course Descriptions

Courses are offered each semester unless otherwise designated.

195, 295, 395, 495 – Special Topics (1-12)**198, 298, 398, 498 – Tutorial (1-3)****Arabic**

ARAB 101 – Modern Standard Arabic I (3) An introduction to speaking modern standard Arabic, to reading and writing Arabic script, and to Arab culture.

ARAB 102 – Contemporary Arabic II (3) Sequel to ARAB 101. Emphasis on the four communication skills, reading, listening, writing and speaking. Regular language practice in cultural context. Prerequisite: ARAB 101.

ARAB 103 – Contemporary Arabic III (3) Arabic 103 is a sequel to Arabic 102. Students will develop their four communication skills: listening, speaking, reading and writing, while being immersed in a cultural context, and using a modified version of Modern Standard Arabic (closer to the spoken language). This course will emphasize proficiency in communication on topics from everyday life and will foster reading ability of both classical and contemporary texts. The course features interactive methodologies, Arab music, art, and films dealing with contemporary issues of nationalism and colonialism, race, gender and religion. Gen Ed: ML credit.

ARAB 203 – Oral & Written Arabic I (3) This course focuses on expressing yourself; telling about your experiences, expressing opinions and wishes, presenting persuasive speeches. Social roles will be practiced and many cultural topics will be discussed. Grammar will be systematically reviewed. Since class preparation will regularly entail written expression, the emphasis in class will be on oral expression.

ARAB 213 – Intermediate Conversation (3) This course will offer opportunities for students to increase fluency and confidence in speaking, and to gain cultural understanding and cross-cultural competency. Communication will focus upon exploring needs, feelings, opinions, problems and plans. Gen Ed: ML credit.

ARAB 320 – Media Arabic (3) This course concentrates on newspaper Arabic. Modern Standard Arabic is used for all journalistic purposes, regardless of the country of publication. Due to the formal nature of the language of the media, certain fixed phrases and set expressions occur and reoccur many times, expressions which are not used in everyday colloquial speech. This course systematically presents these formulaic expressions, rhetorical devices and appropriate vocabulary in an authentic context. The textbook will be used in conjunction with ancillary material gleaned from Arabic language newspapers and magazines. Students will prepare translation exercises on a daily basis, and will keep a scrapbook journal of news clippings gleaned from the Internet with a running list of new lexical items, an item critical to the development of newspaper Arabic Skills.

ARAB 350 – North African Literature & Culture (3) Using texts by North African writers, this course will explore the societies and creative expression of post-colonial North Africa. The course will provide historical, literary and cultural perspectives for understanding North African voices expressed in fiction, folklore, poetry and film. Gen Ed: AC & XC credit.

Cultures and Literatures

LANG 292 – Languages, Cultures, Differences (3) This course examines the phenomena created by the intermingling of Hispanic/Latino and American cultures, and the intersection of English and Spanish. Students will scrutinize films, videos,

Credits
18

magazines and also canonical pieces of literature to understand layers of differences (gender, race, ethnicity, and others) operating between and within Hispanic and American cultures. Globalization has forced us to understand cultural differences as a significant quest of ethical value for contemporary society. Participation is expected and different perspectives are emphasized. Gen Ed: XC credit. Fall and Spring.

LANG 296 – European Languages & Cultures: The French Case (3) This course presents the cultural and linguistic characteristics of contemporary France. French society will be studied as a nation forged by a diversity of cultures. The focus will be placed upon both the economic and political integration and development of such diverse cultures and also their resistance to such integration. France, as a European nation, will be identified as a nation struggling with attractive poles; homogeneity and heterogeneity. Gen Ed: WC credit. Fall.

LITT 305 – Authentic Images and Voices from West Africa (3) Introduction to the main elements of West African civilizations, more precisely, those of Senegal, Mali, Burkina Faso, Ivory Coast, Benin and Cameroon. Examination of the role of French colonization upon African consciousness. Significance of West African Languages and cultures in West Africa and in France. Attention will be given to the past and future of languages focusing upon “for whom do we write, sing, and film, and in which language?” As warranted.

LITT 350 – North African Literatures and Cultures (3) Introduction to the paradigm of plurality in the cultures of North Africa and to its determining role in the mediation, reinterpretation and transmission of culture between East and West, North and South. Historical, literary and cultural perspectives for understanding contemporary North African voices expressed in fiction, folklore, poetry, and film. As warranted.

LITT 450 – The Image of Women in Francophone Cinemas (3) This course examines the image of women in Francophone cinemas. Films and excerpts from texts that have shaped Film Theory and Feminist Criticism in the visual arts will constitute the basic material of the course. Prerequisite: FREN 325 or 326. As warranted.

French

FREN 101 – Contemporary French Language I (3) Emphasis on spoken language. Designed for students with no prior study of French. Fall and Spring.

FREN 102 – Contemporary French Language II (3) Sequel to FREN 101. Fundamentals of reading French stressed in addition to speaking and listening. Prerequisite: FREN 101. Fall and Spring.

FREN 103 – Contemporary French Language III (3) Sequel to FREN 102 and entry-level course for students with prior study of French. Emphasis on basic grammatical concepts and reading techniques. Prerequisite: FREN 102. Gen Ed: ML credit. Fall and Spring.

FREN 202 – French for Business (3) Linguistic preparation and communication practice for the business world. Writing includes C.V., letters of request, ads and business report writing. Prerequisite: FREN 102. Gen Ed: ML credit.

FREN 203 – Oral and Written French I (3) Initial course in major sequence. Emphasis on expanding vocabulary, learning to write correctly in French and review of grammar. Prerequisite: FREN 103 or four years of high school French. Gen Ed: ML credit. Fall.

FREN 213 – Intermediate Conversation (3) Designed to increase fluency. Emphasis on comprehension of spoken French and developing strategies for conversation. Prerequisite: FREN 103 or four years of high school French. Gen Ed: ML credit. Spring.

FREN 220 – French Phonetics and Diction (3) Detailed analysis of the sound system of French, combined with extensive oral performance practice. Prerequisite: FREN 103 or three years of high school French, or permission. Gen Ed: ML credit. Spring, even years.

FREN 301 – Oral and Written French II (3) Advanced grammar and syntax in francophone cultural contexts. Sequel to FREN 203. Prerequisite: FREN 203. Spring.

FREN 303 – Contemporary France (3) Evolution of French nation. Attention to social structures, ideas and attitudes. Prerequisite: FREN 203. Every fourth semester.

FREN 304 – Contemporary Quebec (3) Evolution of New France into modern Province of Quebec. Emphasis on period since the Quiet Revolution. Attention to current social structures, ideas and attitudes, linguistic features and cultural achievements, as well as to Quebec’s relations with France, English Canada and the United States. Prerequisite: FREN 203. Every fourth semester.

FREN 305 – Authentic Voices and Images from West Africa (3) Examination of the salient features of the evolution of francophone West African civilizations. Study and appreciation of West African cultural expressions. Prerequisite: FREN 203. Every fourth semester.

FREN 315 – French Composition (3) Builds proficiency in use of written French. Correspondence and original expression through intensive short text reading and writing. Prerequisites: FREN 203 and 301. Spring.

FREN 325 – French Literature and Thought I (3) French literature from Middle Ages to French Revolution. Techniques of literary analysis. Emphasis on study of literary genres. Prerequisites: FREN 203 and 301. Spring.

FREN 326 – French Literature and Thought II (3) Principal writers, genres and schools from modern day to 1960. Methods in modern literary criticism. Emphasis on the study of literary genres. Prerequisite: FREN 203 and 301. Fall.

FREN 350 – North African Literatures and Cultures (3) Examination of “plurality” in Maghrebine cultures. Exploration of the historical, literary and culture perspectives. Prerequisite: FREN 203 and 301. Every fourth semester.

FREN 410 – French Translation (3) Varieties of written and spoken French at theoretical level. Applications in technology, business, politics, economics and others. Prerequisite: FREN 315. Even years.

FREN 450 – The Image of Women in Francophone Cinemas (3) Examination of the position of women in films from France and French-speaking countries in Africa, Europe and North America. Study of the historical development of film narrative, from a traditional to a more contemporary form. Texts from Film Theory and Feminist Criticism. Even years.

FREN 461 – French Literature I: Origins - 1700 (3) Authors from Middle Ages, 16th and 17th centuries. Specific topics and readings determined each semester. Prerequisites: FREN 315, 325, or 326. Even years.

FREN 462 – French Literature II: 1700 - Present (3-9) Authors from 18th, 19th, and 20th centuries. Specific topics and readings determined each semester. Prerequisites: FREN 315, 325, or 326. Even years

FREN 483 – Structure of the French Language (3) Development from Latin to modern vernacular. Analysis of contemporary language using linguistic concepts. Prerequisites: FREN 203 and 301. As warranted.

Spanish

SPAN 101 – Contemporary Spanish Language I (3) Spanish language and culture. Emphasis on spoken language. Designed for students with no prior study of Spanish. Fall and Spring.

SPAN 102 – Contemporary Spanish Language II (3) Sequel to SPAN 101. Emphasis on listening comprehension, speaking, reading and writing. Prerequisite: SPAN 101. Fall and Spring.

SPAN 103 – Contemporary Spanish Language III (3) Sequel to SPAN 102. Emphasis on basic grammatical concepts and reading techniques. Prerequisite: SPAN 102. Gen Ed: ML credit. Fall and Spring.

SPAN 203 – Oral and Written Spanish I (3) Intensive, systematic review. Phonetics, grammar, syntax and vocabulary building. Prerequisite: SPAN 103. Gen Ed: ML credit. Fall and Spring.

SPAN 204 – Oral and Written Spanish II (3) Continuation of SPAN 203. Prerequisite: SPAN 203. Gen Ed: ML credit. Fall and Spring.

SPAN 213 – Intermediate Conversation (3) Extensive practice in oral Spanish to develop listening comprehension, speaking and vocabulary. Prerequisite: SPAN 203. Gen Ed: ML credit. Spring, even years.

SPAN 301 – Current Idiomatic Spanish (3) Advanced grammar and syntax and composition. Vocabulary building. Prerequisite: SPAN 204. Fall.

SPAN 303 – Culture of Spain (3) Cultural history of Spain, from Roman era to present. Prerequisite: SPAN 204. Spring, even years

SPAN 304 – Cultures of Latin America (3) Cultural history of Latin American, From Spanish conquest to present. Prerequisite: SPAN 204. Fall.

SPAN 305 – Culture of Hispanics in U.S.A. (3) Cultural background, history and literature of the Spanish-speaking population of the United States. Prerequisite: SPAN 204. Spring, even years.

SPAN 306 – Readings in Hispanic Literature I (3) Readings and analysis of Spanish and/or Latin American literature. Focus on the four genres, including poetry and drama. Prerequisites: SPAN 203 and 204. Fall.

SPAN 308 – Readings in Hispanic Literature II (3) Basic principles of literary analysis through contemporary Spanish and/or Latin American literature. Focus on narrative: short stories, a novela, significant authors. Emphasis on building a sophisticated vocabulary in the field. Prerequisites: SPAN 203 and 204.

SPAN 315 – Spanish Composition (3) Extensive practice with written Spanish. Prerequisite: SPAN 301. Spring.

SPAN 461 – Literature Seminar I (3-6) May be repeated for credit. Topics selected from different periods in Spanish, Latin American or Hispanic literature. Prerequisites: SPAN 306 and 308. Recent offerings: "Afro-Caribbean Movement: La Negritud," "Poetry Translation(s)." Fall and Spring.

SPAN 462 – Literature Seminar II (3-6) May be repeated for credit. Topics selected from different periods in Spanish, Latin American or Hispanic literature. Prerequisites: SPAN 306 and 308. Recent offerings: "Border Crossings," "Spanish Romanticism." Spring. Gen Ed: WI credit.

Other Languages

CHIN 101 – Contemporary Chinese I (3) This course is designed to introduce you to the basic linguistic elements of the Chinese language (mandarin) and help you understand and appreciate the Chinese culture. The first part of the course will teach you how to greet people, identify yourself, others and things, and how to compare. You will also start learning about writing, using traditional simplified Chinese characters. In the second part of the course, you will learn how to talk about yourself, and how to express your likes and dislikes. You will be able to read and write simple sentences. Every fourth semester.

CHIN 102 – Contemporary Chinese II (3) This is a sequel to Chinese 101. It is an elementary course designed for non-native Chinese speakers. It helps students to develop further communicative skills in Chinese. Speaking, listening, reading, and writing skills will be continuously improved and enhanced. Students will learn how to type Chinese text using pinyin input method. This course will also help students develop a further understanding of Chinese culture and society. Prerequisite: CHIN 101. Every fourth semester.

CHIN 103 – Contemporary Chinese III (3) This is the third part of the elementary Chinese course. The course is designed for non-native Chinese speakers who have completed Chinese 101 and 102. In this course, students will learn to build vocabulary and sentence patterns in communicative contexts, and build a solid foundation in pronunciation. Students will expand their abilities to carry out simple conversations in Chinese on a limited range of topics. Reading and writing, simplified form, will be expected to speak, read, and write all new words that appear in the textbook vocabulary lists. This course will also lead students to deeper understanding of Chinese culture and society. Prerequisite: CHIN 102. Gen Ed: ML credit. Every fourth semester.

ESL 190 – Conversational English (1-3) This course assists speakers of English as a foreign language with areas where they need improvement in order to succeed at the university level, including listening comprehension, speaking, reading, grammatical structures, and cultural understanding, with possibilities for individualized help in areas of special needs. Spring

ESL 497 – Teaching English Practicum: Conversation Partners Program (3) Teaching ESL Practicum is a Service Learning course offering the opportunity to help international students adjust to social life in the U. S. and improve their English proficiency and their understanding of American culture. The course helps American students to understand another society and culture, gain an international perspective and experience, build cross-cultural competency, prepare to live in a multicultural world or to teach in a multicultural classroom. This linguistic and cultural exchange makes students more sensitive to language, offering opportunities to improve their English while also learning about their own culture and that of their partners.

GERM 101 – Contemporary German Language I (3) 1. Encounter the German language as spoken and written currently. 2. Encounter the German national culture (i.e., the facts of collective society in Germany), and other cultures of the German-speaking world as existing currently. 3. Examine a restricted body of German linguistic and cultural data: sounds, words, language and behavior structures, symbol systems. 4. Practice manipulating these data to communicate in speech (talking and listening) and writing (composing and reading). As warranted.

GREK 101 – Intro to Classical Greek (3) Introduction to the study of ancient Greek language. Intended for beginning students. As warranted.

ITAL 101 – Contemporary Italian Language I (3) This course emphasizes spoken Italian and will concentrate on acquisition of an authentic accent. Extensive listening comprehension drills are a regular feature of the class. Italian language video clips and comic strips will provide variety and will serve as meaningful complements to the basic text. As warranted.

ITAL 102 – Contemporary Italian Language 2 (3) Sequel to ITAL 101. This course emphasizes spoken Italian and will concentrate on acquisition of an authentic accent. Extensive listening comprehension drills are a regular feature of the class. Italian language video clips and comic strips will provide variety and will serve as meaningful complements to the basic text. Prerequisite: ITAL 101.

LATN 101 – Elementary College Latin 1 (3) Introduction to Latin. Students will learn to read classical Latin passages, many of which will be from authentic Roman writers of the Golden Age of Latin literature. The selections will be a medium by which historical events and social aspects of the period can be examined. The course will introduce the basics of Latin grammar and its influence on the development of the Romance languages. Students will come to appreciate how Latin is alive and well in the extensive etymological roots of English vocabulary. Some time will be spent on deciphering ancient inscriptions as well as recognizing mottos and other uses of Latin in our society. Students will use Sharpley's Beginner's Latin text (from the Teach Yourself Language series) with audio cassettes and also Unit I of the Cambridge Latin Course. Every fourth semester.

LATN 102 – Elementary College Latin 2 (3) This course will build upon the bases of the Latin language learned in Latin 101 and introduce further grammatical constructions such as indirect statements and questions, the passive voice, relative pronouns, the subjunctive and other syntactical constructions necessary for developing a reading knowledge of Latin. The cultural content will focus on Britain and Alexandria during the first century A.D. during the Pax Romana. Students will examine, through readings with a rural Romano-British background and a cosmopolitan Alexandrian setting, the various provincial aspects of Roman life of both the conquered and the conquerors in various social and economic positions. Relevant study of some archeology, epigraphy, and historical events from this time period will be incorporated, as well as other influences of the Romans and the Latin language upon our cultural heritage. Prerequisite: LATN 101. Spring.

LATN 103 – Elementary College Latin III (3) Latin 103 is designed to be the culminating course in the introductory exploration of the Latin language. It will build on the grammar and vocabulary mastered in Latin 101 and 102 and extend these basic concepts with further work from Wheelock's Latin Grammar online. The focus will be on developing strategies for handling a variety of sight passages for comprehension and translation that might be used to demonstrate a "reading knowledge of Latin" as part of a graduate program in classical archaeology, anthropology or art. Background information on Roman culture and civilization will continue to be incorporated to enhance understanding of the literature being examined. Prerequisite: LATN 102. Gen Ed: ML credit. Every fourth semester.

MOHK 101 – Mohawk Language I (3) Fundamental elements of spoken and written Mohawk, integrating the language with the culture. Every fourth semester.

MOHK 102 – Mohawk Language II (3) Sequel to MOHK 101. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 101. Every fourth semester.

MOHK 103 – Mohawk III (3) Sequel to MOHK 102. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 102. Gen Ed: ML credit. Every fourth semester.

Department of Philosophy

Contact Person: David Curry, Chair
204 Morey, 315-267-2021, currydc@potdams.edu

SUNY Distinguished Teaching Professor: Joseph J. DiGiovanna

Professors: David C.K. Curry, Philip Tartaglia

Assistant Professor: Timothy Murphy

Instructor: Mark Munroe

Adjunct Instructor: Matt LaVine

Philosophy Major (B.A.)

30 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

Logic: one of the following

PHIL 110 Introduction to Logic

PHIL 210 Introduction to Symbolic Logic

Ethics: one of the following

PHIL 120 Introduction to Ethics

PHIL 328 Issues in Ethical Theory

History of Philosophy: two of the following*

PHIL 322 Ancient Philosophy

PHIL 323 Medieval Philosophy

PHIL 324 Modern Philosophy

PHIL 325 Nineteenth Century Philosophy

PHIL 440 Twentieth Century Analytic Philosophy

*PHIL 387 Selected Philosophers or PHIL 395 Special Topics in Philosophy may be substituted for one of the history courses, when appropriate, as determined by the department.

Other Fundamental Courses: one of the following

PHIL 350 Philosophy of Science

PHIL 380 Philosophy of Mind

PHIL 454 Theory of Knowledge

PHIL 465 Metaphysics

Seminar

PHIL 475 Seminar in Philosophy

Elective Courses

Notes

1. A minimum of 15 credit hours of the major must be taken at the 300-400 level.
2. Students must earn a minimum grade of 2.0 in all courses counted toward the major.

Philosophy Honors Program

36 credit hours required.

The Honors Program in Philosophy is designed to allow students a more rigorous introduction to the discipline than the normal major. It is particularly designed to better prepare students who plan to enter graduate programs in philosophy, law, political science, psychology or other related fields of study. Students will be exposed to a more rigorous set of course requirements, and will write and orally defend a thesis written under advisement of a faculty mentor. Students will thus be better prepared for graduate study in terms of content, and in terms of

the discipline and skills needed to thrive in graduate school. They will gain a more in depth understanding of the progression of philosophy by engaging in active philosophical research of contemporary significance.

Eligibility

1. Philosophy majors with six credit hours in philosophy completed at SUNY Potsdam (or other acceptable institution, to be determined by the faculty);
2. 3.5 cumulative GPA in philosophy;
3. 3.25 cumulative degree GPA;
4. 3.0 minimum grade in all philosophy courses to be applied to major;
5. Submit application at least three semesters before graduation.

Requirements

Senior Thesis and Oral Defense

Thesis will be written as part of a year-long intensive research project on a topic to be approved by the full faculty of the department and which is of interest to both the student and at least one faculty mentor. The mentor and student will devise a course of study (effectively, design a tutorial) and present the fruits of their research, in the form of an essay, to the department as a whole for approval. An oral defense for the thesis will be required before three members of the faculty to be chosen by the student and mentor. The thesis is to be presented to the faculty by mid-semester of the second semester of the senior year.

Students who fail to pass their thesis exam but who complete all coursework for the honors program will be granted a standard major in philosophy.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Coursework

- | | |
|---|----------------|
| | Credits |
| | 27 |
| PHIL 210 Introduction to Symbolic Logic* OR | |
| PHIL 217 Language and Symbolic Logic | |
| PHIL 322 Ancient Philosophy | |
| PHIL 324 Modern Philosophy | |
| PHIL 328 Issues in Ethical Theory | |
| PHIL 440 Twentieth Century Analytic Philosophy OR | |
| PHIL 355 Philosophy of Language | |
| PHIL 454 Theory of Knowledge | |
| PHIL 465 Metaphysics | |
| PHIL 480 Honors Thesis Research I (2 credits) | |
| PHIL 481 Honors Thesis Research II (1 credit) | |
| PHIL 387 Selected Philosophers OR | |
| PHIL 475 Seminar in Philosophy | |

*It is highly recommended that students also take PHIL 110 Introduction to Logic.

Electives: three of the following

- | | |
|--|----------|
| | 9 |
| PHIL 320 Aesthetics | |
| PHIL 323 Medieval Philosophy | |
| PHIL 325 Nineteenth Century Philosophy | |
| PHIL 350 Philosophy of Science | |
| PHIL 359 Philosophy of Religion | |
| PHIL 370 Social and Political Philosophy | |
| PHIL 380 Philosophy of Mind | |

Philosophy Minor**18 credit hours required. Closed to Philosophy majors.**

The philosophy minor permits students majoring in other disciplines to (1) pursue in a systematic way their personal interests and concerns with philosophical questions, or (2) deepen their understanding of their discipline in regard to its philosophical foundations, its methodology, and its normative assumptions and implications through an integrated course of study tailored to their major program.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses**Credits****9**

One of the following:

- PHIL 100 Introduction to Philosophy
PHIL 105 Human Nature

One of the following:

- PHIL 322 Ancient Philosophy
PHIL 323 Medieval Philosophy
PHIL 324 Modern Philosophy
PHIL 325 Nineteenth Century Philosophy
PHIL 440 Twentieth Century Analytic Philosophy

One of the following:

- PHIL 120 Introduction to Ethics
PHIL 314 Contemporary Moral Issues
PHIL 328 Issues in Ethical Theory

Elective Courses**9****Notes**

1. A minimum of nine credit hours of the minor must be taken at the 300-400 level.
2. Students must earn a minimum grade of 2.0 in all courses counted toward the minor.

Philosophy Course Descriptions

Required courses are taught on a regular rotation. See Chair.

PHIL 195, 295, 395, 495 – Special Topics (1-12)**PHIL 198, 298, 398, 498 – Tutorial (1-3)**

PHIL 100 – Introduction to Philosophy (3 or 4) Exploration of subject matter, problems, methods and aims of philosophy. Gen Ed: PI credit; some sections FC. Fall and Spring.

PHIL 105 – Human Nature (3) Influential views about nature of humans. Focus on nature of world and moral responsibility. Gen Ed: PI & FC credit.

PHIL 110 – Introduction to Logic (3 or 4) Methods and principles of correct reasoning. Development of good critical thinking habits, an introduction to formal logic. Gen Ed: PI & FC credit.

PHIL 115 – Inquiry and Critical Thinking (3) Brief introduction to principles of good reasoning in daily life.

PHIL 120 – Introduction to Ethics (3) Nature of judgments or moral value and possible means of justifying them. Gen Ed: PI credit; some sections FC.

PHIL 210 – Introduction to Symbolic Logic (3) Techniques of modern logic, theory and practice.

PHIL 217 – Language and Symbolic Logic (3) Relation of language, logic and theory of logical analysis; axiomatic development of elementary logic system; consistency, completeness and independence.

PHIL 314 – Contemporary Moral Issues (3 or 4) Selected moral issues confronting persons living in contemporary society and philosophical bases for alternative solutions to those problems. Gen Ed: PI credit.

PHIL 317 – Undecidability and Incompleteness (3) Rigorous proving of Godel's and Church's theorems. Requires familiarity with handling of notational system.

PHIL 319 – Science, Technology and the Human Condition (3) Consequences of science and technology in regard to values of modern human beings and quality of life in society. Gen Ed: PI credit.

PHIL 320 – Aesthetics (3) Philosophy of fine arts; meaning and nature of arts. Relationship between art and emotion. Gen Ed: PI credit.

PHIL 322 – Ancient Philosophy (3) Philosophical thought from early manifestations in ancient Greece to opening of Middle Ages. Gen Ed: PI and WC credit.

PHIL 323 – Medieval Philosophy (3) Development of Western Medieval thought beginning with Augustine. Emphasis on greatest figures, especially Augustine and Aquinas. Prerequisite: PHIL 322 Gen Ed: WC credit.

PHIL 324 – Modern Philosophy (3) Major lines of philosophical thought from Renaissance through Kant. Prerequisite: one course in philosophy. Gen Ed: PI credit.

PHIL 325 – 19th Century Philosophy (3) This course is designed to trace the historical development of Continental thought from Kant to Kierkegaard and Nietzsche, focusing on the most influential figures of the period. Prerequisite: 2 courses in philosophy.

PHIL 328 – Issues in Ethical Theory (3) Essentially concerned with the nature, status and justification of morality and the moral life. Prerequisite: one course in philosophy.

PHIL 329 – Business Ethics (3) Analysis and evaluation of ethical issues in current business practices.

PHIL 330 – Environmental Ethics (3) The basic task of environmental ethics is to present and defend a comprehensive and reasoned account of the moral relations between human beings and their natural environment. This course surveys several opposing theories, examines their application to controversial issues and explores their moral and practical implications. Gen Ed: PI credit

PHIL 332 – Philosophy of Law (3) Survey of Philosophy of Law from foundations in stoicism up to and including contemporary schools of thought. Philosophy of Law is concerned with the formulation of concepts and theories to aid in the understanding of the nature of law, its sources, authority and role in society.

PHIL 333 – Philosophy of Justice (3) The philosopher's interest in punishment is mainly connected with questions of justification. It is, *prima facie*, wrong to deliberately inflict suffering or deprivation on another person, yet punishment consists in doing precisely this. What conditions, the philosopher asks, would justify it? Or, more generally, what kind of consideration would count toward a justification.

PHIL 335 – American Philosophy (3) A survey of the pragmatism of Pierce, James, and Dewey. Gen Ed: PI credit.

PHIL 346 – Existentialism and Phenomenology (3) Fundamental concepts and problems of existentialism and an examination of phenomenological method. Gen Ed: PI & WI credit.

PHIL 350 – Philosophy of Science (3) Analysis of concepts and methods of natural sciences. Prerequisites: two courses in philosophy, science major or permission. Gen Ed: PI credit.

PHIL 352 – Philosophy of the Social Sciences (3) Analysis of concepts and methods of social sciences. Prerequisites: two courses in philosophy, social sciences major or permission. Gen Ed: PI credit.

PHIL 355 – Philosophy of Language (3) Problems that arise in analysis of language, including contemporary problems in linguistics (syntax and semantics).

PHIL 358 – Philosophy and World Religions (3) Introduces the basic doctrines of the major religions of the world through a consideration of the ways in which those doctrines influence the answers that adherents of these religions give to basic philosophical questions.

PHIL 359 – Philosophy of Religion (3) Nature of religion and religious belief. Arguments for existence of God; religious experience; criticism of theism, faith, religion and science; and alternatives to theism. Either PHIL 359 or PHIL 360, but not both, may count towards the major or the minor. Gen Ed: PI credit.

PHIL 360 – Does God Exist? (3) Examines a number of the better known arguments for and against the existence of God. Either PHIL 359 or PHIL 360, but not both, may count towards the major or the minor.

PHIL 371 – Social and Political Philosophy (3) Concepts of social and political explanation and evaluation. Gen Ed: PI credit.

PHIL 372 – Feminism and Philosophy (3) An examination of the classical roots of several feminist theories and the major differences among feminist theories; a critical evaluation of feminist thought and its application to social and political institutions and contemporary moral issues. Prerequisite: one philosophy course.

PHIL 373 – Metaphor (3) Discussion of a variety of issues relating to the meaning and functions of metaphor in ordinary language, philosophy and poetry.

PHIL 375 – Symbol and Myth (3) Symbols, myth and metaphor. Emphasis on ways of approaching and understanding them.

PHIL 380 – Philosophy of Mind (3) Concepts of mind and of central problems related to study of mind. Prerequisite: two courses in philosophy.

PHIL 382 – Philosophical Ideas in Literature (3) Trends of thought in selected pieces of literature that raise significant philosophical problems, especially problems of identity, community and ethical ambiguity.

PHIL 383 – Non-Western Philosophy (3) Selected systems of non-western philosophy.

PHIL 387 – Selected Philosophers (3)

PHIL 440 – Twentieth Century Analytic Philosophy (3) Recent British and American philosophy that approaches philosophical problems through logical and linguistic analysis. Prerequisite: two courses in philosophy.

PHIL 454 – Theory of Knowledge (3) Theories about the kinds of knowledge, how knowledge is acquired and evaluation of claims to knowledge. Prerequisite: two courses in philosophy. Gen Ed: PI credit.

PHIL 465 – Metaphysics (3) Problems of metaphysics; freedom and determinism, fate, time and becoming, and God. Prerequisite: two courses in philosophy.

PHIL 475 – Seminar In Philosophy (3) The Philosophy Seminar will take a specific topic or philosopher's work and pursue it in a rigorous manner modeled on graduate level seminars in philosophy. The focus will be on tackling original material, both primary and secondary, central to the topic or theme of the seminar. Prerequisite: junior or senior standing and three courses in philosophy.

PHIL 480 – Honors Thesis Research I (2) Initiation of senior thesis research for departmental Honors student under the direction of a faculty mentor. To be taken as a second semester junior or first semester senior. Prerequisite: Acceptance into Departmental Honors Program and permission of instructor.

PHIL 481 – Honors Thesis Research II (1) Completion of senior thesis research culminating in the presentation of a senior thesis to the faculty of the department by mid-semester of the student's ultimate semester. Prerequisite: PHIL 480.

Department of Physics

Contact Person: Biman Das

214 Timerman, 315-267-2281, dasb@potssdam.edu

Professors: Biman Das, M. Azad Islam

Associate Professor: Lawrence P. Brehm

Assistant Professor: Linghong Li

Adjunct Professor: Takashi Imai

Physics Major (B.A.)

30 credit hours required. Plus 16 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	16
PHYS 103 University Physics I (4 credits)	
PHYS 204 University Physics II (4 credits)	
PHYS 305 University Physics III (4 credits)	
PHYS 306 Modern Physics (4 credits)	
Upper Division Elective Courses	14
Must be chosen from courses numbered 350 or higher.	
Cognate Requirements	16
CHEM 105 General Chemistry 1 (4 credits)	
CHEM 106 General Chemistry 2 (4 credits)	
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	

Recommended Coursework Outside the Major

In developing one's own personal interests and professional opportunities, students majoring in physics may consider augmenting their major coursework with selections from the following areas: mathematics, chemistry, biochemistry, biology, geology, computer science and economics. Physics majors who are interested in teaching profession should consult the School of Education and Professional Studies in order to lay the proper groundwork for the requisite graduate degree and certification. Consult with your adviser for more information.

Special Notes

- PHYS 370 Mathematical Physics serves as a preparation for the upper division courses in the major and should be taken as soon as possible after MAT 152.
- Students must earn a minimum grade of 2.0 in all physics courses used to satisfy physics major requirements.

Physics Minor

19 credit hours required. Closed to Physics majors.

The physics minor curriculum will develop competence in fundamental areas of classical and modern physics and is designed for students majoring in such as, mathematics, chemistry, biochemistry, geology, biology, and computer science. Students majoring in these areas are strongly encouraged to consider to be a physics minor.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
PHYS 103 University Physics I (4 credits)	16
PHYS 204 University Physics II (4 credits)	
PHYS 305 University Physics III (4 credits)	
PHYS 306 Modern Physics (4 credits)	
Upper-division physics Elective level 350 or above Excluding PHYS 440	3

3-2 Double Degree Program in Physics and Engineering

This program of studies is recommended for students who have educational and career interests in any engineering field of study including electrical, mechanical, aeronautical, civil or chemical engineering with a strong physics background in mind.

The first three years are spent enrolled at SUNY Potsdam, but during the second and third years the student is a part-time student at Clarkson University. The students in their fourth and fifth years are full-time at Clarkson University. At the end of the fifth year, the student receives both a B.A. in physics from SUNY Potsdam and a B.S. degree from Clarkson University in the engineering field of choice made by the student. See page 71 for more details.

First-year students must register for MATH 151, PHYS 103, and a General Education FW or FS course during the first semester in order to take subjects in sequence.

Physics Course Descriptions

Note about frequency of course offerings: Physical Science is offered each term while the introductory sequences of College and University Physics are offered yearly. Some upper division course are offered yearly; others at intervals of more than a year or "As warranted."

PHYS 195, 295, 395, 495 – Special Topics (1-12)

PHYS 198, 298, 398, 498 – Tutorial (1-3)

PHYS 100 – Physical Science (3) A course for non-science majors and constructed to meet the needs and requirements for Early Childhood and Childhood Education Majors. The laboratory activities are the central focus of the class, using active inquiry and collaborative group work to guide students toward discovering the nature of physical phenomena. The topics studied are chosen broadly from physics, chemistry, and astronomy. Lab required. Gen Ed: SP & LB credit. Fall and Spring.

PHYS 101 – College Physics I (4) This is first of the two terms sequence (PHYS 202 as the second sequence) of algebra based introductory physics covering a wide range of topics in translational and angular motion, force, gravity, work-energy, solids, waves, sound, heat and thermodynamics. It places a greater emphasis on inquiry based conceptual understanding and development of problem solving skills. The laboratory work is an integral part of the course, which provides hands-on experience on designing and investigating the laws of physics by performing a number of experiments. Lab required. Gen Ed: SP & LB credit. Fall.

PHYS 103 – University Physics I (4) This is the first course in the sequence intended for physics majors, 3/2 engineering, and other science majors who want a more detailed introduction to physics with calculus as a corequisite. Topics covered fall under the heading of mechanics; i.e. motion, Newton's laws, dynamics, work, energy, momentum, and rotation. Emphasis is given on Inquiry based learning, hands-on experience, and problem solving skills. Lab required. Corequisite: MATH 151. Gen Ed: SP & LB. Fall.

PHYS 111 – Laser and Light (3) Studies of ordinary light that led to the development of the LASER, a wonderful invention of modern times. Studies, including lab experiments, of the nature and behavior of light: reflection, refraction, polarization, interference, diffraction, absorption and emission, the formation of images, color science, holography, fiber optics, the human eye and optical phenomena in the natural world such as rainbows, Northern lights and mirages. Gen Ed: SP credit. As warranted, usually in Winterim.

PHYS 120 – Physics and Poets (3) Like poetry, physics is a creative activity that engages the emotions and intellect. In this course, mathematics is kept at a minimum and great effort is made to illuminate the concepts, structure, and developments as well as beauty in the guiding principles of basic physics. Creative activities of a physicist will be compared to those of a poet. Elementary mathematics will be used in solving problems, which illustrate the concepts. Lecture demonstrations and laboratory projects are integral parts of the course. Gen Ed: SP credit. As warranted, usually in Winterim.

PHYS 130 – Musical Acoustics (3) The physics of music and sound. A study of the physical properties and processes related to the production of sound with particular attention to musical sounds: vibrations and oscillations as the sources of waves and wave properties, and those of sound waves in particular; the mathematical and psychophysical basis of musical scales; the structure and function of the human ear and how it detects and processes sounds; how musical instruments produce the sounds that they do and the similarities and differences among them; the physical properties behind musical characteristics, such as pitch, loudness and timbre (quality): aspects of environmental sound, including loudness, reflection and absorption. Examples of the phenomena are furnished by classroom demonstrations using oscillation and wave apparatus and actual musical instruments. Neither high school physics nor prior musical instruction is expected or required. Students enrolling in this course are encouraged to register at the same time for PHYS 131, when it is offered. Gen Ed: SP credit.

PHYS 131 – Musical Acoustics Laboratory (1) Laboratory activities are designed to complement the topics studied in PHYS 130 and furnish the student with the experience of making and interpreting measurements of musical properties. Registration in PHYS 131 without co-registering in PHYS 130 is possible with permission of the instructor. Gen Ed: LB credit. As warranted.

PHYS 202 – College Physics II (4) Algebra based introductory physics course covering a wide range of topics in electricity, magnetism, AC circuit, optics, relativity, quantum and nuclear physics. It places a greater emphasis on inquiry based conceptual understanding and development of problem solving skills. The laboratory work is an integral part of the course, which provides hands-on experience on designing and investigating the laws of physics by performing a number of experiments. Lab required. Prerequisite: PHYS 101. Gen Ed: SP & LB credit. Spring.

PHYS 204 – University Physics II (4) Part II of the calculus-based sequence and covering statics, fluid, wave motion, sound, heat, and thermodynamics. Emphasis is given on inquiry based learning, hands-on experience and problem solving skills. Lab required. Corequisite: MATH 152. Prerequisite: PHYS 103. Gen Ed: SP & LB credit. Spring.

PHYS 305 – University Physics III (4) Part III of the calculus-based sequence focusing on the studies of electric charges, potential, fields, circuits, magnetism and electromagnetic interactions. Accompanying laboratory activities span the topical coverage. Lab required. Prerequisite: PHYS 204. Gen Ed: WI, SP & LB credit. Fall.

PHYS 306 – Modern Physics (4) Study of the phenomena that emerged from the revolutionary developments that occurred in physics around 1900. Relativity, atomic particles and structure, wave-particle duality and quantum behavior. Accompanying laboratory work includes exercises in the pioneering discoveries and experiments of the era. Lab required. Prerequisite: PHYS 305. Spring.

PHYS 320 – Mathematics, Science, and Philosophy (3) Selected writings by scientists and philosophers studied with concurrent progress in mathematical and scientific thought from ancient to modern times. Credit not counted toward Physics Major or Minor. Prerequisite: one year of calculus. Gen Ed: SP & WI. As warranted.

PHYS 325 – Energy and the Environment (3) Presents basic physical and quantitative concepts which are needed to understand energy and its environmental interaction. The physical laws come from mechanics, heat and thermodynamics, electricity, and nuclear reactions. A recurring theme is the extraction, transportation, conversion, distribution, end use, and dispersal of energy and the environmental impact of each step. Credit not counted toward the Physics Major or Minor. Prerequisite: one semester of college science. Gen Ed: SP credit. As warranted.

PHYS 330 – Meteorology (3) Components of the atmosphere, atmospheric dynamics, weather elements, weather phenomena and their physical courses, weather maps, weather predictions, operation and use of weather instruments. Prerequisite: one semester of college science. Gen Ed: SP credit. Fall or as warranted.

PHYS 335 – Astronomy (3) Topics include: solar system structure and dynamics, stellar composition and evolution, binary and multiple star systems, galactic structure and evolution, and theories describing the known universe. Included also is the study of the evening sky, constellations, planetary movement, and astronomical instrumentation. Prerequisite: one semester of college science. Gen Ed: SP credit. Spring or as warranted.

PHYS 350 – Elements of Special Relativity (2) Basic principles of special relativity and their application to four-dimensional space-time and particle reactions. As warranted.

PHYS 355 – Electronics (4) This course involves the study of electronic components and their function in electronic circuits, the application of that information to the design of circuits, and a study of the circuits themselves. Topics include: the theory, design, and function of common passive circuit elements, active discrete and integrated solid state devices, analog, and digital circuits. Lab required. Prerequisite: PHYS 305 or equivalent. As warranted.

PHYS 360 – Advanced Physical Laboratory I (3) Advanced experimental work in electricity, magnetism, optics, and atomic, nuclear, and solid state physics. Prerequisites: PHYS 305. Gen Ed: WI credit. Fall or as warranted.

PHYS 361 – Advanced Physical Laboratory II (3) Continuation of PHYS 360. Prerequisite: PHYS 306. Spring or as warranted.

PHYS 370 – Mathematical Physics (3) A course that integrates conceptual understanding of physics with mathematical framework. Important topics include differential calculus, integral calculus, complex variables, vector calculus, linear algebra, and differential equations. The emphasis is on learning the mathematical models of important concepts and developing skills to solve problems. Prerequisite: MATH 152. Fall or Spring.

PHYS 386 – Optics (3) A study of geometrical and wave optics. Topics include: reflection, refraction, dispersion, diffraction, polarization, lenses, mirrors, optical systems, and fiber optics. Prerequisite: PHYS 305 or equivalent. As warranted.

PHYS 390 – Nuclear Physics (3) A study of nuclear and particle physics. Topics include: natural and artificial radioactivity, nuclear detection devices, particle scattering, models of the nucleus, and modern developments in particle physics. Prerequisite: PHYS 305 or equivalent. As warranted.

PHYS 440 – Physics Laboratory Techniques (1-2) Senior Physics Majors gain experience as supervisors of physics laboratories at various levels and/or serve as interns gaining experience in the college planetarium. Prerequisites: PHYS 103, 204, 305, 306, and permission. As warranted.

PHYS 450 – Condensed Matter Physics (3) Studies of what made the computer revolution possible. Course materials are directed towards understanding of the physics of condensed matter, formerly known as Solid State Physics. Major topics are studies of crystalline structure, electromagnetic optical properties of matter, conductors, insulators and semiconducting materials as in diodes and transistors, present day research and applications. Prerequisite: CHEM 106 and PHYS 306. As warranted.

PHYS 465 – Physics Research I (1-3) Designing, performing, interpreting, and summarizing research project in a field of pure or applied physics. Prerequisite: Instructor approval. Fall and Spring.

PHYS 466 – Physics Research II (1-3) A continuation of PHYS 465.

PHYS 475 – Mechanics (3) A study of classical mechanics following the theories of Newton, Lagrange, and Hamilton. Topics include: single and multiple particle motion, central forces, rigid body dynamics, moving coordinate systems, and particle interactions. Prerequisite: PHYS 305 and 370 or equivalent. Fall.

PHYS 480 – Electromagnetic Theory I (3) The Industrial Revolution in Europe and elsewhere was the result of progress in theoretical and experimental work in electromagnetism. The course explores the fundamental and experimental work in electromagnetism and the developments at the forefront of the technological worlds. Major Topics are electrostatics, magnetostatics, Maxwell's equations, electromagnetic waves and their interactions with matter, electromagnetic optical properties and their applications. Prerequisites: PHYS 305 and 370. As warranted.

PHYS 481 – Electromagnetic Theory II (3) Continuation and further development of topics in PHYS 480. Prerequisite: PHYS 480. As warranted.

PHYS 484 – Thermodynamics and Statistical Mechanics (3) A study of heat, thermodynamics, and statistical mechanics. Topics include: heat, heat engines, entropy and the second law of thermodynamics, thermodynamic potentials, phase transitions, and an introduction to statistical mechanics. Prerequisite: PHYS 305 and 370 or equivalent. Spring or as warranted.

PHYS 490 – Quantum Physics I (3) Exploring the world of quantum physics that cannot be explained by classical physics based on Sir Isaac Newton's work. Seeking answer to why it came to be accepted as the best description of physics. Learning the techniques of problem solving that include computational work. Major topics include old quantum theory, wave particle duality, uncertainty principle, Schrodinger's equation, square well potential, harmonic oscillator, the hydrogen atom problem, angular momentum theory, electron spin, fine structure, hyperfine structure, spin-orbit interaction, angular momentum coupling schemes and quantum theory of scattering of particles. Prerequisites: PHYS 305 and 370 or equivalent. As warranted.

PHYS 491 – Quantum Physics II (3) Continuation and further development of topics in PHYS 490. Prerequisite: PHYS 490. As warranted.

PHYS 494 – Physics Seminar (1-3) Students study and discuss contemporary research problems and results in the fields of pure and applied physics. Prerequisite: 22 semester hours of physics courses. Gen Ed: SI credit. As warranted.

Department of Politics

Contact Person: Philip Neisser, Chair
307 Satterlee, 315-267-2554, neissept@potdam.edu

Professor: Philip Neisser

Associate Professors: Jack McGuire, Stacy Rosenberg

Assistant Professors: Robert Hinckley, Daniel Lempert

Lecturer: Michael Popovic

Many students study politics in order to prepare for careers in law, government, foreign service, public policy, social action, teaching, business, or some combination of these fields. Many others are drawn to the study of politics because they realize how significantly politics shapes all our lives, from our interpersonal to our international relations. Whether students desire a particular type of employment for which a degree in political science uniquely prepares them, or hope to gain a deeper understanding of how individuals and groups can live together under conditions of greater equality, peace, and justice, their course of study in the politics program will lead them to engage in highly systematic, sophisticated, creative forms of analysis and problem-solving.

Political Science Major (B.A.)

33-36 credit hours required. Plus 3 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses		Credits
POLS 110	Introduction to U.S. Politics (4 credits)	22-24*
POLS 130	Introduction to Comparative Politics (4 credits)	
POLS 140	Introduction to International Relations (4 credits)	
POLS 200	Political Ideas (4 credits)	
POLS 289	Approaching Political Puzzles (4 credits)	
POLS 400	Senior Seminar (4 credits)	

*All SUNY Potsdam Politics courses are 4 credits, but students can count up to two 3 credit lower-division Politics courses taken at other colleges towards the Major if those courses have been accepted for transfer and authorized as equivalent in content on the transfer credit evaluation.

Cognate Requirement: one statistics course 3

Plus Limited Electives 11-12*

One upper-division course in three of the following areas (a course cannot be used to fulfill more than one of the three required fields):

- Political Theory (3-4 credits)
- Comparative Politics (3-4 credits)
- International Relations (3-4 credits)
- U.S. Politics (3-4 credits)

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit upper-division Politics courses towards the Major if that course has been (a) taken at another college and accepted as equivalent in content for transfer, or (b) offered by another SUNY Potsdam department and is cross-listed as an upper-division Politics course. Therefore, at least two of the limited electives must be courses taken in the SUNY Potsdam Politics Department.

Notes

- Students must have at least 70 hours outside any one department. Consequently, majors should not take more than 3 additional courses beyond those required for the major.
- Students must earn a minimum grade of 2.0 in all courses counted toward the politics major.
- Only one course (4 credits) for the major can be taken S/U.
- No more than 4 credits in internships can be counted toward the major.

Recommended Coursework Outside the Major

This is dependent upon students' educational and professional objectives. Students are strongly urged to consult with a departmental adviser regarding appropriate course selections.

Politics Minor

18-20 credit hours required. Closed to Politics majors.

This minor affords students an opportunity to develop a fundamental understanding of the theories, methods and substance of politics.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses: two of the following		Credits
POLS 110	Introduction to U.S. Politics (4 credits)	7-8*
POLS 130	Introduction to Comparative Politics (4 credits)	
POLS 140	Introduction to International Relations (4 credits)	
POLS 200	Political Ideas (4 credits)	

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit lower-division Politics course taken at another college towards the Politics Minor if that course has been accepted for transfer and authorized as equivalent in content on the transfer credit evaluation.

Electives 11-12*

Three 300 or 400 level courses, no more than two of which can be in the same sub-field of the discipline. The four subfields are U.S. politics, political theory, international relations, and comparative politics.

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3-credit upper-division Politics courses towards the Politics Minor if that course has been (a) taken at another college and accepted as equivalent in content for transfer, or (b) offered by another SUNY Potsdam department and cross-listed as an upper-division Politics course. Therefore, at least two of the limited electives must be courses taken in the SUNY Potsdam Politics Department.

Notes

- Theory Requirement: at least one of the courses taken to complete the minor must be a theory course. This means either Political Ideas (POLS 200) or a 300- or 400-level theory elective.
- Students must earn a minimum grade of 2.0 in all courses to be counted toward the politics minor.
- Only one course (4 credits) for the minor can be taken S/U.

Pre-Law Minor

18- 20 credit hours required. Open to all majors including Politics majors.

The minor provides students concentrated study in U.S. legal systems and provides experience in law-related coursework. Students are able to develop an understanding of the relationship of law and legal institutions to the State and society.

Students who are pre-law minors have the opportunity to develop a fundamental understanding of the key analytical questions concerning legal processes and ideas in the United States.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses		Credits
POLS 110	Introduction to U.S. Politics (4 credits)	7-8*
POLS 312	Crime and Justice (4 credits)	

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit lower-division Politics course taken at another college towards the Pre-Law Minor if that course has been accepted for transfer and authorized as equivalent in content on the transfer credit evaluation.

Elective Courses

11-12*

The Pre-Law Minor requires three upper division law-related electives (3-4 credits each) as identified by the pre-law adviser. One of these courses (approved by the pre-law adviser) may be outside the politics major.

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit upper-division Politics courses towards the Pre-law Minor if that course has been (a) taken at another college and accepted as equivalent in content for transfer, or (b) offered by another SUNY Potsdam department and approved as a pre-law course by the pre-law advisor. Therefore, at least two of the limited electives must be courses taken in the SUNY Potsdam Politics Department.

Notes

1. Students must earn a minimum grade of 2.0 in all courses to be counted toward the pre-law minor.
2. Only one upper division law-related elective can count both toward the politics major and the pre-law minor.

Study Abroad, Student Exchange, and Internship Opportunities

Students who study abroad to achieve a better understanding of global issues and other cultures can thereby complete a variety of requirements in the Politics Major. For example, students may study African politics, international relations in Mexico, or U.S. politics from the perspective of political scientists in such places as Australia, England, Denmark, Sweden, and the Netherlands. Students can also complete politics requirements at other colleges and universities within the U.S. through the National Student Exchange (NSE) and can take advantage of popular legal, public policy, and legislative internships in St. Lawrence County, Albany, and Washington, D.C.

Politics Course Descriptions

Note: Most required courses are offered each semester, and most electives are offered every year or every other year. Also, a number of courses satisfy requirements in interdisciplinary programs such as Criminal Justice, Environmental Studies, Human Services, U.S. and Global Studies, and Women's and Gender Studies. Contact the department chair for more information.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

POLS 195, 295, 395, 495 – Special Topics (1-4)

POLS 198, 298, 398, 498 – Tutorial (1-4)

Introductory Courses

POLS 100 – Introduction to Politics (4) Introduces the fundamental questions, answers, and methods of discovery surrounding the creation of a civilized society. The perennial questions that this class addresses include - What is the good life? What is justice? And how should we balance individual rights and the broader interests of society? Classic and contemporary methods of investigating these questions are explored. Emphasis will vary with instructor. Gen Ed: FC (some sections PI) credit.

POLS 110 – Introduction to U.S. Politics (4) Gives an introduction to the major political institutions in U.S. national politics and the behavior of individuals and groups involved with these institutions. Gen Ed: SA credit, and occasionally taught for FS credit. Fall and Spring.

POLS 125 – Women's and Gender Studies I (4) As the foundation course for the Women's and Gender Studies program, this course provides an introduction to the multidisciplinary field of women's and gender studies. By exploring feminist theories, paradigms, and critiques, the course offers opportunities to explore the

relationships of gender, race, class, and sexual orientation and to examine feminist struggles worldwide for equality and justice. Cross-listed as WMST 100.

POLS 130 – Introduction to Comparative Politics (4) Gives an introduction to basic concepts in comparative political analysis and application of them to selected countries from diverse regions of the world. We will explore the formal political institutions in each country, as well as less formal aspects including political values and culture. We will also examine how society, economy, and globalization help shape domestic politics. Gen Ed: XC credit. Most semesters.

POLS 140 – Introduction to International Relations (4) Introduces students to fundamental issues in the study of global politics. We look at today's international politics in a historical perspective by reading different theoretical approaches within the discipline of International Relations and discussing their main arguments and "world views." The course covers important topics such as the role of international organizations, war and peace, globalization and environmental cooperation. Most semesters.

POLS 200 – Political Ideas (4) Considers major perennial political problems. Introduces concepts and analytical techniques used in the search for appropriate responses to those problems. Gen Ed: PI credit. Fall and Spring.

Capstone Courses

POLS 289 – Approaching Political Puzzles (4) Introduces students to the process of writing an original undergraduate research paper in the field of Political Science. Part 1 of the course is devoted to reading and understanding professional research reports. The focus of part 2 is writing a literature review in response to a research question. In Part 3, students become familiar with common research designs and methods of analysis. Prerequisites: any 2 of the following: POLS 110, 130, 140, or 200. Spring

POLS 400 – Senior Seminar (4) Acquaints students with principles of performance and research in the discipline of political science. Students write a major research paper. Prerequisite: junior or senior standing. 12-16 semester hours in Political Science recommended. Prerequisites: POLS 110, 130, 140, 200 and 289 as well as one of the following: STAT 100, MATH 125, or CIS 125. Gen Ed: WI credit. Fall and Spring.

Political Theory Courses

POLS 316 – Power and Democracy (4) Considers the structure of power; the effects of social class, economic structure and political ideology on the distribution of political power; and the implications for democratic theory and practice. Prerequisite: POLS 110 or 200. Gen Ed: SA credit.

POLS 347 – Post-Colonial Theories and Societies (4) Demonstrates that the history of material and ideological dependency of most parts of the Global South on imperial powers has not simply ended with decolonization. To better understand this situation, we analyze the post-colonial production of knowledge that is still based on Western domination. Prerequisite: sophomore standing. Gen Ed: XC credit. Occasionally.

POLS 353 – Feminist Political Thought (4) Gives an overview of feminist political theorizing and aims to make students familiar with feminist political ideas as results of specific historical contexts and controversies. Students are encouraged to develop their own viewpoints in response to the readings and to reflect upon the conditions of the production of knowledge. Prerequisite: POLS 125, WMST 100, or POLS 200. Gen Ed: PI credit. Alternate years.

POLS 354 – Western Political Thought (4) A selective survey of original classics of Western political theory plus a look at commentary. We will consider Plato, Aristotle, Hobbes, Rousseau, Marx, Locke, and others. Prerequisite: POLS 200. Gen Ed: PI & WC credit. Alternate years.

U.S. Politics Courses

POLS 301 – U.S. Parties, Elections & Interest Groups (4) Examines the historical and contemporary understandings of parties, elections, and interest groups. Their historical development, institutionalization, and importance to our political system are explored within the context of citizen participation. Prerequisite: POLS 110. Occasionally.

POLS 302 – American Media & Politics (4) Allows students to gain a deeper understanding of the interrelationships between mass media, the mass public and

public officials. We will study the reciprocal relations between the media, the public and public officials in an effort to think more systematically and become better consumers of political news. Pre-requisite: POLS 110. Occasionally.

POLS 306 – Congress and the Presidency (4) Examines the historical and contemporary understandings of the Congress and Presidency. We explore each institution separately as well as their relationship with each other, with particular emphasis on presidential-congressional budgeting and policy-making. Prerequisite: POLS 110. Gen Ed: SA credit. Occasionally.

POLS 312 – Crime and Justice (4) Gives an introduction to the U.S. legal system with emphasis on the criminal justice system. This course will focus on the rights of the accused as found in the 4th, 5th, 6th, 8th and Fourteenth Amendments. Prerequisite: POLS 110 or SOCI 103. Gen Ed: SA credit. Every year.

POLS 313 – U.S. Public Opinion(4) Examines public opinion and mass political behavior in the United States. Among the topics to be explored are the ways in which ordinary citizens make sense of their political world, the quality and sophistication of public opinion, the interplay between mass attitudes and public policy, and the motivations that underlie political participation and electoral choice. Prerequisite: POLS 110.

POLS 318 – Congress & Legislative Process (4) Advances student understanding of the legislative process of the U.S. Congress and analyzes the many institutions that affect both the Congress and the various state legislatures: elections rules, committees, political parties, organized interests, the media, party leaders, chief executives, and courts. Prerequisite: POLS 110 Gen Ed: SA credit

POLS 321 – Politics and the Judicial Process (4) Gives a legal-political analysis of the institutions and factors shaping judicial behavior and decision-making. Emphasis is placed upon the federal political system, particularly the Supreme Court of the U.S. Prerequisite: POLS 110. Gen Ed: SA credit. Every year.

POLS 322 – State and Local Government (4) Examines the conflict and cooperation between the state, local, and federal units of government in the United States. Students are asked to develop an understanding of American state and local politics, institutions, and public policy, and also consider how and where they, as a community member and (for most) a citizen - can engage politically. Prerequisite: POLS 110. Gen Ed: SA credit. Alternate years.

POLS 323 – Welfare Policy Research (4) Examines U.S. welfare policy with an emphasis on factors influencing the development of the modern social welfare state and its effects on the poor. Students engage in original research in order to analyze and assess contemporary welfare policy in the light of the historical, economic, and regional contexts in which it operates. Each student group orally presents its research results at the end of the semester and each student writes a paper summarizing his or her contribution. Prerequisite: POLS 110, 125, SOCI 101, or 325.

POLS 324 – Natural Resource Policy (4) Examines historical and current natural resource policy and management in the U.S. Emphasis will be placed on the political, legal, economic, ecological, and social context in which public land management decisions are made at the national, state, and local level. Prerequisite: sophomore standing. Every year.

POLS 325 – U.S. Public Policy & Administration (4) Examines the creation of U.S. public policies, the policy making process, administrative institutions, organizational theory, and accountability by public officials in elected offices and bureaucracies. Prerequisite: POLS 110. Occasionally.

POLS 327 – Law and Society (4) Examines how society and the courts intersect with each other when controversial policies, such as racial integration are being implemented by judges. It will also explore strategies of defiance of judicial rulings and how courts respond to cues from other political institutions and the manner in which new social developments influence judicial thinking and behavior. Prerequisite: POLS 110. Yearly

POLS 348 – Water Policy (4) Provides an overview of water resource policy and management at the global, national, and regional scale. Course will begin with a focus on global water issues and the complexity in managing this increasingly important resource. Course will highlight U.S. water policy and management issues and will emphasize the historical roots of today's water resource policies; as well as, explore regional water issues. Prerequisite: sophomore standing. Fall

POLS 355 – Politics and the Environment (4) Examines the environmental movement, governmental institutions and policymaking as it relates to the environmental problems, the ways to think about the interactions of humans with the natural and built environments and the searches for grassroots solutions to environmental problems. There is also a focus on national institutions and structures aimed at imparting an understanding of presidential leadership, congressional gridlock and judicial environmental policy. Prerequisite: POLS 110.

POLS 410 – Politics of the Family (4) Explores the relationships between family structures and other political structures to determine how family forms and ideals effect power inside and outside the family. The family values debate is considered as well. Prerequisite: POLS 125, 200, SOCI 101, or 325. Occasionally.

POLS 412 – Constitutional Law (4) Study of the early formation of U.S. Constitutional law role of the U.S. Supreme Court, with emphasis on issue of federalism. Prerequisite: POLS 110. Gen Ed: AH & WI credit. Yearly

POLS 413 – Civil Liberties I: Freedom of Expression and Religion (4) Legal-political analysis of the development of national policy regarding the First Amendment with emphasis on Supreme Court decisions dealing with obscenity, libel, subversive speech and religious freedom. Prerequisite: POLS 110. Recommended prerequisite: POLS 321. Gen Ed: SA credit. Alternate years.

POLS 414 – Environmental Law (4) Provides a survey and analysis of statutes, both state and federal, regulating water, soil, air pollution, resource conservation and recovery, and the actions of the Environmental Protection Agency. The course also addresses questions pertaining to problems of implementation, interpretation, enforcement, and development of environmental laws. In addition, the course examines New York State environmental laws, the New York State Constitution, especially Article 14 and other rules and regulations that pertain to the Adirondack Park. Prerequisite: POLS 110. Occasionally.

POLS 415 – Civil Liberties II: Race, Sex & Privacy (4) Gives a focus on the Supreme Court's interpretation of the equal protection clause of the Fourteenth Amendment as well as the Court's development of the constitutional right to privacy. Prerequisite: POLS 110. Gen Ed: SA credit. Occasionally.

POLS 420 – Recent U.S. Foreign Policy (4) Political process by which foreign policy is made; origins and character of Cold War; and role and interests of the United States in a post-cold war world. Prerequisite: POLS 200. Gen Ed: WI credit. Occasionally.

POLS 490 – Legal Internship (4) Students assigned to members of legal profession. Nature of work generally includes legal research, attendance at trials and drafting of briefs or legal memoranda. Students prepare term paper dealing with an aspect of the law to which they have been exposed. Prerequisites: POLS 321, outstanding work in law-related courses and permission. Every semester.

POLS 491 – Public Policy Internship (4) During summer or regular semesters, students work as researchers and administrative assistants with policy implementing government and non-governmental agencies. Prerequisite: permission. Every semester.

POLS 492 – Internship Seminar (3) Conducted in conjunction with New York State Senate and Assembly Internship Programs or the Washington Brockport Internship Program. Students must complete all requirements of their internship program (including the completion of POLS 494) and write an in-depth term project or paper. Prerequisite: junior or senior status and permission. Open to all majors.

POLS 494 – @Political Science Internship (12) Conducted in conjunction with New York State Senate and Assembly Internship Program or Washington Brockport Internship. MUST be taken concurrently with POLS 492 for a maximum of 15 semester hours combined. Prerequisite: junior or senior status and permission. Open to all majors.

International Relations Courses

POLS 332 – Women and Politics (4) Explores the impact of male-dominated politics on women and development of feminist politics from U.S., international, and comparative perspectives. It also examines gender, race and class relations in politics of international relations, state, workplace, community and family. Prerequisite: POLS 125/WMST 100 or 200. Gen Ed: SI credit. Alternate years.

POLS 335 – Peace and Conflict Resolution (4) Explores different forms of conflict – from non-violent to violent – and their underlying dynamics. It addresses the following questions: Why can some conflicts be managed in a peaceful way, while others end

in genocide? What are causes of conflict? What role does the cultural context, the state, the military, the economy, the gender order and ethnicity and nationalism play in conflicts? What are techniques to mediate and transform conflicts? And how in the aftermath of a conflict, can peace be made sustainable? Prerequisite: junior standing. Gen Ed: Occasionally taught for WI and SI credit. Occasionally.

POLS 337 – International Political Economy (4) Examines both current and past events with international political and economic ramifications, as well as theories that seek to provide systematic explanations for the economic behavior of states. This course is concerned with the interactions and tensions between states and markets. Alternate years.

POLS 338 – International Human Rights (4) Introduces Human Rights as an international concern. It sheds light on the theoretical contestations of the concept and on political practices to make human rights a reality, such as the monitoring system of the United Nations, domestic and foreign policies of selected states and transnational organizations' efforts to work for human dignity, e.g. in the field of indigenous or women's rights. Prerequisite: junior standing. Gen Ed: XC credit. Every year.

POLS 340 – International Environmental Policy (4) Examines the emergence of global environmental politics with a focus on three areas: (1) historical analysis of the "road from Stockholm to Rio" and the connected concept of sustainability, (2) international environmental regimes and diplomacy, and (3) the role developing countries do and might play in global environmental governance. It begins by examining the scope of environmental agreements and the language of international environmental cooperation. The focus then shifts to the global level by analyzing the actors in the international arena and the differing approaches to world politics. Prerequisite: POLS 110.

POLS 344 – Global Climate Change (4) Explores the human dimensions of global climate change (GCC) and highlight current U.S. policies related to GCC. We will investigate the expected impacts and the diversity of proposed mitigation and adaptation strategies. The class will develop group projects to educate the local community on climate change issues and conduct hands-on activities on Earth Day. Prerequisite: sophomore standing. Every year.

POLS 346 – North American Environmental Policy (4) Since the late 1980s, the concept of the state has regained currency in the study of comparative politics. By focusing on the state, scholars examine its political structures, political culture, relationships between interest groups, and perspectives of sovereignty as they relates to the economy and individual rights. The point of departure in this course will be the study of environmental policies in Canada, Mexico and the United States. By stressing one substantive policy area that encompasses both individual and state decision making in the marketplace, students will be introduced to these important concepts, facilitating both their understanding of the subfield of politics and their understanding of North American environmental policy. Prerequisite: POLS 110. Occasionally.

POLS 347 – Post-Colonial Theories and Societies (4) Demonstrates that the history of material and ideological dependency of most parts of the Global South on imperial powers has not simply ended with decolonization. To better understand this situation, we analyze the post-colonial production of knowledge that is still based on Western domination. Prerequisite: sophomore standing. Gen Ed: XC credit. Occasionally.

POLS 348 – Water Policy (4) Provides an overview of water resource policy and management at the global, national, and regional scale. Course will begin with a focus on global water issues and the complexity in managing this increasingly important resource. Course will highlight U.S. water policy and management issues and will emphasize the historical roots of today's water resource policies; as well as, explore regional water issues. Prerequisite: sophomore standing. Fall

POLS 420 – Recent U.S. Foreign Policy (4) Political process by which foreign policy is made; origins and character of Cold War; and role and interests of the United States in a post-cold war world. Prerequisite: POLS 200. Gen Ed: WI credit. Occasionally.

POLS 432 – Politics of Global Inequality (4) Provides a historical overview of the evolution of the international capitalist system. Several competing explanations for the division of the global economy into "haves" and "have-nots" are evaluated. We also explore contemporary issues such as the debt crisis, economic development strategies, the role of transnational corporations, and environmental degradation, with an emphasis on specific country examples. Prerequisite: sophomore standing. Gen Ed: XC credit. Alternate years.

Comparative Politics Courses

POLS 326 – Political Intolerance (4) Explores the sources of both political tolerance and intolerance within the general public, including the role played by inter-group prejudice. Cases include Russia, South Africa, and the United States. Emphasis on developing the ability to conduct and speak about social science research. Prerequisite: junior or senior standing. Gen Ed: SI credit. Alternate years.

POLS 332 – Women and Politics (4) Explores the impact of male-dominated politics on women and development of feminist politics from U.S., international, and comparative perspectives. It also examines gender, race and class relations in politics of international relations, state, workplace, community and family. Prerequisite: POLS 125/WMST 100 or 200. Gen Ed: SI credit. Alternate years.

POLS 334 – Democracy Lab (4) Investigates what makes democratic political systems effective, responsive, and accountable to the people. Alternative cultural and theoretical perspectives on democracy are also explored. Cases include national and regional political systems in the United States, Europe, and the former Soviet Union. Prerequisite: sophomore standing. Alternate years.

POLS 335 – Peace and Conflict Resolution (4) Explores different forms of conflict – from non-violent to violent – and their underlying dynamics. It addresses the following questions: Why can some conflicts be managed in a peaceful way, while others end in genocide? What are causes of conflict? What role does the cultural context, the state, the military, the economy, the gender order and ethnicity and nationalism play in conflicts? What are techniques to mediate and transform conflicts? And how in the aftermath of a conflict, can peace be made sustainable? Prerequisite: junior standing. Gen Ed: Occasionally taught for WI and SI credit. Occasionally.

POLS 339 – Citizen Politics (4) Explores why, when and how ordinary citizens participate in democratic politics. We will study what motivates participation—that is, why individuals get involved—when citizens choose to join the political process, and how the modes of participation in advanced, industrial democracies may be changing from traditional party politics to new forms of involvement. Prerequisite: junior or senior standing. Alternate years.

POLS 344 – Global Climate Change (4) Explores the human dimensions of global climate change (GCC) and highlight current U.S. policies related to GCC. We will investigate the expected impacts and the diversity of proposed mitigation and adaptation strategies. The class will develop group projects to educate the local community on climate change issues and conduct hands-on activities on Earth Day. Prerequisite: sophomore standing. Every year.

POLS 432 – Politics of Global Inequality (4) Provides a historical overview of the evolution of the international capitalist system. Several competing explanations for the division of the global economy into "haves" and "have-nots" are evaluated. We also explore contemporary issues such as the debt crisis, economic development strategies, the role of transnational corporations, and environmental degradation, with an emphasis on specific country examples. Prerequisite: sophomore standing. Gen Ed: XC credit. Alternate years.

Department of Psychology

Contact Person: Arlene M. Stillwell, Chair
156 Flagg, 315-267-4808, stillwam@potdam.edu

Professors: Victor J. DeGhett, Nancy Dodge-Reyome, William E. Herman, Margaret E. Madden, Gregory Reichhart, David Smith, Arlene M. Stillwell, James Terhune, Richard W. Williams

Associate Professors: Heather M. Beauchamp, Thomas J. Gerstenberger, Michael A. Tissaw

Assistant Professor: James W. Fryer

Psychology Major (B.A.)

34 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	10
PSYC 100 Introduction to Psychology	
STAT 100 Statistics (or MATH 125/CIS 125)	
PSYC 300 Research Methods in Psychology (4 credits)	
Group I: two of the following	6
PSYC 340 Human Learning and Memory	
PSYC 380 Animal Behavior	
PSYC 381 Biopsychology	
PSYC 384 Cognitive Psychology	
PSYC 385 Sensory Psychology I: Vision OR	
PSYC 386 Sensory Psychology II: Hearing	
PSYC 400 History of Psychology	
Group II: two of the following	6
PSYC 320 Advanced Topics in Child Development OR	
PSYC 322 Introduction to Intellectual Disabilities	
PSYC 330 Social Psychology	
PSYC 370 Theories of Personality	
PSYC 375 Abnormal Psychology	
PSYC 390 Tests and Measurements	
Elective Courses	12
Excluding tutorials, independent studies, and internships	

Notes

1. Except for tutorial study, independent study and internships, any psychology course, including courses from Groups I and II, may be used as electives.
2. No course may be counted twice.
3. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the major. Students considering opting to S/U a psychology course should consult their advisers.
4. Independent studies and internships do not satisfy psychology major requirements.
5. 15 upper-division credits are required to complete the major. PSYC 300 and non-psychology cognate or non-cognate courses cannot be used to meet upper division requirements.
6. Residence requirement: a minimum of 15 upper-division psychology credits must be completed at this college.
7. Transfer of credits – the following three requirements must be met:
 - a. Courses transferred into the major must be approved by the Psychology Department Chair.
 - b. The Department will accept transfer credits for PSYC 100 and statistics if they are at least 3 credit hours and students have

earned a minimum of 2.0 or its equivalent (e.g., C). All other transferred courses MAY be accepted as meeting the “Elective” requirement.

*If a transferred course is equivalent to a Group I or Group II course, a line will be drawn through the Group I or II course equivalent, and the student must take another course from that group. PSYC 300 is required to be completed at SUNY Potsdam.

*Students may petition the Chair to have a transferred course accepted for transfer credit toward the major.

- c. All courses transferred from two-year colleges carry lower division credit only.

Recommended Coursework Outside the Major

Students are urged to consult with the chair and a departmental adviser to ensure that educational and professional objectives are met.

Psychology Honors Program

40-43 credit hours required.

The Psychology Honors Program is intended to foster graduate level experiences while at an undergraduate level, so that students completing this program will have the skills and training necessary for successful graduate study. In the Psychology Honors Program, the student gains experience in research, improves his/her written and oral communication skills, and gains a greater understanding of the field of psychology.

A student who has and maintains at least a 3.5 GPA (overall and in psychology) is eligible for the Psychology Honors Program.*The Honors student starts by taking Honors Seminar (PSYC 494), typically in the spring semester of his/her junior year. The student selects a topic for his/her research and develops a research proposal during Honors Seminar. The Honors student selects a major adviser and two other psychology faculty as committee members. In the senior year, the student finalizes his/her project, collects and analyzes data, and presents his/her results to the committee, the department, and to others who are interested. Completion of the written thesis is the final step in the Honors degree process. Students who successfully complete this program graduate with an Honors distinction on their diploma.

In addition to the psychology major requirements, the Honors student is required to complete Honors Seminar and Honors Thesis Research I. Also, most students will take Honors Thesis Research II (though this is not a formal requirement).

*A student may petition the committee if their GPA falls below the stated requirements.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	40
Completion of the Psychology major (34 credits)	
PSYC 494 Honors Seminar	
PSYC 496 Honors Thesis Research I	
Note: one elective course must relate to the honors project	
Optional Course	3
PSYC 499 Honors Thesis Research II	

Recommended Coursework

It is recommended that students also take advanced statistics courses (STAT 200; STAT 300) in preparation for graduate school.

Psychology Minor

22 credit hours required. Closed to Psychology majors.

Because of the diversity within the field of psychology, the minor has been carefully chosen to expose students to at least the following: 1) a general introduction to all major areas of psychology; 2) a presentation of general experimental methods used in the collection of data; 3) exposure to an experimental laboratory-based course; 4) exposure to a social development-based course.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	10
PSYC 100 Introduction to Psychology	
STAT 100 Statistics (or MATH 125/CIS 125)	
PSYC 300 Research Methods in Psychology (4 credits)	
Group I: one of the following	3
PSYC 340 Human Learning and Memory	
PSYC 380 Animal Behavior	
PSYC 381 Biopsychology	
PSYC 384 Cognitive Psychology	
PSYC 385 Sensory Psychology I: Vision	
PSYC 386 Sensory Psychology II: Hearing	
PSYC 400 History of Psychology	
Group II: one of the following	3
PSYC 320 Advanced Topics in Child Development	
PSYC 322 Introduction to Intellectual Disabilities	
PSYC 330 Social Psychology	
PSYC 370 Theories of Personality	
PSYC 375 Abnormal Psychology	
PSYC 390 Tests and Measurements	

Elective Courses 6

Notes

1. Except for tutorial study, independent study and internships, any psychology course, including courses from Groups I and II, may be used as electives.
2. No course may be counted twice.
3. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the major. Students considering opting to S/U a psychology course should consult their advisers.
4. Independent studies and internships do not satisfy psychology major requirements.
5. 12 upper-division credits are required to complete the major. PSYC 300 and non-psychology cognate or non-cognate courses cannot be used to meet upper division requirements.
6. Residence requirement: a minimum of 12 upper-division psychology credits must be completed at this college.
7. Transfer of credits – the following three requirements must be met:
 - a. Courses transferred into the major must be approved by the Psychology Department Chair.
 - b. The Department will accept transfer credits for PSYC 100 and statistics if they are at least 3 credit hours and students have earned a minimum of 2.0 or its equivalent (e.g., C). All other transferred courses MAY be accepted as meeting the “Elective” requirement.

*If a transferred course is equivalent to a Group I or Group II course, a line will be drawn through the Group I or II course equivalent, and the student must take another course from that

group. PSYC 300 is required to be completed at SUNY Potsdam.

*Students may petition the Chair to have a transferred course accepted for transfer credit toward the major.

- c. All courses transferred from two-year colleges carry lower division credit only.

Pre-Creative Arts Therapy Minor

18-19 credit hours required. Plus 0-3 credits of cognates. Closed to Psychology majors and minors.

The courses for this minor were selected from those prerequisite skills necessary to apply for graduate programs that will enable licensure as a Creative Arts Therapist in New York State as well as courses providing a background in fundamental skills in psychology (i.e., an understanding of cause and effect, reliability and validity). Creative Arts Therapy includes art, dance, theatre, poetry or writing therapy.

Although this minor is not intended to fully train students in Creative Arts Therapy, it will prepare students for further study in this area. Students interested in music therapy should seek a concentration in Special Music Education.

This minor is for individuals who are majors in Studio Art, the BFA in Visual Arts, Dance, Theatre, English Creative Writing and English Literature. Psychology majors and minors may not take this minor, but may select the courses below to achieve a concentration in this area.

Students should consult their adviser to ensure that the courses they select will fulfill the requirements for entry into a graduate program in Creative Arts Therapy.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	18-19
PSYC 100 Introduction to Psychology	
PSYC 220 Child Development OR	
PSYC 321 Psychology of Adolescence	
PSYC 300 Research Methods in Psychology (4 credits) OR	
PSYC 322 Introduction to Intellectual Disabilities	
PSYC 364 Counseling Theory and Methods	
PSYC 370 Theories of Personality	
PSYC 375 Abnormal Psychology	

Cognate Requirement 0-3

If Research Methods is selected, STAT 100 or its equivalent is required.

Note: If students are interested in further psychology courses, they may take Child Psychopathology, Adulthood and Aging, and Tests & Measurements. Interested students should consult their adviser for more specific recommendations. Students may opt to take courses as S/U based on the stated College policy.

Special Notes

1. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the minor. Students considering opting to S/U a psychology course should consult their advisers.
2. Courses transferred into the minor must be approved by the Psychology Department Chair.

Recommended Coursework Outside the Minor

Students are urged to consult with the coordinator for this minor program, as well as the Chair and Departmental adviser of their major to ensure that educational and professional objectives are met.

Suggested Psychology Major and Minor Tracks

The following are suggested tracks of study for those students interested in particular areas of emphasis:

Clinical/Counseling

Abnormal Psychology, Biopsychology, Child Psychopathology, Counseling Theories and Methods, Tests and Measurements

Cognitive Science

Cognitive Psychology, Human Learning and Memory, Biopsychology, Sensory Psychology

Cognitive Development

Child Maltreatment, Introduction to Intellectual Disabilities, Child Development, Cognitive Psychology

Developmental

Advanced Child Psychology, Psychology of Adolescence, Adulthood, Middle-age and Aging

Graduate Directed

Students are advised to involve themselves in: Advanced Statistics, Psychology Honors Program, Seminars in Psychology, Research in Psychology Courses, Individual Research

School Psychology

Tests and Measurements, Educational Psychology, Abnormal Psychology, Advanced Child Psychology

Sport Psychology

Abnormal Psychology, Drugs and Behavior, Counseling Theories and Methods, Biopsychology.

Psychology Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

PSYC 195, 295, 395, 495 – Special Topics (1-12)

PSYC 198, 298, 398, 498 – Tutorial (1-3)

PSYC 100 – Introduction to Psychology (3) Survey of the science of psychology; what psychologists do, methods they use, and conclusions they draw. Gen Ed: SA credit. Fall and Spring.

PSYC 111 – Exploring Psychology (1) This class is designed to provide first-year students with a focused look at the field of Psychology, the Psychology faculty and major at SUNY Potsdam, as well as related fields and opportunities. First and second year students only.

PSYC 220 – Child Development (3) Major Issues, topics and theories of child development with emphasis on early years. Gen Ed: SA credit. Fall and Spring.

PSYC 270 – Issues of Exceptionality (3) Human exceptionality: historical and cross-cultural perspective. Not currently offered.

PSYC 300 – Research Methods in Psychology (4) Introductory laboratory course examining research methods, experimental designs and basic experimental theory. Psychology writing style is developed using data from animal and/or human studies. Lecture and lab. Prerequisites: PSYC 100, Introductory Statistics. Gen Ed: WI credit. Fall and Spring.

PSYC 301 – @Teaching of Psychology (3) Tutoring students enrolled in various psychology courses. Tutors work closely with instructor to learn more effective means of teaching. Prerequisite: permission. As warranted.

PSYC 313 – Cognitive Development (3) Designed to explore cognitive development during childhood and adolescence. Focuses on changes in children's thinking that occur over time in a variety of domains. Topics: current approaches and theories

of cognitive development, developmental changes in memory, perception and language; assessment of intelligence and creativity; cognitive bases of such social phenomena as perspective taking and moral reasoning. As warranted.

PSYC 320 – Advanced Topics in Child Development (3) Theories of human development, study of the child in various contexts (e.g., school, home), cognitive development. Prerequisites: A General Education Freshman Speaking course and either PSYC 100 or 220. Offered occasionally.

PSYC 321 – Psychology of Adolescence (3) Developmental characteristics and theories of adolescent behavior. Emphasis on empirical research. Prerequisite: PSYC 100 or 220 or Sophomore standing. Gen. Ed: SA credit. Fall and Spring.

PSYC 322 – Introduction to Intellectual Disabilities (3) Causes, assessment techniques, etiological classification and theories of retardation. Prerequisites: PSYC 100 and 220 or permission. Fall.

PSYC 323 – Adulthood, Middle Age and Aging (3) Psychological, biological and sociological aspects of development from early adult years to death. Theories of aging and bio-physiological aspects of aging. Prerequisites: PSYC 100 and 220. Offered occasionally.

PSYC 330 – Social Psychology (3) An introduction to the social side of human behavior. Topics include: aggression, prejudice, attitudes, group behavior, attraction and relationships. Prerequisites: PSYC 100 and 300, or SOCI 315.

PSYC 337 – Audiologic Principles in Hearing (3) Acoustics, anatomy and physiology of the ear; theories of hearing, hearing disorders and their treatment. Basic methods of audiometric testing with limited practicum and observation in a clinical setting. As warranted.

PSYC 340 – Human Learning and Memory (3) This course will provide an overview of the scientific and theoretical approaches to the basic principles of human learning and memory. Particular emphasis will be placed on how these principles apply to educational and therapeutic settings. Prerequisites: PSYC 100 and 300. Spring.

PSYC 350 – Educational Psychology (3) Human behavior in educational settings; the effective teacher, role of motivation, use of tests and testing, exceptional children, learning, teacher roles, classroom management and control. Prerequisites: PSYC 100, 220 or 321, and junior or senior standing. Fall and Spring.

PSYC 361 – Elements of Behavior Modification (3) Basic principles of behavior, their application to human behavior, the influence of social and physical environments and modification of behavior in natural and institutional settings. Prerequisite: PSYC 300 or permission. Offered occasionally.

PSYC 363 – Psychology of Women (3) A survey of women's psychological development from infancy through adulthood and how it is influenced by social and biological factors relevant to women. This course is usually conducted as a seminar. Offered occasionally.

PSYC 364 – Counseling Theory and Methods (3) Provides an introduction to the major historical theories of counseling and some of the counseling methods used by proponents of these theories. Prerequisite: PSYC 370 or 375.

PSYCH 370 – Theories of Personality (3) Exposition and critical examination of the major schools of thought in personality theory. Prerequisites: PSYC 100 and 6 hours in psychology.

PSYC 375 – Abnormal Psychology (3) An in-depth investigation into the symptoms and causes of the major diagnoses in use today. Included is the concept of "mental health" vs. "mental illness" and the major theories of abnormality. Prerequisite: PSYC 100.

PSYC 376 – Child Psychopathology (3) This course focuses on issues of childhood mental illness. Examination of psychiatric disorders, issues of abuse and neglect, and social/cultural issues are also examined. Prerequisite: PSYC 375.

PSYC 377 – Forensic Psychology (3) This course covers the major issues related to psychology and the law. It covers such topics as: expert testimony, eyewitness accounts, false memory, lie detection, malingering, jury selection, criminal profiling, interviewing techniques, and the use of psychological testing. It is expected that students will gain a psychological understanding of the legal system. Prerequisite: PSYC 100.

PSYC 380 – Animal Behavior (3) Behavioral adaptations found in broad sampling of vertebrate and invertebrate animal species. Emphasis on systems involved in survival and adaptation. Prerequisite applies to majors only: PSYC 300.

PSYC 381 – Biopsychology (3) Neurophysiological bases of psychological processes. Basic anatomy, chemistry and cell electrophysiology, as related to behavior are emphasized. Sensory processes, sleep and sex are also discussed. Prerequisites: PSYC 100 and 300.

PSYC 382 – Biopsychology Laboratory (3) Advanced instruction and laboratory exercises in human and non-human physiological psychology using contemporary instruments, techniques and methodologies. Prerequisite: PSYC 381. As warranted.

PSYC 383 – Drugs and Behavior (3) This course is a scientific approach to the way in which psychoactive drugs of use and abuse influence brain and behavior. Major addictive drugs such as cocaine, amphetamine, heroin, nicotine, alcohol, and other illicit substances such as LSD, marijuana and synthetic analogs are discussed. Also, psychiatric medications (e.g., antidepressants, anxiolytics and antipsychotics) are also discussed in terms of modes of activity and behavior outcomes. Mechanisms of action within the brain, various perspectives of addiction and withdrawal, and treatments will be discussed. Prerequisites: PSYC 100 and 300. Offered occasionally.

PSYC 384 – Cognitive Psychology (3) Cognitive psychology involves the experimental study of mental representation and processing in its various manifestations: cognitive science, attention, pattern recognition, reasoning, problem solving, cognitive development, artificial intelligence, and linguistic processing. Prerequisites: PSYC 100 and 300. Fall.

PSYC 385 – Sensory Psychology I: Vision (3) Processes by which physical stimuli are translated into psychological phenomena and organized into perceptions. Emphasis on vision, taste, touch, smell. Prerequisite: PSYC 300. Fall.

PSYC 386 – Sensory Psychology II: Hearing (3) Transforming acoustic vibrations; encoding and perceiving them as tones, noise, speech, etc. Topics: sound and middle ear function, anatomy and electrophysiology of inner ear and nervous system, psychoacoustic measurement of pitch and loudness, masking, critical bandwidth, frequency discrimination, binaural hearing and perception. Prerequisite: PSYC 300 or permission. Spring.

PSYC 390 – Tests and Measurements (3) Principles of psychological testing and assessment. Test construction and evaluation, clinical techniques, evaluation and comparison, and ethical questions related to these methods. Prerequisites: course in statistics and junior or senior standing. Offered occasionally.

PSYC 392 – Experimental Psychology (4) Basic experimental design for research in some or all of the modern areas of experimental psychology. As warranted.

PSYC 400 – History of Psychology (3) Why is psychology the way it is? Where did it come from and where is it going? Recommended for potential graduate students. Prerequisites: PSYC 100, 300 and senior standing. Fall.

PSYC 401 – Seminar on Evolution (3) Implications and applications of evolutionary theory. Paleontological, biological and behavioral evidence for evolution, and impact on natural and social sciences. Prerequisite: junior or senior standing. Cross-listed with the Geology Department. Fall.

PSYC 405 – Wittgenstein and Psychology (3) This course examines conceptual problems in psychology through the lens of Ludwig Wittgenstein's (1889-1951) later writings. Topics include meaning and understanding, rule-following, cognition, intention, and the emotions.

PSYC 409 – Classic Psychology (3) In this course, students will critically examine psychological writings from before 1970, and discover why certain writings have become classics. Prerequisite: PSYC 300. Sl.

PSYC 415 – Research in Psychology (3) Guided research in area chosen by instructor. Topics announced as course is offered. No more than 3 credits of Research in Psychology may be used as elective in psychology, and no more than 6 credits may be taken in student's career. Prerequisites: junior or senior standing and permission of instructor. Offered occasionally.

PSYC 416 – Research in Psychology (2) Same as PSYC 415.

PSYC 417 – Research in Psychology (1) Same as PSYC 415.

PSYC 424 – Child Maltreatment (3) Exploring the field of knowledge pertaining to child and adolescent maltreatment with emphasis on understanding the impact of maltreatment on child/adolescent development. The course is a seminar with considerable student participation expected. Offered occasionally.

PSYC 444 – @Internship in Psychology (1-5) Student-arranged internship provides direct experience and training in human service settings. Prerequisite: instructor permission and junior or senior standing. As warranted.

PSYC 445 – @Internship in Psychology (6-12) Same as PSYC 444.

PSYC 451 – Psychology and Sci Fi: Honors (3) This course explores the intersection of the field of psychology and social science fiction. The rich portrayal of psychology and social science fiction serves as a unique vantage point to understand the impact of science upon literature, film, and what it means to be human in a social setting. Prerequisite: Admission to Honors Program and completion of an introduction to a social science discipline (e.g., PSYC 100, SOCI 101, ANTC 102) or permission of the instructor. Fall.

PSYC 480 – Sociobiology (3) Central theoretical structure of sociobiology, data supporting the theory, implications of the theory and criticisms. Human and animal social behavior. Prerequisite: PSYC 380 or permission. As warranted.

PSYC 484 – Psychology of Language (3) Theory and research on topics such as language development, the biological basis of language, language comprehension and production, and the role of culture.

PSYC 493 – Seminar in Psychology (3) Student selection of topics determines content. Instructor presents current issues in psychology throughout semester. Prerequisites: Junior or Senior standing, at least 12 semester hours in psychology or permission. Some sections carry Gen. Ed: SI credit. Offered occasionally.

PSYC 494 – Honors Seminar (3) Student selection of honors topics determines content. Current issues in psychology are discussed. Gen. Ed: SI credit. Spring.

PSYC 496 – Honors Thesis Research I (3) Selection, preparation and beginning of Honors Thesis. As warranted.

PSYC 499 – Honors Thesis Research II (3) Completion and defense of written Honors Thesis. As warranted.

Statistics

STAT 100 – Statistics (3) Variability, uncertainty, techniques of data description, sampling, hypothesis testing and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent.

STAT 200 – Correlation and Regression (3) Correlation, regression and their related bivariate and multivariate techniques like discriminant function analysis, path analysis, cluster analysis, factor analysis, etc. Emphasis will be place on the application of these statistical procedures in psychological and social research and theory. Students will gain some experience using SPSS. Prerequisite: STAT 100 or other introductory statistics course. Spring.

STAT 300 – Statistical Methods (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisites: STAT 100 or other introductory statistics course.

Department of Sociology

Contact Person: J. Patrick Turbett, Chair
313 Satterlee, 315-267-2567, turbetjp@potsdam.edu

Distinguished Service Professor: Frank McLaughlin

Professor: J. Patrick Turbett

Associate Professors: David Bugg, Jeremy van Blommestein, Nancy Lewis, Heather Sullivan-Catlin

Assistant Professors: Kristen VanHooreweghe

Policies for All Majors and Minors

The following policies apply to all of the Sociology Department's programs:

1. Students must earn a minimum grade of 2.0 in courses counted toward the major/minor.
2. No more than two courses can double count across the majors/minors.

Sociology Major (B.A.)

30 credit hours required. Plus 3 credits of cognates.

Sociology is the study of human society and social behavior. People who study sociology will understand the connections among the facets of everyday life. Sociologists analyze social institutions such as family, education, medicine, religion and politics. They examine the role that race, gender, ethnicity, age and social status play in our daily life. With skills in analysis, critical thinking and communication, sociology majors enjoy careers in many fields.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	12
SOCI 101 Introduction to Sociology	
SOCI 300 Sociological Theory	
SOCI 315 Research Methods	
SOCI 475 Senior Seminar	

Elective Courses in Sociology	18
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Cognate Requirement: one statistics course	3
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Notes

1. At least 15 credits in sociology must be completed in residence.
2. At least 15 credits in sociology must be upper-division (i.e., 300 or 400 level).
3. Only one course for the major can be taken S/U.

Recommended Coursework Outside the Major

Consult with a departmental adviser.

Sociology Minor

18 credit hours required. Not open to Sociology majors.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	9
SOCI 101 Introduction to Sociology	
SOCI 300 Introduction to Theory	
SOCI 315 Research Methods	

Electives: three sociology courses	9
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Notes

- No more than 6 credit hours of this minor may be counted toward the Criminal Justice major.
- At least nine of the credits must be upper division.
- Only one course for the minor can be taken S/U.

Criminal Justice Studies Major (B.A.)

37-39 credit hours required.

Contact Person: J. Patrick Turbett, Chair
313 Satterlee, 315-267-2567, turbetjp@potsdam.edu

Criminal Justice Studies is the study of the criminal justice system: the perpetrators, agencies and actors involved in the processing and definition of crime, and the social, political and economic phenomena impacting each. The Criminal Justice Studies major provides a broad interdisciplinary, liberal arts orientation with course requirements in Philosophy, Politics and Sociology and the opportunity for students to elect to study course in Anthropology, Chemistry and Psychology.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	22
SOCI 103 Introduction to Criminal Justice Studies	
SOCI 315 Research Methods	
SOCI 345 Criminology	
SOCI 455 Deviance and Social Control	
SOCI 475 Senior Seminar in criminal justice topic area/criminal justice policy	
PHIL 333 Philosophy of Justice	
POLS 312 Crime and Justice (4 credits)	
Statistics Requirement	3
STAT 100 or MATH 125 or CIS 125	
Electives: four of the following	12-14
ANTH 380 Human Osteology	
ANTH 402 Forensic Anthropology	
CHEM 315 Forensic Science	
PHIL 332 Philosophy of Law	
POLS 321 Politics and the Judicial Process (4 credits)	
POLS 334 Democracy Lab (4 credits)	
POLS 412 Constitutional Law (4 credits)	
POLS 413 Civil Liberties I (4 credits)	
PSYC 375 Abnormal Psychology	
PSYC 377 Forensic Psychology	
PSYC 424 Child Maltreatment	
SOCI 353 Comparative Criminology	
SOCI 376 Women and Crime	
SOCI 380 Family Violence	
SOCI 385 Sociology of Troubled Youth	
SOCI 386 Victimology	
SOCI 387 Sociology of Policing	
SOCI 388 Violent Crime	
SOCI 390 Sociology of Mental Illness	
SOCI 435 Correction and Punishment	
SOCI 450 White-Collar and Organized Crime	
SOCI 470 Field Research/Practicum (3-6 credits)	

Criminal Justice Studies Minor

19-21 credit hours required. Open with restrictions to Sociology majors.

Criminal Justice is the study of the criminal justice system: the perpetrators, agencies and actors involved in the processing and definition of crime, and the social, political and economic phenomena impacting each.

This minor – in conjunction with majors in cognate disciplines – enhances potential and background for career-entry employment in one of the subsystems of the criminal justice system, e.g., adult or juvenile corrections, law enforcement and security.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
SOCI 103 Introduction to Criminal Justice Studies	10
SOCI 345 Criminology	
POLS 312 Crime and Justice (4 credits)	
Elective Courses	9-11
Upper division electives selected in consultation with adviser from the following list:	
ANTH 380 Human Osteology	
ANTH 402 Forensic Anthropology	
CHEM 315 Forensic Science	
PHIL 332 Philosophy of Law	
PHIL 333 Philosophy of Justice	
POLS 321 Politics and the Judicial Process (4 credits)	
POLS 334 Democracy Lab (4 credits)	
POLS 412 Constitutional Law (4 credits)	
POLS 413 Civil Liberties I (4 credits)	
PSYC 375 Abnormal Psychology	
PSYC 377 Forensic Psychology	
PSYC 424 Child Maltreatment	
SOCI 353 Comparative Criminology	
SOCI 376 Women and Crime	
SOCI 380 Family Violence	
SOCI 385 Sociology of Troubled Youth	
SOCI 386 Victimology	
SOCI 387 Sociology of Policing	
SOCI 388 Violent Crime	
SOCI 390 Sociology of Mental Illness	
SOCI 435 Corrections and Punishment	
SOCI 450 White-Collar and Organized Crime	
SOCI 455 Deviance and Social Control	
SOCI 470 Field Placement/Practicum	
SOCI 475 Senior Seminar in criminal justice topic area/criminal justice policy	

Human Services Minor

22-24 semester hours required. Open with certain restrictions to all majors.

Contact Person: J. Patrick Turbett, Coordinator
313 Satterlee, 315-267-2567, turbetjp@potsdam.edu

The Human Services Minor is an interdisciplinary minor housed in Sociology and offered principally within the Departments of Sociology, Psychology, Community Health, and Politics. The minor provides an opportunity for students to develop a critical understanding of the human services area through examination of the related disciplines. An

appreciation for differing perspectives and an understanding of values and their effects are also gained.

No more than 6 semester hours of this minor may be counted toward the following majors: Sociology, Psychology, Politics, or Community Health. The minor consists of three core required courses, a choice of one of four concentrations and electives.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Core Courses	Credits
SOCI 325 Sociology of Social Services	10
PSYC 364 Counseling Theory and Methods	
POLS 323 Welfare Policy Research (4 credits)	

One of the following concentrations: 9-10

Child Welfare/Youth Services (9-10 credits)

SOCI 305 Sociology of the Family
SOCI 380 Family Violence

One of the following:

HLTH 250 Drug Studies
HLTH 325 Alcohol Studies
HLTH 331 Death and Dying
HLTH 341 Sexual Health
POLS 410 Politics of the Family (4 credits)
PSYC 220 Child Development
PSYC 321 Psychology of Adolescence
PSYC 376 Child Psychopathology
PSYC 424 Child Maltreatment
SOCI 385 Sociology of Troubled Youth
WILD 445 Therapeutic Recreation

Aging (9 credits)

SOCI 335 Sociology of Aging
SOCI 330 Social Thanatology

One of the following:

HLTH 331 Death and Dying
PSYC 323 Adulthood, Middle Age and Aging
SOCI 380 Family Violence

Health (9 credits)

SOCI 465 Sociology of Health and Illness
HLTH 361 Introduction to Community Health

One of the following:

HLTH 341 Sexual Health
HLTH 385 Epidemiology and Biostatistics
HLTH 430 Human Disease: Patterns, Prevention and Intervention
SOCI 320 Work and Complex Organizations
SOCI 375 Women and Work
SOCI 390 Sociology of Mental Illness

Mental Health (9 credits)

SOCI 390 Sociology of Mental Illness
PSYC 375 Abnormal Psychology

One of the following:

HLTH 250 Drug Studies
HLTH 325 Alcohol Studies
PSYC 370 Theories of Personality
PSYC 376 Child Psychopathology

Electives

3-4

Choose one elective from any of the other courses listed above (in any concentration) or from the following list of supporting courses:

ANTH 345	Medical Anthropology
ANTH 347	Humans, Disease and Death
HLTH 300	Environmental Health
HLTH 344	Issues in Lesbian, Gay, and Bisexual Health
PSYC 270	Issues in Exceptionality
PSYC 322	Mental Retardation
PSYC 330	Social Psychology
PSYC 361	Elements of Behavior Modification
PSYC 383	Drugs and Behavior
PSYC 390	Tests and Measurements
SOCI 310	Racial and Ethnic Relations
SOCI 355	Individual and Society
SOCI 420	Rich and Poor in America
SOCI 470	Field Research/Practicum**

**SOCI 470 involves an internship. All Human Services minors are strongly encouraged to do an internship. Internships can be arranged at local St. Lawrence County human service agencies or at an agency in the student's home area.

Sociology Course Descriptions

Courses are offered each semester unless otherwise designated.

SOCI 195, 295, 395, 495 – Special Topics (1-12)**SOCI 198, 298, 398, 498 – Tutorial (1-3)**

SOCI 101 – Introduction to Sociology (3) Sociology as study of human behavior, social groups, socialization, stratification and social change; a consideration of basic social institutions. Gen Ed: SA credit. Fall and Spring.

SOCI 102 – Contemporary Social Problems (3) American capitalism; nature of sexual, racial and economic inequality; contemporary American institutions: family, educational systems and systems of social control; and American culture. Gen Ed: SA, FC credit. Fall and Spring.

SOCI 103 – Intro Criminal Justice Studies (3) This course will introduce students to the debates, theories, and research methodologies that help us understand the organization and relationships that created and continue to maintain the criminal justice system.

SOCI 110 – Introduction to Africana Studies (3) A survey of the historical, economic, cultural, and social experiences of African peoples (i.e., the peoples of Africa and those peoples of the Americas who are descendants of Africans), and the knowledge of their presence, roles, and cultural contributions in the American historical milieu. By focusing on the life experiences of African peoples, this course seeks to provide knowledge and skills necessary to understand institutional arrangements and cultural construction that impact upon the current conditions of black communities in Africa, the U.S., the Caribbean, South America and elsewhere. As warranted.

SOCI 150 – Introduction to Women's and Genders Studies (3) This course provides an introduction to the interdisciplinary field of women's and gender studies. It explores the biological, cultural, and structural debates surrounding issues such as gendered violence, gay vs. straight parenting, the gendered workplace, pornography, and the role of media in the social construction of masculinity and femininity. While the focus is primarily on the U.S., it does include a global perspective as well.

SOCI 300 – Sociological Theory (3) Explores the origin and development of classical sociological theories in the 19th and 20th centuries, their expression in contemporary sociological theorizing, and their relevance in the global society of the 21st century. Prerequisite: Six (6) sociology credits at SUNY Potsdam.

SOCI 301 – Complex Organizations (3) Theory and research findings relevant to formal organizations. Analysis of bureaucracy and decision-making in large-scale organizations. As warranted.

SOCI 302 – Alcohol in Society (3) The past and present roles of beverage alcohol in societies throughout the world; theories of alcohol use and abuse; major controversies in the alcohol field. Prerequisite: SOCI 101. As warranted.

SOCI 305 – Sociology of the Family (3) Family as social institution. Emphasis on structure and function of family; cross-cultural comparisons; analysis of contemporary American family systems. Prerequisite: SOCI 101.

SOCI 309 – Sociology of Culture (3) Investigates the relationship between social structures and cultural expressions from a cross-cultural and interdisciplinary perspective. Emphasis will be on the arts, media and popular culture. As warranted.

SOCI 310 – Racial and Ethnic Relations (3) Factors involved in intergroup relations; principal minority groups in United States, research findings in prejudice and discrimination; programs aimed at amelioration of intergroup tensions. Prerequisite: SOCI 101. Fall.

SOCI 313 – Global Cultures (3) This course introduces students to cultural variation and fragmentation among the areas of the world referred to as the Third World. Geographically, the notion is identified with non-western cultures of Africa, Asia, the Caribbean and Latin America. Prerequisite: SOCI 101. Gen Ed: XC credit. As warranted.

SOCI 314 – Computer Applications in the Social Sciences (3) This course is designed to provide the knowledge and skills to understand and use contemporary computer technology in social science. Selected software types will be used to demonstrate computer usage in research and other social science work. Course topics include: data collection, presentation and management, using computers qualitative and quantitative data analyses, using and researching the internet, simulations and ethical issues in computing. Prerequisite: SOCI 101.

SOCI 315 – Research Methods (3) Research design in sociology: formulation of research problems, hypotheses, data-gathering techniques, measurement of variables and statistical analysis. Prerequisite: SOCI 101. Fall and Spring.

SOCI 320 – Work and Complex Organizations (3) An examination of change in organization of work influenced by workers, management and global economic forces. Topics include: scientific management, human relations, employee involvement, deindustrialization, occupational hazards, gender and race relations, underground economy, influences of work in Japan, Sweden and Mondragon on U.S. Prerequisite: SOCI 101. As warranted.

SOCI 325 – Sociology of Social Services (3) Organized and emerging public and private social service and social welfare efforts in terms of sociological and social science literature. Prerequisite: SOCI 101. Fall.

SOCI 330 – Social Thanatology (3) Sociological and social-psychological aspects of dying and death; demography of death and its consequences for society; changing attitudes toward dying and death; medical personnel and dying; suicide and euthanasia; problems in defining when death has occurred; and functions of funerals. Prerequisite: SOCI 101. Spring.

SOCI 333 – Technology and Society (3) Pessimistic assessment of the technological society, its threat to the core values of western civilization that looks to extend individuality, freedom, equality and toleration. Attacks misuse of scientific and technological reason in the area of the social. Prerequisite: SOCI 101. As warranted.

SOCI 335 – Sociology of Aging (3) Social processes and problems of aging. Changes in age structure of society and how it affects societal institutions. Issues of older individuals; health, finances, work, sex, death and social policy. Prerequisite: SOCI 101. Fall.

SOCI 336 – Caring for America (3) This course will examine the issue of caregiving across the life span from micro, macro, and global perspectives. Prerequisite: SOCI 101. Spring.

SOCI 337 – Music and Society (3) The purpose of this course is to provide students with insight into the various functions popular music has in constructing, influencing, and maintaining human life. As a form of secondary socialization, media presentations of popular music from the Big Band era to the present will be examined through the lenses of the theoretical perspective of Symbolic Interactionism. An historical retracing of the rise of popular music will be provided as grounding for examinations of current styles. As warranted.

SOCI 340 – Environment and Society (3) An examination of worldwide environmental crisis. Topics: energy, non-renewable resources, hazardous wastes, the ecological

implications of technological change, agricultural and food issues, in the context of social systems, beliefs and institutions. Gen Ed: SA credit. As warranted.

SOCI 341 – Environmental Justice (3) This course will examine the relationship between social inequality and environmental issues. How are environmental goods and bads distributed across social groups? Course topics will include the citing of hazardous waste sites, the degradation of Native environmental amenities, among other topics. This course will explore the role of knowledge production, gender, and grassroots activism in environmental justice issues. The course will also provide students with a history of the Environmental Justice movement in the United States. Prerequisite: Sophomore standing. Fall.

SOCI 345 – Criminology (3) This course introduces the concepts of criminology, focusing on definitions and different approaches to understanding these phenomena. Social and psychological explanations of criminal acts as well as the topologies of crimes will be included. Prerequisite: SOCI 101. Fall.

SOCI 350 – Social Movements (3) This course presents a sociological and historical examination of the major theoretical perspectives on social movements. The goal is to acquire an understanding of the processes of social movement emergence, development, and outcomes. We will investigate such movement dynamics as recruitment, organizational structure, leadership, tactics, and counter movements. Through our exploration of social movement theory we will examine a variety of specific movements, past and present. Minimum requirement of Junior standing. As warranted.

SOCI 353 – Comparative Criminology (3) An introduction to the major topics and issues in comparative criminology - the nature, causes, and responses to crime from a comparative perspective. Emphasis on comparative (2 or more societies) and cross-national studies of criminological phenomena. Prerequisite: Junior/Senior standing. Gen Ed: XC & WI credit.

SOCI 355 – Individual and Society (3) Social influences on individuals. Socialization and development of the self. Authoritarianism, symbolic interactionism, dramaturgy. Shaping of identity in post-modern society. Prerequisite: SOCI 101. As warranted.

SOCI 361 – Race and the City (3) Course focuses on the ways in which the global economy has effected racial and ethnic change in the European and North American city. It will additionally focus on ways in which the city is divided by race and ethnicity in the areas of housing, education, work, health care, welfare and crime among others. Prerequisite: SOCI 101. As warranted.

SOCI 365 – Sociology of Gender (3) A critical examination of gender and its consequences from global, macro and micro perspectives. Prerequisite: SOCI 101. Spring.

SOCI 370 – Sociology of Film (4) Explores the theoretical and practical concerns of sociology through film representation. Constructs critical sociological theories of film making and film viewing. As warranted.

SOCI 375 – Women and Work (3) This course will examine different issues concerning "women's work:" biological determination of the division of labor; the origin of women's subordinate role in the workplace; the work experience of women of different classes and races; occupational sex segregation; sexual harassment; the gender gap in wages; and women in the professions. Prerequisite: SOCI 101. Spring.

SOCI 376 – Women and Crime (3) This course focuses on the involvement of women in the Criminal Justice System as victim, offender and employee. Prerequisite: SOCI 101. Spring.

SOCI 380 – Family Violence (3) Violent phenomena in families. Theories of violence and extant research findings. Emphasis on child, spouse and elder abuse. Policies and programs which respond to family violence. Prerequisite: SOCI 101. Spring.

SOCI 385 – The Sociology of Troubled Youth (3) This course explores, describes and analyzes various societal influences that shape young people toward or away from criminal and deviant involvements. Substantive topics include processes of subcultural formation, various meanings of style, influences of popular culture, media and technology, the family, school experiences, peer influences, part-time jobs, sports involvement, youth gangs, correctional facilities, and selected case studies. Prerequisite: SOCI 101. Spring.

SOCI 386 – Victimology (3) Victimology provides an examination of criminal victimization in the United States via an overview of current theory, research, and trends

within the context of specific victimization types. We will examine specific types of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services. Prerequisite: SOCI 101. As warranted.

SOCI 387 – Sociology of Policing (3) Examines the processes and structures of policing in North America. Attention will be paid to the development of an analytic framework that incorporates historical, legal, economic and sociological perspectives. Prerequisite: SOCI 101. As warranted.

SOCI 388 – Violent Crime (3) This course examines the patterns, causes and prevention of violent crime in the United States. By examining violence as both a behavior separate from criminal activity as well as a criminal act, we will examine how violence is transformed into criminal violence as a social process. Through an examination of the social construction of violence throughout history and various cultures, this course will explore various categories of violent crime. Prerequisite: SOCI 101.

SOCI 390 – Sociology of Mental Illness (3) Social influences on field of mental illness and mental health. Definition, causes and treatment of mental illness. Emphasis on current theories of mental illness, client rights, emerging trends in therapy and relationship between mental illness and crime. Prerequisite: SOCI 101. Fall.

SOCI 400 – Social and Cultural Change (3) Socio-cultural forces accelerating or retarding social change. Emphasis on those which are operative in contemporary societies. Prerequisite: SOCI 101. As warranted.

SOCI 401 – Sociology of Rural Community (3) People's clustering together in space; social/historical analysis of specific American types: the industrial town, "small" towns, suburbs; alternative communities as religious, political or cultural experiments. Prerequisite: SOCI 101. As warranted.

SOCI 405 – Religion in American Society (3) Interrelationships of religion and American life; religious evolution; broadening value consensus; religion as cultural system; civil religion; institutional role versus prophetic role; religious organization. Prerequisite: SOCI 101. As warranted.

SOCI 415 – Sociology of Education (3) Social institution of education. Focus on functions and outcomes of educational process. Effects of major historical trends on nature of education. Inter-relationship with other social institutions. Prerequisite: SOCI 101. As warranted.

SOCI 420 – Rich and Poor in America (formerly Social Class and Social Mobility) (3) Examines the causes, consequences and dimensions of inequality in the U.S. Course evaluates dimensions of educational, environmental, racial, and gender inequality. Looks at different interpretations to explain unequal control over power and wealth in the U.S. Prerequisite: SOCI 101. As warranted.

SOCI 430 – City and Society (3) Factors associated with development of urban communities; characteristic urban institutions, suburban development; urban planning; ecological processes. Prerequisite: SOCI 101. As warranted.

SOCI 435 – Correction and Punishment (3) Programs, processes, changing orientations and resistance to innovation in corrective system. Adjudication through probation, incarceration and parole; reintegration of offender; effects on inmates, administrations, policy makers and general public. Prerequisite: SOCI 101. Offered yearly, Fall or Spring.

SOCI 440 – The Sociology of Food (3) This course is an examination of social and cultural forces shaping the production, distribution, preparation and consumption of food with an emphasis on the environmental and social impacts of the predominant global, industrialized agricultural system. Topics will range from the local to the global and will include consumption practices, food access and social problems related to the food system. Prerequisite: SOCI 315. Fall

SOCI 450 – White-Collar and Organized Crime (3) Sociological examination of two pervasive forms of illegal behavior; focus: complex interrelationship of crime patterns to social, economic and political structures and cross-national aspects. Major emphases: analyses of recent research related to organizational facets of white-collar crime in corporate, professional and political dimensions; three major areas of organized criminal patterns, myths and reality of this aspect of the crime problem. Prerequisite: SOCI 101. As warranted.

SOCI 455 – Deviance and Social Control (3) Social definitions of deviance, i.e., changing perspectives and concepts related to legal and non-legal nonconformity. Relevant changing justifications and arrangements for social control. Socio-historical

case-study approach analyzes and describes various types of deviant behavior. Prerequisite: SOCI 101. Spring.

SOCI 456 – Political Sociology (3) Political behavior. Emphasis on participation of individuals in political enterprise. Political socialization and public opinion formation; consequences of such phenomena as stratification, alienation and authoritarianism. Prerequisite: SOCI 101. As warranted.

SOCI 460 – Population Studies (3) Interrelationship of population structure and processes and socio-cultural phenomena; social demographic theory, methods and measurement applied to processes of fertility, mortality and migration; international population change. Prerequisite: SOCI 101. As warranted.

SOCI 465 – Sociology of Health and Illness (3) Aspects of Illness behavior and interface of individuals and health care system. Epidemiology of diseases, approaches to wellness, and health care policy are also examined. Prerequisite: SOCI 101. Fall.

SOCI 470 – Field Research/Practicum (3-12) Fieldwork or placement at an agency of student's choice under supervision of faculty member. A field study of sociologically significant situations, problems and/or issues will be completed. Pre-requisites: Appropriate upper-division sociology coursework in consultation with sponsoring faculty member and permission. May be taken twice, but no more than 6 credits counted for major.

SOCI 473 – Service Learning Africa (3) SUNY Potsdam and Canton, in conjunction with Operation Crossroads Africa, offer a unique opportunity to live and work in an African community and earn college credit. Students participate in group-oriented cultural exchange and community development projects in Africa developed and supervised by OCA. Potsdam faculty provides academic orientation and research guidance. Projects typically involve village, town or city. Students will live in the community participating in its daily life.

SOCI 475 – Senior Seminar (3) Methodology of sociological research; individual and cooperative investigation of selected topics; presentation and critique of findings. Prerequisites: Senior standing and permission. Gen Ed: SI, WI credit.

SOCI 510 – Readings in Sociological Theory (3) Individualized study consisting of a critical review of major works in sociological theory.

SOCI 520 – Readings in Sociological Methods (3) Individualized study consisting of a critical review of major works in research methods.

SOCI 540 – Readings in Urban Sociology (3) Individualized study consisting of a critical review of major works in the field of sociology.

SOCI 550 – Readings in Sociology of the Family (3) Individualized study consisting of a critical review of major works in the field of sociology of the family.

SOCI 560 – Readings: Deviance and Corrections (3) Individualized study consisting of a critical review of major works in the fields of sociology of deviance and corrections.

SOCI 570 – Readings in the Sociology of Education (3) Individualized study consisting of a critical review of major works in the area of sociology of education.

Department of Theatre and Dance

Contact Person: James W. Pecora, Chair, 225 Performing Arts Center, 315-267-2547, pecorajw@potdam.edu

Associate Professors: Don Borsh, Kimberley Bouchard, Robin Collen, James W. Pecora, Janet Sussman

Assistant Professors: Todd Canedy, Christine Rohde

Technical Director: Jeff Reeder

Costume Designer/Shop Manager: Alexis Foster

Lecturer: Don Mandigo

Adjunct Instructors: Kristie Fuller, Mary Beth Robinson

Production Manager: Guerry McLaurin

Dance Major (B.A.)

35 credit hours required. Plus 9 credits of cognates.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

The SUNY Potsdam Dance Program is housed in the Department of Theatre and Dance. A Bachelor of Arts degree is available to students who have a strong interest in dance and choose the dance major. Students may also choose to minor in dance, while pursuing another major or a double major. The goals for the B.A. program focus on preparing students for careers in the dance professions as artists and teachers, and to pursue graduate study. We strive to develop *dance artists and educators who possess an integrated knowledge of the aesthetic, critical, historical, cultural, choreographic, and performance dimensions of the discipline of dance.*

Through our close alignment with the Theatre Program students broaden their experiences and expand their interests in such areas as acting, technical theatre, and design. Every three years the Department of Theatre and Dance joins the Crane Opera Ensemble for a musical production: *Cabaret* (2002), *Working* (2004), *Urinetown—The Musical* (2007), and *Ragtime* (2013).

Dance at SUNY Potsdam also allows for a wide variety of combinations of interdisciplinary work in such areas as theatre, music, psychology, community health, archeology, anthropology, history, business, and communication. These combined courses of study prepare students for further investigation and work in such fields as dance therapy, nutrition, fitness, dance ethnology, arts administration, and private studio ownership.

Students in the major program focus on two tracks: Technique and Composition. The dance curriculum is enriched through the study of such topics as improvisation, repertory, Laban Movement Analysis, dance education, history, Pilates-based conditioning, and yoga. Students' technique levels are determined during a placement class.

Interested students, regardless of major, are also invited to join the Student Government Association organization, Dance Ensemble. Dance Ensemble sponsors student-choreographed productions, travel to the American College Dance Festival and other dance events.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	17
DANC 211 Dance Improvisation	
DANC 311 Dance Composition I	
DANC 319 Movement, Theory and Notation	
DANC 321 & 322 Modern Dance II (2 @ 4 credits)	
The Technique Courses: chosen from the following	6
DANC 234 & 235 Intermediate Ballet (2 @ 2 credits)	
DANC 421 & 422 Modern Dance III (2 @ 4 credits)	
DANC 441 & 442 Modern Dance IV (2 @ 4 credits)	
Note: Only 4 credits of Intermediate Ballet will apply toward the Major.	
The Composition Courses: chosen from the following	6
DANC 312 Dance Composition II	
DANC 325 New Repertory (1 credit)	
DANC 390 Special Projects: Dance Composition (1-3 credits)	
DANC 411 Group Forms	
DANC 498 Senior Project (1-3 credits)	
Note: All students are required to have 1 credit of DANC 325.	

The Enrichment Courses: chosen from the following 6
 DANC 130 Understanding Dance (4 credits)
 DANC 205 Production Techniques: Dance/Drama/Music (Lecture and Lab)
 DANC 302 Dance Education and Performance for Children K-4 (4 credits)
 DANC 320 20th/21st Century Dance History (3)
 DANC 391 Special Projects: Dance History (1-3 credits)
 DANC 450 The Teaching of Dance
 DANC 490 Special Projects in Teaching
 DANC 491 Special Projects in Movement, Theory and Notation
 Note: Special Projects courses are not regularly offered. They are intended for students who have completed requirements at an exemplary level and wish to continue with personalized work with an individual faculty member. Requires instructor approval.

Required Cognate Courses 9
 DRAM 235 Introduction to Acting
 PHIL 320 Aesthetics
 MULH 110 Music Through the Ages

Special Notes

1. An interview is recommended to declare a dance major. An audition is not currently required.
2. Appropriate technique levels for students are determined during a placement class. Only credit from the above-listed technique courses will be applied toward the fulfillment of the required technique track of the major. The focus of the technique track is modern dance. The academic adviser or program chair will determine applicable credit hours from other dance genres, such as ballet.
3. Students in the major are expected to focus their studies on technique and composition courses. They will continue their studies with enrichment courses in history, repertory, movement theory, and/or dance education.
4. A minimum of 16 credit hours for the major must be taken at the upper-division level.

Dance Majors are required to:

1. Attend all dance auditions.
2. Perform in a minimum of 1 faculty or guest artist concert work.
3. Attend all workshops and classes of visiting guest artists.
4. Attend all required Department of Theatre and Dance productions.
5. Participate in an end-of-year assessment interview with adviser or other members of the dance faculty.

Dance Major Policies on Student Grades and Performing

1. Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.
2. To participate as a choreographer (for the Student Choreographers' Concert or Senior Choreographers' Concert) a student's overall GPA must be at least a 2.0, and the GPA in dance courses must be at least a 2.3 during the semester preceding the concert.

Dance Minor

21-22 credit hours required.

All courses must be passed with a grade of 2.0 or higher to count towards the minor.

Students may declare a dance minor at any time during their college career.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses: three of the following	12
DANC 321 & 322 Modern Dance II (2 @ 4 credits)	
DANC 421 & 422 Modern Dance III (2 @ 4 credits)	
DANC 441 & 442 Modern Dance IV (2 @ 4 credits)	

Elective Courses: three chosen from the following	9-10
DANC 211 Dance Improvisation	
DANC 302 Dance Education and Performance for Children K-4 (4 credits)	
DANC 311 Dance Composition I	
DANC 312 Dance Composition II	
DANC 319 Movement, Theory, and Notation	
DANC 325 New Repertory (1 credit)	
DANC 411 Group Forms	
DANC 498 Senior Project or a Special Projects Course (1-3 credits)	

Dance Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

DANC 195, 295, 395, 495 – Special Topics (1-12)

DANC 198, 298, 398, 498 – Tutorial (1-3)

DANC 100 – Mind of the Artist (4) An introduction to the nature of art and the process of its creation, with special emphasis on the study of dance and theatre. Gen Ed: FS & AC credit. Cross-listed as DRAM 100. Fall and Spring.

DANC 101 – Introduction to Performance Studies (3) An introductory course that explores the theories and evidence for the origins of performance and how different cultures create performance arts events and rituals. Gen Ed: AC & FC credit. Cross-listed as DRAM 101. Fall.

DANC 110 – Beginning Ballet (2) Introduction to ballet basics for students who have no applied dance background. Recommended for students in related performing arts who wish to have some dance experience. Class and concert attendance required. Gen Ed: AE & PE credit. As warranted.

DANC 111 – Beginning Modern Dance (2) Modern dance training for students who have no applied dance background. Recommended for students in related performing arts who wish to have some dance experience. May be used toward physical education requirement. Class and concert attendance required. Gen Ed: AE & PE credit. As warranted.

DANC 112 – Beginning Jazz Technique (2) Dance training in the jazz style for students who have no applied dance background. Recommended for students in related performing arts who wish to have some dance experience. May be used toward physical education requirement. Class and concert attendance required. Gen Ed: AE & PE credit. As warranted.

DANC 114 – Beginning Kripalu-Style Yoga (2) Introduction to asana (posture practice) pranayama breath control, meditation techniques, history, and underlying philosophy of Hatha Yoga and Swami Kripalu. Class attendance required. Gen Ed: PE credit. As warranted.

DANC 116 – @Pilates Practice (2) Studio course to increase body awareness, balance, strength, flexibility and coordination through methods and theories of Joseph Pilates. Gen Ed: PE credit. As warranted.

DANC 120 – Performance Explorations (3) An introductory interdisciplinary course designed to provide students of dance and theatre with fundamental skills in personal expression, improvisation, and communication as a performing artist. Gen Ed: AE credit. Cross-listed as DRAM 120. Fall.

DANC 130 – Understanding Dance (4) This course is an introduction to dance history and dance appreciation. The course develops one's ability to look at and understand dance as a vital art form. The purpose of this course is to provide students with an overview of dance—as an art form, a cultural activity, and a mode of creative expression. This course will introduce students to some of the key people, events, and concepts that underlie the development of Western Theatrical Dance—primarily ballet, modern dance, and jazz dance. Students will be involved in (a) the viewing, discussing, and critiquing of dance in live and video formats, (b) reading and writing about dance (c) physically exploring elements of dance, and (d) making speeches and other public oral presentations about dance. Gen Ed: AC & WI credit. As warranted.

DANC 205 – Production Techniques: Dance/Drama/Music (3) Basic skills and procedures in producing theatrical productions, including lighting, costume design and construction, running crew, and set construction. Lab required. Gen Ed: AE credit. Cross-listed as DRAM 205. Spring.

DANC 211 – Dance Improvisation (3) Studio course designed to develop an awareness of individual movement patterns and the use of those patterns in expression. Emphasis on individual creative imagination and cooperative group relationships. Class attendance required. Concurrent enrollment in dance technique class strongly recommended. Gen Ed: AE credit. Spring.

DANC 212 – Pilates-Based Conditioning (3) The purpose of this course is to increase body awareness, balance, strength, flexibility, range of motion and coordination through the method and theories of Joseph Pilates. Focus is on Pilates-based mat and pre-mat exercises, and anatomical principles and their application to the exercises. Class attendance required. Gen Ed: PE credit. As warranted.

DANC 221 – Modern Dance I (4) Educating the body as an instrument for artistic expression. Emphasis on development of flexibility, strength, coordination and awareness of principles of motion. Class and concert attendance, and reading/writing assignments required. Prerequisite: Instructor permission and previous dance experience. Gen Ed: AE & PE credit. Fall.

DANC 222 – Modern Dance I (4) Continuation of DANC 221. Prerequisite: DANC 221. Gen Ed: PE credit. Spring.

DANC 223 – @Costume Construction (4) Lab required. Methods used in the planning and construction of costumes for the theatre with a focus on how theatrical costume construction differs from clothing construction for the consumer market. Emphasis includes theatrical construction, cutting, fitting, fabric and fiber analysis and adaptations for stage performance. Lab: Students work in small groups with close faculty supervision on projects from the seminar section, or costumes for a current production. Cross-listed as DRAM 223. Gen Ed: AE. Fall.

DANC 231 – Ballet I (3) Classical ballet. Focus on correct use of the body, working knowledge of French terminology, awareness of music, mastery of quality of movement and historical context in which this art form developed. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. As warranted.

DANC 232 – Ballet I (3) Continuation of DANC 231. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. As warranted.

DANC 234 – Intermediate Ballet (2) Classical ballet. Focus on correct use of the body, working knowledge of French terminology, awareness of music, mastery of quality of movement and historical context in which this art form developed. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. Fall.

DANC 235 – Intermediate Ballet (2) Continuation of DANC 234. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. Spring.

DANC 244 – @Stage Management (3) Introduction to the knowledge and skills of stage management for theatre, dance and music events. Other aspects of performance management are studied such as box office, production, company and house management. Gen Ed: AE credit. Cross-listed as DRAM 244. Spring.

DANC 302 – Dance Education and Performance for Children K-4 (4) Recommended for students in dance and/or elementary education programming. Provides students with hands-on techniques, strategies and information for teaching standard elementary school (K-4) curricular content, using dance and movement as additional teaching modalities. Prerequisite: sophomore standing. Concurrent registration in a dance technique class recommended but not required. Gen Ed: SI, PE, & AE credit.

DANC 309 – @Performance and Production (1-3) Supervised experience in various phases of dance production, e.g. performance, directing, production management, backstage technical work, and publicity. Prerequisite: Permission of instructor. Fall.

DANC 310 – @Performance and Production (1-3) Supervised experience in various phases of dance production, e.g. performance, directing, production management, backstage technical work, and publicity. Prerequisite: permission. Spring.

DANC 311 – Dance Composition I (3) Original studies developed through exploration of movement concepts. Prerequisite: DANC 211 or equivalent previous training. Corequisite: Dance technique class. Gen Ed: AE. Fall.

DANC 312 – Dance Composition II (3) Continuation of Dance Composition I to further develop choreographic skills. Emphasis on content and structure to facilitate an increased movement vocabulary. Prerequisite: DANC 311. Corequisite: Dance technique class. Gen Ed: AE credit. Spring.

DANC 319 – Movement, Theory and Notation (3) Introduction to Laban Movement Analysis. Includes physical exploration and studies in observation, analysis and motif notation. Class attendance required. Prerequisites: sophomore standing and previous dance experience. Gen Ed: AE credit. Fall, even years.

DANC 320 – 20th/21st Century Dance History (3) The study of important artists, events and choreographic works from 1900 to the present day. Emphasis will be on modern and contemporary choreographers in the U.S. Prerequisite: FW course and sophomore standing.

DANC 321 – Modern Dance II (4) Continuation of Modern Dance I for intermediate dancers. More extended and complex movement phrases. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 222 and permission. Gen Ed: AE & PE credit. Fall.

DANC 322 – Modern Dance II (4) Continuation of DANC 321. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 321 and permission. Gen Ed: AE & PE credit. Spring.

DANC 323 – Modern Dance Repertory (3) Comparative study of choreographers through representative works, readings, class discussions, film study and individual research. Some dance experience recommended. Corequisite: Dance technique class. As warranted.

DANC 325 – New Repertory (1) Participation as a performer in building new dances, by faculty or guest artists. Analysis of the choreographic process through journal writing and group discussion. By audition. Corequisite: Dance technique class. As warranted.

DANC 331 – Ballet II (3) Intermediate classical ballet, continued development from DANC 232. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 232 and permission. Gen Ed: AE & PE credit. As warranted.

DANC 332 – Ballet II (3) Continuation of DANC 331. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 331 and permission. Gen Ed: AE & PE credit. As warranted.

DANC 344 – @Stage Management Practicum (1-3) Students engage in a production-based project to explore and develop advanced stage management techniques and develop leadership skills in the performing arts. Fall and Spring.

DANC 355 – Lighting Design for the Stage (3) An introduction to the art and craft of designing lighting for performances. Students will develop techniques for rendering and drafting lighting designs using computer software. Projects for

staged productions will be assigned including designs for plays and dance works. Prerequisite: DRAM/DANC 205, DRAM 206, or DRAM 251. Gen Ed: AE credit. Cross-listed as DRAM 355. Spring, odd years.

DANC 385 – Special Projects: Technique (1-3) For students who have completed the Modern Dance technique sequence who wish to continue technical training. Variable credit based on individual needs. Prerequisites: DANC 442 and permission. Gen Ed: AE & PE credit. As warranted.

DANC 390 – Special Projects: Dance Composition (1-3) This course functions in two ways: 1. A course in which students choreograph works for the Student Choreographers' Concert. Prerequisite: DANC 211. Corequisite: Dance technique class. Fall. 2. An individual program of study in choreography, designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisites: DANC 211, 311, and permission. As warranted.

DANC 391 – Special Projects: Dance History (1-3) An individual program of study in a specified area of dance history designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisites: DANC 130 and permission.

DANC 411 – Group Forms (3) Advanced work in dance composition. Emphasis on use of several dancers to develop choreographer's idea, form and texture. Prerequisite: DANC 312 or permission. As warranted.

DANC 421 – Modern Dance III (4) Continuation of Modern Dance II for intermediate/advanced dancers. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 322 and permission. Gen Ed: AE & PE credit. Fall.

DANC 422 – Modern Dance III (4) Continuation of DANC 421. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 421 and permission. Gen Ed: AE & PE credit. Spring.

DANC 441 – Modern Dance IV (4) Extension and elaboration of Modern Dance III. Emphasis on development of individual performance capabilities toward goal of mature artistic expression. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 422 and permission. Gen Ed: AE & PE credit. Fall.

DANC 442 – Modern Dance IV (4) Continuation of DANC 441. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 441 and permission. Gen Ed: AE & PE credit. Spring.

DANC 450 – @The Teaching of Dance (3) Guidance and experience of advanced dance students in various approaches in methodology in the teaching of dance as an art form. Prerequisite: permission. As warranted.

DANC 486 – Special Projects: Dramaturgy (1-3) Independent study in Dramaturgy in which the student participates in a dance or theatrical production through text analysis, historical research, attending rehearsals and assisting the choreographer. Prerequisites: DRAM 210, 302, either DRAM 312 or 313, and permission. As warranted.

DANC 487 – Special Projects: Sound Design (1-3) Advanced study in sound design and engineering for performance in dance. Prerequisite: permission. As warranted.

DANC 488 – @Special Projects: Stage Management (1-3) Advanced project in stage management associated with major dance concert. Prerequisites: DRAM 244 and permission. As warranted.

DANC 489 – Special Projects: Makeup Design (1-3) Advanced study in makeup and mask design for dance and dance-related productions. Prerequisites: DRAM 333 and permission. As warranted.

DANC 490 – @Special Projects in Teaching (1-3) An individual program of study in a specified area of teaching methodology and/or philosophy designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisite: Instructor permission. As warranted.

DANC 491 – Special Projects in Movement, Theory and Notation (1-3) An individual program of study in a specified area of Laban Movement Analysis designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisites: DANC 319 and permission. As warranted.

DANC 492 – @Special Projects: Technical Theatre (1-3) Advanced study in the creation of sets, props, projections and special effects used in dance productions. Prerequisites: DANC/DRAM 205 or DRAM 206, and permission. As warranted.

DANC 496 – Special Projects: Lighting Design (1-3) Advanced study in lighting design for dance or dance-related productions. Prerequisites: DRAM 355 and permission. As warranted.

DANC 497 – Special Projects: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisites: DRAM 331 and permission. As warranted.

DANC 498 – Senior Project (1-3) Faculty-mentored culminating project in choreography and production. Prerequisite: DANC 312. Corequisite: Dance technique class (3 days per week, minimum). Spring, as warranted.

Theatre Major (B.A)

38-41 credit hours required.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

The Theatre Major is designed to provide a thorough undergraduate study in all aspects of the theatrical arts. It prepares students for successful participation in professional theatre activities after graduation or for further study in graduate school.

The required courses, integrated with an active production program, introduce students to the theoretical and practical aspects of acting, directing, technical theatre, design, history and dramatic literature. Additional advanced course offerings, participation in theatrical productions, and internships provide further opportunities to individualize and broaden the student's undergraduate experience and skills.

Auditions for the theatre productions are open to all SUNY Potsdam students. Interested students, regardless of major, are also invited to join the Student Government Association organization, Theatre Guild. Theatre Guild sponsors student-directed productions, and its members participate by directing, designing, and performing.

Students majoring in theatre may also elect to complete a minor in Acting or Design and Production, Non-theatre majors may pursue their interests by minoring in Acting, Design and Technical Theatre, or Theatre Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

29

Required Courses

- DRAM 101 Introduction to Performance Studies
- DRAM 206 Fundamentals of Technical Theatre (4 credits)
- DRAM 210 Interpretation and Analysis of Plays
- DRAM 251 Foundations of Design for Stage (4 credits)
- DRAM 312 Theatre History I
- DRAM 313 Theatre History II
- DRAM 414 Contemporary Theatre Topics
- DRAM 485-497 Senior Project in Theatre Arts

One of the following:

- DRAM 120 Performance Explorations
- DRAM 235 Introduction to Acting

Upper Division Electives

DRAM 302	Directing I	9-12
DRAM 331	Costume Design	
DRAM 333	Stage Makeup and Mask Design (4 credits)	
DRAM 336	Scene Study and Realism (4 credits)	
DRAM 337	Shakespeare and Verse	
DRAM 338	Audition Techniques	
DRAM 343	Advanced Stagecraft and Production	
DRAM 353	Scene Design	
DRAM 355	Lighting Design for the Stage	
DRAM 363	Theatre for Young Audiences	
DRAM 364	Applied Theatre	
DRAM 403	Directing II (4 credits)	
DRAM 438	Acting for Camera	
DRAM 439	Comedy & Comic Styles	
DRAM 441	Pivotal Playwrights	

Notes

1. All students are required to complete a Senior Project in Theatre Arts during the senior year with approval of a faculty adviser and the department (for a minimum of 3 credits). The project may be taken as one of the Senior Projects courses (DRAM 485-497) or as an Internship (INTD ***) with approval of the Director of Internships.
2. Theatre Majors are required to attend all Theatre and Dance productions.

Theatre Major Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Education Major (B.A.)

66-70 credits required. Plus 8 credits of cognates.

All courses must be passed with a grade of 2.0 or higher to count towards the major. All majors must maintain a 3.0 GPA.

Students of SUNY Potsdam's undergraduate certificate in Theatre Education will graduate fully prepared to enter communities—whatever their composition—and teach theatre, integrate the art form into other disciplines and pursue advanced studies in the field. Students will graduate with the theoretical knowledge and practical skills that make one a well-educated citizen, a reflective practitioner and a principled educator.

Graduates of the program will be experienced in all facets of theatre—from the technical elements, to performance and directing, management and design. Furthermore, students will have exposure to the philosophies and practical application of drama and theatre in the classroom as well as in communities. These experiences, alongside the solid liberal arts education students receive at SUNY Potsdam, allow graduates to emerge from the program as well rounded individuals ready to seek employment in a variety of settings. Their course work in education and the pedagogy of theatre teaching will expose them to the ethical and professional responsibilities of teachers.

SUNY Potsdam supports the development of the community-minded theatre artist in its strong commitment to a liberal arts education. All

graduates must have a minimum of 38 credit hours (not including modern language requirements) in general education.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Content Core: required courses	34-38
DRAM 101 Introduction to Performance Studies	
DRAM 210 Interpretation and Analysis of Plays	
DRAM 251 Foundations of Design for Stage (4 credits)	
DRAM 312 Theatre History I	
DRAM 313 Theatre History II	
DRAM 414 Contemporary Theatre Topics	
One of the following:	
DRAM 120 Performance Explorations	
DRAM 235 Introduction to Acting	
One of the following:	
DRAM 205 Production Techniques: Dance/Drama/Music	
DRAM 206 Fundamentals of Technical Theatre (4 credits)	
Three of the following:	
DRAM 223 Costume Construction (4 credits)	
DRAM 244 Stage Management	
DRAM 302 Directing I	
DRAM 331 Costume Design	
DRAM 333 Stage Makeup and Mask Design (4 credits)	
DRAM 336 Scene Study and Realism (4 credits)	
DRAM 337 Shakespeare and Verse	
DRAM 338 Audition Techniques	
DRAM 343 Advanced Stagecraft and Production	
DRAM 353 Scene Design	
DRAM 355 Lighting Design for the Stage	
DRAM 363 Theatre for Young Audiences	
DRAM 364 Applied Theatre	
DRAM 403 Directing II (4 credits)	
DRAM 438 Acting for Camera	
DRAM 439 Comedy & Comic Styles	
DRAM 441 Pivotal Playwrights	

Graduation Requirement: All theatre majors complete a project in the senior year with the approval of faculty adviser and department. In the case of Theatre Education Majors, student teaching (EDUC 419 and SECD 457) fulfills this requirement.

Pedagogical Core

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EDLS 201	Principles of Education
EDLS 207	Literacy I
EDLS 315	Teaching Students with Special Needs: Grades 5-12
DRAM 361	Methods Theatre Education Elementary
DRAM 362	Methods Theatre Education Secondary
DRAM 371	Field Experience: Pre K-5 (1 credit)
DRAM 372	Field Experience: Secondary (1 credit)
EDLS 415	Seminar: Issues in Theatre Education (2 credits)
EDUC 419	Student Teaching: Pre K-6 (6 credits)
SECD 457	Student Teaching: 7-12 (6 credits)

Cognates

8

PSYC 220	Child Development
PSYC 321	Psychology of Adolescence
HLTH 230	School Health (2 credits)

Acting Minor

19 credit hours required. Open to all majors including Theatre Majors.

For students majoring in Theatre, only 2 courses or 8 credit hours may overlap with the Theatre Major.

The Acting Minor consists of a concentration of courses designed for those students who wish to strengthen their capacity for performing in plays, operas and musicals as well as for those students interested in this area for purposes of increased self-knowledge, increased poise, and the development of avocation. Theatre majors with specific interests in acting would be well served by this minor as an additional stepping stone to graduate or professional schools.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

DRAM 235 Introduction to Acting
 DRAM 336 Scene Study and Realism (4 credits)

Three of the following:

DRAM 337 Shakespeare and Verse
 DRAM 338 Audition Techniques
 DRAM 438 Acting for Camera
 DRAM 439 Comedy & Comic Styles
 DRAM 441 Pivotal Playwrights

One of the following:

DRAM 210 Interpretation and Analysis of Plays
 DRAM 312 Theatre History I
 DRAM 313 Theatre History II
 DRAM 414 Contemporary Theatre Topics

Credits
19

Acting Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Design and Production Minor

18-21 credit hours required. THIS MINOR IS ONLY OPEN FOR DANCE AND THEATRE MAJORS.

Only 2 courses (8 credit hours) may overlap with the Theatre major or Dance major.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

DANC/DRAM 244 Stage Management

One of the following:**

DRAM 485 Senior Project: Costume Technology
 DRAM/DANC 487 Senior Project: Sound Design
 DRAM/DANC 489 Senior Project: Stage Make-up
 DRAM 491 or DANC 492 Senior Project: Technical Theatre
 DRAM 493 Senior Project: Scene Design
 DRAM/DANC 496 Senior Project: Lighting Design
 DRAM/DANC 497 Senior Project: Costume Design

Credits
6

**For Theatre Majors (who are already required to take a Senior Projects course or an Internship), the Senior Projects course required in the Design and Production Minor must be in addition to that required for the Theatre Major.

Composition or Directing: choose one 3

DANC 311 Dance Composition I (For Dance Majors only)

DRAM 302 Directing I (For Theatre Majors only)

Three of the following: 9-12

DRAM/DANC 223 Costume Construction (4 credits)

DRAM 331 Costume Design

DRAM/DANC 333 Stage Makeup and Mask Design (4 credits)

DRAM 343 Advanced Stagecraft and Production

DRAM 353 Scene Design (4 credits)

DRAM/DANC 355 Lighting Design for the Stage

Design and Production Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Design and Technical Theatre Minor

20-22 credit hours required. NOT AVAILABLE FOR THEATRE MAJORS.

The Design and Technical Theatre Minor consists of a concentration of courses in the craft, theory, and art of design and technical theatre. Students from a variety of majors including art, dance, education and music may use the minor to strengthen their preparation for future careers. Students may be given design assignments for one-act plays, or on occasion may design a major faculty-directed production. The minor also prepares students for graduate work in design or technical theatre.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

DRAM 101 Introduction to Performances Studies

DRAM 206 Fundamentals of Technical Theatre (4 credits)

DRAM 210 Interpretation and Analysis of Plays

DRAM 251 Foundations of Design for Stage (4 credits)

Two of the following:

DRAM 244 Stage Management

DRAM 223 Costume Construction (4 credits)

DRAM 331 Costume Design

DRAM 333 Stage Makeup and Mask Design (4 credits)

DRAM 343 Advanced Stagecraft and Production

DRAM 353 Scene Design

DRAM 355 Lighting Design for the Stage

Credits
20-22

Design and Technical Theatre Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade

is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Studies Minor

18-20 credit hours required. NOT AVAILABLE FOR THEATRE MAJORS.

The Theatre Studies minor gives students an opportunity to pursue theatre studies while majoring in other disciplines. Students in English Communication, Mathematics, the Sciences and Social Sciences may find this minor an excellent way to augment their other studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
DRAM 101 Introduction to Performances Studies	18-20
DRAM 210 Interpretation and Analysis of Plays	
DRAM 235 Introduction to Acting	
Two of the following:	
DRAM 205 Production Techniques for Dance/Drama/Music or	
DRAM 206 Fundamentals of Technical Theatre (4 credits)	
DRAM 244 Stage Management	
DRAM 251 Foundations of Design for Stage (4 credits)	
One of the following:	
DRAM 312 Theatre History I	
DRAM 313 Theatre History II	
DRAM 414 Contemporary Theatre Topics	

Theatre Studies Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

DRAM 195, 295, 395, 495 – Special Topics (1-12)

DRAM 198, 298, 398, 498 – Tutorial (1-3)

DRAM 100 – Mind of the Artist (4) An introduction to the nature of art and the process of its creation, with special emphasis in the study of dance and theatre. Gen Ed: FS & AC credit. Cross-listed as DANC 100. Fall and Spring.

DRAM 101 – Introduction to Performance Studies (3) An introductory course that explores the theories and evidence for the origins of performance and how different cultures create performance arts events and rituals. Gen Ed: AC & FC credit. Cross-listed as DANC 101. Fall.

DRAM 110 – Alexander Technique (2) The Alexander Technique is a safe, self-care method to stop pain, stress, and muscular tension caused by everyday misuse of the body. The technique can be applied to improve use of the body in such areas as acting, instrumental and singing techniques, dance, athletics, and daily life activities. Gen Ed: PE credit. Fall and Spring.

DRAM 120 – Performance Explorations (3) An introductory interdisciplinary course designed to provide students of dance and theatre with fundamental skills in personal expression, improvisation, and communication as a performing artist. Gen Ed: AE credit. Cross listed as DANC 120. Fall.

DRAM 205 – Production Techniques: Dance/Drama/Music (3) Basic skills and procedures in producing theatrical productions, including basics of lighting, costuming, running crew, and set construction. Laboratory time required. Gen Ed: AE credit. Cross-listed as DANC 205. Spring.

DRAM 206 – Fundamentals of Technical Theatre (4) Basic skills and safety procedures in technical theatre, including set and costume construction, scene painting and stage lighting. Laboratory time required. Gen Ed: AE credit. Fall.

DRAM 208 – Orientation to Theatre (3) An introductory and appreciation course on the art of theatre, principles of dramatic theory and criticism, and study of representative historic periods and stage conventions. As warranted.

DRAM 210 – Interpretation and Analysis of Plays (3) An introduction to genres and styles of dramatic literature from historical periods and world theatrical traditions. Includes an introduction to the study and methods of dramaturgy as a professional practice. Gen Ed: AC credit. Spring.

DRAM 211 – @Performance and Production (1-3) Supervised experience in various phases of play production. Fall and Spring.

DRAM 223 – @Costume Construction (4) Lab required. Methods used in the planning and construction of costumes for the theatre with a focus on how theatrical costume construction differs from clothing construction for the consumer market. Emphasis is on theatrical construction, cutting, fitting, fabric and fiber analysis and adaptations for stage performance. Lab: Students work in small groups with close faculty supervision on projects from the seminar section or costumes for a current production. Cross-listed as DANC 223. Gen Ed: AE. Fall.

DRAM 235 – Introduction to Acting (3) Actor-training course for majors, minors, and non-majors that introduces students to fundamentals of the Stanislavski-based method of actor training. Gen Ed: AE credit.

DRAM 237 – Spoken Word I (3) This course is designed to develop the critical listening, reading, and performing skills required when encountering and engaging The Spoken Word. An approach to literary and performance-based texts that will strengthen and deepen skills for critical reading, research and inquiry. Focus will be on texts that are intended to be spoken by performers and listened to by a critical audience. Gen Ed: AE credit. As warranted.

DRAM 244 – @Stage Management (3) Introduction to the knowledge and skills of stage management for theatre, dance and music events. Other aspects of performance management are studied such as box office, production, company and house management. Cross-listed as DANC 244. Spring.

DRAM 251 – Foundations of Design for the Stage (4) Fundamentals of design elements and principles as they apply to the performance arts. All aspects of design for the stage will be studied including the basics of scenic, lighting, costume and sound design. Gen Ed: AE credit. Fall and Spring.

DRAM 302 – Directing I (3) History of directing, applied play analysis, and study of various techniques for working with actors. Students will direct a short play. Prerequisites: DANC/DRAM 101, DRAM 210, DRAM 336, DANC/DRAM 244, and DRAM 251. Gen Ed: AC & SI credit. Fall.

DRAM 312 – Theatre History I (3) Development of theatre arts in world culture from the Greek era to early Italian Renaissance. Emphasis on conditions of production with respect to theatre architecture, cultural values, costuming, staging and performance. Fall. Gen Ed: WC credit.

DRAM 313 – Theatre History II (3) Development of theatre arts in world culture from Shakespeare to present day. Emphasis on conditions of production with respect to theatre architecture, cultural values, costuming, staging and performance. Spring. Gen Ed: WC credit.

DRAM 323 – @Advanced Costume Construction (3) Techniques in historical garment construction, cutting, fitting, analysis and adaptation for stage performing. Prerequisites: DANC 223 or DRAM 223. Corequisite: DRAM 323 Lab. Spring, odd years.

DRAM 323 – @Advanced Costume Construction (Lab) (1) Students work in the Costume Shop under the instructor's supervision constructing costumes and working on wardrobe crews for department productions. Prerequisite: DANC/DRAM 223. Corequisite: DRAM 323. Spring, odd years.

DRAM 331 – Costume Design (3) Rendering costumes, design, costume construction, costume history as well as understanding the role of costume designers in interpreting plays. Lecture/Lab. Prerequisite: DRAM 210 and 251. Gen Ed: AE credit.

DRAM 333 – Stage Makeup and Mask Design (4) The study of stage makeup design principles, techniques, materials and tools as they are used to create characters for the stage. Character analysis and critical reading of scripts are used as the basis for study. Specialized makeup and mask-making materials and techniques are introduced such as prosthetics, scar and wounds, plaster molding, new plastics technology, and papier-mâché. Gen Ed: AE credit. Fall and Spring.

DRAM 336 – Scene Study and Realism (4) A continuation of Introduction to Acting, DRAM 235. The course will build on the foundation of skills, vocabulary and training learned in the previous course. The course expands and deepens the study of acting with an in-depth look at American method actor training and scene study approaches by various Stanislavski-based systems. Historical and character study research and play analysis skills will be strengthened. Prerequisite: DRAM 235. Gen Ed: AE credit. Spring.

DRAM 337 – Shakespeare and Verse (3) Advanced study of acting in verse plays with particular attention to the works of Shakespeare. Prerequisites: DRAM 235 and 336. Gen Ed: AE credit. Fall, even years.

DRAM 338 – Audition Techniques (3) Focus of study on monologue training for professional auditioning and the development of advanced cold reading skills. Prerequisites: DRAM 235 and 336. Gen Ed: AE credit. Fall.

DRAM 340 – Acting Ensemble I (1-3) A course for students cast in a production under faculty or guest artist direction, where the emphasis is on practicing the skills of ensemble based performance. The course requires documentation of in-depth actor research of historical period, theatrical style and dramatic character. The actor's work will include rehearsals, research, and production work. Prerequisite: by audition only. Fall and Spring.

DRAM 343 – Advanced Stagecraft and Production (3) This course is an in-depth investigation of theatre technology and production methodology and an expansion of skills introduced in prior stagecraft and production courses. Students will be assigned projects in stage carpentry, electrics, props, sound, metal formation, technical direction and production coordination. Prerequisite: DRAM 205 or 206. Gen Ed: AE credit. As warranted.

DANC 344 – @Stage Management Practicum (1-3) Students engage in a production-based project to explore and develop advanced stage management techniques and leadership skills in the performing arts. Fall and Spring.

DRAM 351 – Design with Computer Models (3) An introduction to the creation of stage designs using computer generated model building programs to render plans and representations of stage images. Students will analyze scripts, conduct research, and devise designs, which meet the historic, expository, atmospheric, thematic and conceptual requirements of the play as they interpret these elements. Prerequisite: DRAM 251 or permission Gen Ed: AE credit. As warranted.

DRAM 353 – Scene Design (3) An introduction to the art of designing scenery for the stage. Students will develop techniques for creating plans, perspective drawings, elevations, renderings, scale models and computer model simulations and other skills for translating their ideas into works for production. Students will develop skills in arranging floor plans that facilitate stage action, create images that provide exposition and atmosphere for the play and realize a visual world that reinforces and extends the meaning of the performance event. Prerequisites: DRAM 101, 205, or 206, and DRAM 251. Gen Ed: AE credit. Fall, odd years.

DRAM 355 – Lighting Design for the Stage (3) An introduction to the art and craft of designing lighting for performances. Students will develop techniques for rendering and drafting lighting designs using computer software. Projects for staged productions will be assigned including designs for plays and dance works. Prerequisites: DANC/DRAM 205, DRAM 206, or DRAM 251. Gen Ed: AE credit. Cross-listed as DANC 355. Spring, odd years.

DRAM 361 – @Methods Theatre Ed. Elementary (3) Introduction to the basics of teaching drama for the elementary classroom. Corequisite: DRAM 371. Prerequisites: DRAM 210, 235, 251, 312, 313, or EDLS 201. Fall.

DRAM 362 – @Methods Theatre Ed. Secondary (3) Introduction to the basics of teaching drama for the secondary classroom. Prerequisites: DRAM 210, 235, 251, 312, 313, or EDLS 201. Spring.

DRAM 363 – Theatre for Young Audiences (3) Explores various forms, formats and current practices in the field of youth theatre. Students will study historical antecedents as well as contemporary youth theatres in the U.S. and across the globe. Prerequisite: sophomore standing. Gen Ed: AE & SI credit. Fall.

DRAM 364 – Applied Theatre (3) The study of theatre as applied to non-theatrical settings. Students will work in community settings and with community members using drama techniques to study, research, facilitate and perform issues of significant import in the lives of community members. Prerequisites: sophomore standing. Gen Ed: AE credit. Spring.

DRAM 366 – Reader's Theatre (3) Principles and techniques in selection, preparation, and performance of dramatic material using oral interpretation techniques. Gen Ed: AE credit. As warranted.

DRAM 371 – @Field Experience: Pre K-5 (1) Observation sessions in the Elementary classroom to accompany DRAM 361. Corequisites: DRAM 361 or permission.

DRAM 372 – @Field Experience: Theatre Ed. Secondary (1) Observation sessions in the secondary classroom to accompany DRAM 362. Corequisites: DRAM 362 or permission.

DRAM 403 – Directing II (4) Practical application of directing theories and techniques with emphasis on composition and picturization in staging. Students direct a one-act play. Prerequisite: DRAM 302. Gen Ed: AE and SI credit. Spring.

DRAM 414 – Contemporary Theatre Topics (3) Focused study of modern trends in theatre from the end of the 19th century to the present. Prerequisite: sophomore standing. Gen Ed: AC and WI credit. As warranted.

DRAM 438 – Acting for Camera (3) Focuses on the development of auditioning skills and techniques in preparation for professional acting and performance work for film and television. Prerequisite: DRAM 336. Gen Ed: AE credit. Spring, odd years.

DRAM 439 – Comedy & Comic Styles (3) Explores the techniques for acting in comedy. Comic styles from contemporary sit-coms to historical styles such as farce and comedy of manners are studied. Prerequisite: DRAM 336. Gen Ed: AE credit. Spring, even years.

DRAM 440 – Acting Ensemble II (3) Builds on the work and experience of DRAM 340: Acting Ensemble I. Designed for students cast in lead roles in a production under faculty or guest artist direction, with emphasis on practicing ensemble-based performance and with documentation of advanced research work in style, genre, and character as suited to the requirements of a lead role. Prerequisites: DRAM 340 and by audition. Fall and Spring.

DRAM 441 – Pivotal Playwrights (3) Advanced acting work, delving into a number of works by one important playwright. Students will experiment fully with characters' physical and vocal lives, work as an ensemble, explore the political and social context of the plays, rehearse, and perform publicly. Prerequisite: DRAM 336. Fall.

DRAM 466 – Advanced Reader's Theatre (3) Practical application of theories and techniques involved in advanced work of dramatic oral interpretation and chamber theatre. Prerequisite: DRAM 366. As warranted.

***DRAM 485 – @Senior Project: Costume Technology (1-3)** Advanced independent study in the construction of theatrical costumes and costume crafts. Prerequisite: senior standing and DRAM 223.

***DRAM 486 – Senior Project: Dramaturgy (1-3)** Independent study in Dramaturgy in which the student participates in a theatrical production through text analysis, historical research, attending rehearsals, and assisting the director. Prerequisites: senior standing and DRAM 403. As warranted.

***DRAM 487 – @Senior Project: Sound Design (1-3)** Advanced Projects in the design and engineering of sound for theatrical productions and dance concerts. Prerequisites: senior standing, DRAM/DANC 205 or DRAM 206, DRAM 251, and appropriate experience. As warranted.

***DRAM 488 –@Senior Project: Stage Management (1-3)** Advanced project in managing main stage faculty and guest artist productions in theatre and dance. Prerequisites: senior standing, DRAM/DANC 244, and stage management experience. As warranted.

***DRAM 489 – @Senior Project: Make-up (1-3)** Advanced independent study in make-up. Prerequisites: senior standing, DRAM 333, and permission. As warranted.

***DRAM 490 – Senior Project: Acting (1-3)** Advanced independent study in acting. Prerequisites: senior standing, DRAM 336, and one of the advanced acting courses As warranted.

***DRAM 491 –@Senior Project: Technical Theatre (1-3)** Advanced independent study in the creation of effects, properties, projections, and other technical aspects of theatre. Usually in connection with a specific production. Prerequisites: senior standing, DRAM/DANC 205 or DRAM 206, DRAM 251, and crew experience. As warranted.

***DRAM 492 – Senior Project: Directing (1-3)** Advanced independent study in directing. Prerequisites: senior standing, DRAM 302, and DRAM 403. As warranted.

***DRAM 493 – Senior Project: Scene Design (1-3)** Advanced independent study in scenic design for dance or theatre productions. Prerequisites: senior standing, DRAM/DANC 205 or DRAM 206, DRAM 251, and DRAM 353. As warranted.

***DRAM 494 – Senior Project: Spoken Word (3)** Advanced independent study in reader's theatre. Prerequisites: senior standing and DRAM 237. As warranted.

***DRAM 496 – Senior Project: Lighting Design (1-3)** Advanced independent study in stage lighting for dance or theatre productions. Prerequisites: senior standing, DRAM 205 or DRAM 306, and DRAM 355. As warranted.

***DRAM 497 – Senior Project: Costume Design (1-3)** Advanced independent study in costume design for dance or theatre productions. Prerequisites: senior standing and DRAM 331. As warranted.

***DRAM 499 – @Senior Project: Theatre Education (1-3)** Project-based study of theatre used in educational or community settings. Prerequisites: senior standing and Approval by the Director of Theatre Education. As warranted.

*Note: All students enrolled in a Senior Project are required to attend a weekly seminar, facilitated by a faculty member. During these sessions students will share the issues that arise during the development of their projects, and offer ideas and suggestions to their colleagues. As well as meeting weekly with the seminar group and facilitator, each student will meet regularly with a senior project mentor. (Acting faculty will mentor acting projects, design faculty will mentor design projects, etc.)

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

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Departments

- Business Administration
- Community Health
- Curriculum and Instruction
- Literacy Education*
- Secondary Education
- Inclusive and Special Education*

*Graduate programs only

Art Education and Theatre Education are offered in the School of Arts and Sciences and may be viewed on pages 99 and 162 respectively.

Offices

Graduate Studies Center

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Department of Business Administration

Contact Person: Joe Timmerman, Chair
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Professors: Anthony Betrus, Alan Januszewski, Edwin Portugal

Associate Professors: Gregory Gardner, David Kistler, Joe Timmerman

Assistant Professors: Lee Cliff, Shalu Wunnava

Instructor: M. Shahadat Hossain

Emeritus: Donna Mosier

The Business Administration program is accredited by the International Assembly of Collegiate Business Education (IACBE). IACBE promotes and supports quality business management education worldwide through accreditation and outcomes assessment.

The Department of Business Administration offers one major (Business Administration) and two minors (Business Administration and Music Business). In addition, it has established 4+1 MBA/MS agreements with Alfred University, Clarkson University, Rochester Institute of Technology, SUNY Oswego, The Graduate School of Union University, and the Whitman School of Management at Syracuse University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 74.

Business Administration Major (B.S.)

42 credit hours required. Plus 9 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ACCT 201 Principles of Accounting I	30
ACCT 202 Principles of Accounting II	
FINA 301 Finance	
MGMT 301 Principles of Management	
MKTG 301 Principles of Marketing	
MGMT 310 Organizational Behavior and Ethics	
MGMT 330 Legal Environment of Business	
MGMT 340 Information Systems for Business	
MGMT 410 Operations Management	
MGMT 490 Strategic and Global Management	
Elective Courses: four courses from the following	12
ACCT 301 Intermediate Accounting I	
ACCT 302 Intermediate Accounting II	
ACCT 360 Federal Individual Taxation	
ACCT 385 Managerial Accounting	
ACCT 395 Special Topics in Accounting (1-12 credits)	
ACCT 450 Fraud Examination	
ACCT 485 Cost Management	
ACCT 491 Internship	
ACCT 495 Special Topics in Accounting (1-12 credits)	
FINA 320 Management of Risk and Insurance	
FINA 395 Special Topics in Finance (1-12 credits)	
FINA 410 Investments and Portfolio Analysis	
FINA 460 Financial Statement Analysis	
FINA 491 Internship	
FINA 495 Special Topics in Finance (1-12 credits)	

MGMT312	Ethical Issues in Business
MGMT 320	International Business
MGMT 360	Corporate Law
MGMT 370	Entrepreneurship
MGMT 395	Special Topics in Management (1-12 credits)
MGMT 420	Leadership in Organizations
MGMT 445	Mergers and Acquisitions
MGMT 491	Internship
MGMT 495	Special Topics in Management (1-12 credits)
MKTG 320	Principles of Advertising and Promotion
MKTG 330	Marketing Research
MKTG 370	Business-to-Business Marketing
MKTG 395	Special Topics in Marketing (1-12 credits)
MKTG 430	Global Marketing Management
MKTG 491	Internship
MKTG 495	Special Topics in Marketing (1-12 credits)

Cognate Requirements	9
ECON 105	Principles of Microeconomics
ECON 110	Principles of Macroeconomics
MATH 125, STAT 100, or CIS 125	Statistics Course

Special Notes

1. Business administration students must meet the same General Education requirements as students pursuing Bachelors of Arts degrees at SUNY Potsdam. However, Bachelor of Science students only need 65 credit hours outside the Department of Business Administration, instead of 70. Courses with subject codes ACCT, FINA, MGMT and MKTG are considered inside the department.
2. Business administration majors must earn a minimum grade of 2.0 in every required, elective, and cognate course counted toward the major. Students may not elect the S/U option for any required, elective, and cognate course.
3. Occasionally, special topic courses in business administration are offered in ACCT, FINA, MGMT and MKTG with codes 395 or 495. These courses may be counted as business administration electives. Students must consult with their advisers.
4. Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and any other department. Cognate requirements are excluded from this rule.
5. Students must take a minimum of 9 courses (27 credits) for the business administration major at SUNY Potsdam. Of these, they must have taken a minimum of 5 upper division courses (15 credits of 300- or 400-level courses) for the business administration major at SUNY Potsdam.
6. Students pursuing Bachelor of Science degrees must complete a minimum of 75 credits of liberal arts courses. Non-liberal arts courses are designated in course descriptions with the “@” symbol.
7. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of courses numbered 301.
8. Up to 3 credits of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
9. MGMT 301 is Speaking-Intensive (SI) unless taken online.
10. MGMT 490 is Writing-Intensive (WI). It is also the capstone course that must be taken in senior year.
11. Under advisement other courses may count as business electives. Students should consult their adviser.

Business Administration Minor

18 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Elective Courses	18
Six of the following selected in consultation with minor adviser:	
ACCT 201	Principles of Accounting I
ACCT 202	Principles of Accounting II
FINA 301	Finance
MGMT 301	Principles of Management
MGMT 310	Organizational Behavior & Ethics
MKTG 301	Principles of Marketing
MGMT 330	Legal Environment of Business
MGMT 340	Information Systems for Business
MGMT 410	Operations Management
MGMT 490	Strategic and Global Management

Special Notes

1. Business administration minors must earn a minimum grade of 2.0 in every course counted toward the minor. No courses that count toward the minor can be taken S/U.
2. Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and the Department of Economics.
3. MGMT 490 requires senior standing.
4. At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
5. MGMT 301 is Speaking-Intensive (SI) unless taken online.
6. MGMT 490 is Writing-Intensive (WI) and must be taken in senior year.
7. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of courses numbered 301.

Music Business Minor

21 credit hours required.

Designed for the Bachelor of Science in Business Administration major with a minor in Music Business for this interdisciplinary degree program. Offered jointly by: The Crane School of Music and The School of Education and Professional Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	15
MUAI 327	Business of Music I
MUAI 328	Business of Music II
MULT 101	Music Theory for Non-Music Majors I
MUAI 410	Music Merchandising and Retail
MUAI 421	Practicum in Music Business

Electives: two of the following

MUAH 301	History of Rock Music
MUAI 401	Arts Administration and Grant Writing
MUCE 520	Topics in Music Technology
MUAH 350	Women in Music
MUAI 431	Recording and Production Techniques
MUAI 432	Advanced Recording & Production Techniques
MUAI 433	Inside a Record Label
MUCT 330	Jazz Theory and Arranging

Or other electives with adviser approval

Notes

1. Some of the courses printed above may have prerequisites.
2. MUCE, MUCI and MUCT courses require the approval of the instructor.
3. Alternative courses may be counted with the prior approval of the Coordinator for Music Business.

Business Administration Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Accounting

ACCT 201 – @Principles of Accounting I (3) This course focuses on basic accounting principles and concepts for sole proprietorship. The emphasis is on accounting cycle statements and supporting schedules. Recommend sophomore standing. Fall and Spring.

ACCT 202 – @Principles of Accounting II (3) This course is a continuation of basic accounting principles. It focuses on partnerships and corporations, and provides an introduction to managerial accounting. Prerequisite: ACCT 201 or permission of instructor. Fall and Spring.

ACCT 301 – @Intermediate Accounting I (3) This course focuses on financial accounting and reporting for corporations. The course objective is to give students an understanding of financial accounting practices, generally accepted accounting principles (GAAPs), and accounting theories underlying current principles and practices. Specific topics covered include the environment of financial accounting and the development of accounting standards, the conceptual framework underlying financial accounting, revenue recognition and income measurement, and asset measurement including cash, receivables, inventories, and long-term assets. This course is the first course in a two-course sequence. Prerequisite: ACCT 202. Fall, even years.

ACCT 302 – @Intermediate Accounting II (3) This course focuses on financial accounting and reporting for corporations. The course objective is to give students an understanding of financial accounting practices, generally accepted accounting principles (GAAPs), and accounting theories underlying current principles and practices. Specific topics covered include current and long-term liabilities, corporate equity and dividends, convertible securities, investments, revenue recognition, and income taxes. This course is the second course in a two-course sequence. Prerequisite: ACCT 301. Spring, odd years.

ACCT 360 – @Federal Individual Taxation (3) This course is an overview of the federal individual tax structure. Emphasis will be placed on 1) a practical understanding of how to complete the common forms used by a individual tax payer, 3) an introduction to the Internal Revenue Code and Court cases regarding tax issues and 3) a limited amount of theory underlying taxation. Prerequisite: ACCT 202. Spring, even years.

ACCT 385 – @Managerial Accounting (3) This is an introduction to the use of accounting information for management decisions in the context of planning and controlling private, government, and not-for-profit organizations. Topics include cost analysis, activity-based costing, budgeting, responsibility accounting and performance measurement. Prerequisite: ACCT 202. Fall, odd years.

6 ACCT 450 – @Fraud Examination (3) This course will cover the principles and methodology of fraud detection and deterrence. Emphasis will be placed on 1) structuring of illegal or false schemes, 2) uncovering such items through investigation and interview, and 3) preventing fraud abuses. A case study analysis will be used to highlight the problems and possible solutions. Prerequisite: ACCT 202. Fall, odd years.

ACCT 485 – @Cost Management (3) This course considers the measurement and reporting of financial and non-financial information related to the cost of acquiring and consuming resources within an organization. Topics include cost estimation and accumulation for reporting, job order and process costing systems for manufacturing and service organizations, cost allocation issues and standard costing systems. Prerequisite: ACCT 202. Spring, even years.

ACCT 491 – @Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. For application deadlines and more information, see your adviser. Fall and Spring.

Finance

FINA 301 – Finance (3) This course focuses on the sources and costs of funds used by businesses to obtain the assets needed for operations. It also analyzes working capital components and the sources and uses of cash. Additional topics include the basic analysis of risk and return, the time value of money, and an introduction to basic financial statement analysis. Prerequisite: ACCT 202 and one of CIS 125, MATH 125, or STAT 100. Fall and Spring.

FINA 320 – @Management of Risk and Insurance (3) This course focuses on analyzing and managing the risks inherent in running any economic enterprise. Emphasis will be placed on identification of risk exposure and using specific types of insurance to address those exposures. This course may be of interest to Math majors interested in actuarial science. Prerequisite: CIS 125, MATH 125, or STAT 100. As warranted.

FINA 410 – Investments and Portfolio Analysis (3) This course provides an introduction to various investment possibilities for both institutional and individual investors with a concentration on the use of portfolios and diversification for risk management. Topics include job-related investments such as 401Ks, stocks, bonds, mutual funds, and real estate with an emphasis on valuation theory and modeling. Prerequisite: FINA 301. Fall.

FINA 460 – @Financial Statement Analysis (3) This course focuses on the use of corporate financial statements in the analysis of past, present, and expected future financial performance. Topics include industry analysis, accounting analysis, ratio analysis, forecasting, valuation models, and mergers and acquisitions. Emphasis is placed on case analysis. Prerequisite: FINA 301. Spring.

FINA 491 – @Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Junior standing (at the time of internship). For application deadlines and more information, see your adviser. Fall and Spring.

Management

MGMT 301 – @Principles of Management (3) This course focuses on basic management concepts, practical theories, and timely management issues faced by managers in organizations. Topics include managerial functions, roles, and skills needed in planning, organizing, leading, and controlling organizational resources. Fall and Spring.

MGMT 310 – @Organizational Behavior and Ethics (3) This course focuses on theories and practices about individual behaviors, interpersonal dynamics, and group processes in organizations. Topics include motivation, teamwork, leadership, communication, power, influence tactics, conflict resolution, ethics, and job satisfaction. Spring.

MGMT 312 – Ethical Issues in Business (3) This course examines the role of ethics in the business world and the ethical dilemmas encountered by managers. Special attention is given to the relationship among the varied stakeholders that have roles in business situations. Students are presented with practical tools to handle moral dilemmas in the workplace and the world.

MGMT 320 – @International Business (3) This course focuses on current international business practices. It covers the cultural, political, economic, and financial forces that influence international business decisions. Concepts in international marketing, management, and human resource management will also be discussed. Fall.

MGMT 330 – Legal Environment of Business (3) This course will examine the overall legal framework with an emphasis on contracts and business transactions. Laws, cases, and real life situations will be incorporated to present a functional view of how the law is applied. Fall and Spring.

MGMT 340 – @Information Systems for Business (3) This course examines concepts and tools for the design and use of information systems in a business environment. Business information systems components, trends, and use in managing resources and decision making are covered. Topics include computer hardware and software, telecommunications and networks, database resource management, e-commerce, systems development, security and ethical challenges. Case study analyses and/or assignments are used to enable students to acquire skills and proficiency in word-processing, database, presentation graphics, and spreadsheet applications for problem solving, decision making, reporting and oral presentations. Prerequisite: MGMT 301. Fall and Spring.

MGMT 360 – @Corporate Law (3) This course begins with a brief overview of agency law. Emphasis will be placed on corporate structure and standards of conduct that the officers, managers, and directors have regarding duties of care and loyalty. Other various interrelated entities such as partnerships, closed corporations, and limited liability companies will also be examined. Fall, even years.

MGMT 370 – @Entrepreneurship (3) This course is a survey of the practice of entrepreneurship and small business management. Topics include entrepreneurial process, characteristics of entrepreneurs, starting new ventures, business plans, and the entrepreneurial life cycle. Students will apply entrepreneurial knowledge to the process of creating an individual business plan term project. Prerequisite: MGMT 301, MKTG 301, & ACCT 201. As warranted.

MGMT 410 – @Operations Management (3) This course introduces the primary operations activities in manufacturing and service organizations. Topics include operations strategy for goods and services, TQM, goods and services design, process and capacity design, layout design, supply chain management, project management, inventory management for independent and dependent demand (MRP), aggregate scheduling, and short-term scheduling. Spreadsheets and/or commercial software will be used for quantitative analysis whenever possible. Prerequisites: MGMT 301 and one of CIS 125, MATH 125, or STAT 100. Fall and Spring.

MGMT 420 – @Leadership in Organizations (3) This course is a survey of theory, research, and practice of leadership in formal organizations. Topics include leadership behaviors, participative leadership, sources of power, the influence process and managerial effectiveness, managerial traits and skills, charismatic leadership, strategic leadership by top executives, and leadership in decision-making groups. Prerequisite: MGMT 301. Spring.

MGMT 445 – @Mergers & Acquisitions (3) This course introduces the basic strategic, financial, and managerial aspects of corporate mergers and acquisitions. It covers key issues of acquisition valuation and negotiation, strategic synergy, and the integration aspects of human resources, organizational behavior, and operations. Students will learn to spot potential merger, acquisition, and divestiture opportunities, to assess the financing and stock market impacts, and apply various valuation techniques including discounted cash flows, book values, and ratio analysis. Spring.

MGMT 490 – @Strategic and Global Management (3) This course focuses on the strategic functions and responsibilities of top management in guiding, shaping, and achieving the directions for the total organization. Theories and principles of strategy will be applied to local, national, and global organizations. Topics include organizational vision, mission, strategies, tactics, and implementation. Prerequisites: MGMT 301, MKTG 301, and Senior standing. Gen Ed: WI credit. Fall and Spring.

MGMT 491 – @Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. For application deadlines and more information, see your advisor. Fall and Spring.

Marketing

MKTG 301 – @Principles of Marketing (3) This course focuses on theories and strategies that marketing managers use to create competitive advantage for the organization. The marketing process of planning and implementing the conception, pricing, promotion, and distribution of ideas, goods and services will be emphasized. The course includes the creation of a group-oriented marketing plan term project. Fall and Spring.

MKTG 320 – @Principles of Advertising and Promotion (3) This course focuses on advertising and promotion from the advertiser's point of view. It explores marketing institutions in consumer advertising, business advertising, sales promotion, direct response, personal selling and public relations. Topics also include media and strategy, advertising research and creating the copy. The course includes a hands-on team project that is a complete advertising campaign. Prerequisite: MKTG 301. As warranted.

MKTG 330 – @Marketing Research (3) This course is a survey of theory, research, and practice of marketing research. Marketing research is the function that links the market to the marketing professional. It involves the systematic gathering, recording, processing, and analyzing of marketing data. Topics include data collection methods, sampling theory, measurement, scaling, questionnaire design, data analysis, presentation of the research findings, and ethical issues. As a part of the course, students will apply their knowledge to marketing research team projects. Prerequisite: MKTG 301. As warranted.

MKTG 370 – @Business-to-Business Marketing (3) This course will deal with marketing in business to business markets with emphasis on strategic marketing management, buyer behavior and competitive analysis, sales management, new product management, and international issues. Topics will also include marketing planning, organizational buyer behavior, business marketing channels, and the marketing mix elements. It will combine theory and practice. Students will have a practical knowledge of business buyers and their purchase involving extensive decision-making and the consideration of multiple options and vendors. Prerequisite: MKTG 301. As warranted.

MKTG 430 – Global Marketing Management (3) The course aims to develop skills in designing and implementing global marketing strategies and programs in diverse contexts. The course materials cover both large and small firms, marketing a broad range of consumer and industrial products and services, and operating in developing and developed country-markets in all geographic regions. Students will develop a critical appreciation of the external forces that are shaping the world's markets; learn when to use alternate market entry strategies; what to standardize or adapt in marketing programs; and determine how to organize global marketing operations for maximum effectiveness. Prerequisite: MKTG 301. As warranted.

MKTG 491 – @Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Junior standing at the time of internship. For application deadlines and more information, see your advisor. Fall and Spring.

Department of Community Health

Contact Person: Kathleen O'Rourke, Chair
101A Dunn, 315-267-3392, orourkkm@potdam.edu

Associate Professors: Kelly Bonnar, Kathleen O'Rourke

Assistant Professors: Patricia Anafi, Tony Trunfio

Wilderness Education Coordinator: Mark Simon

Leadership and Challenge Center Coordinator: Adam Wheeler

Community Health Internship Coordinator: Ada Santaferra

Community Health Program

The Community Health major focuses on Community Health Education, a field of health practice that seeks to help people make positive changes in their lifestyles, families, workplaces, organizations and communities, develop and advocate for effective health policy and address health disparities in order to prevent health problems from occurring and improve health and quality of life. Health education is an exciting field, with a variety of content areas and employment opportunities from which to choose. Graduates of the Community Health program pursue careers in local or state public health departments, hospital outreach and education programs, community-based programs and agencies, social service programs and agencies, national health organizations, corporate wellness programs, etc. Substance abuse prevention, nutrition education, sex education, safety and injury prevention, disease prevention, therapeutic recreation, and environmental health advocacy are just a few of the occupational opportunities available to graduates from this program. The Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. Working toward social justice and helping others learn how to live healthier and more fulfilling lives is a rewarding and challenging endeavor. Through the Community Health Major, students acquire the skill base and knowledge to be effective health educators. Graduates of the Community Health Major qualify to sit for the CHES exam to become Certified Health Education Specialists (CHES), a nationally recognized credential for health educators.

Community Health Major (B.S.)

47 credit hours required. Plus 7 credits of cognates.

The community health major requires students to successfully complete 26 core course credits, 9 credits of HLTH electives, a 12-credit internship, and 7 credits of cognate courses. Student who declare the Community Health Major will be assessed to determine if they need additional assistance with writing. If a student is determined to need assistance, faculty will refer the student to the College writing specialist. In addition to demonstrating acceptable writing skills, students must also earn at least a 2.0 in courses counting towards the major and maintain an overall GPA in the major of a 2.5 to participate in the culminating internship. Students may not take any core courses S/U.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
HLTH 165	Health: A Lifestyle Approach
HLTH 310	Health Disparities
HLTH 361	Foundations of Community Health
HLTH 380	Theory in Community Health
HLTH 385	Epidemiology and Biostatistics

HLTH 430	Human Disease: Patterns, Prevention and Intervention
HLTH 470	Program Planning
HLTH 480	Program Evaluation
HLTH 485	Pre-internship seminar (2 credits)
HLTH 490	Internship (12 credits)

Electives: three of the following	9
HLTH 200	Therapeutic Recreation
HLTH 250	Drug Studies
HLTH 300	Environmental Health
HLTH 325	Alcohol Studies
HLTH 331	Death and Dying
HLTH 333	Human Nutrition
HLTH 341	Sexual Health
HLTH 342	Women's Health
HLTH 343	Maternal and Child Health
HLTH 344	Issues in Lesbian, Gay and Bisexual Health
HLTH 345	Child Abuse and Neglect
HLTH 346	Preventing Violence Against Women
HLTH 371	Nutrition for Special Populations
HLTH 373	Current Topics in Community Health Nutrition
HLTH 375	Navigating the American Diet
HLTH 425	Exercise Physiology
HLTH 295, 395 or 495	Special Topics
HLTH 298, 398 or 498	Tutorial

Cognates	7
BIOL 107	Human Biology OR
BIOL 210	Anatomy and Physiology Lecture
BIOL 210	Intro to Anatomy and Physiology Lab (1 credit) OR
HLTH 210	Virtual Anatomy and Physiology Cadaver Lab (1 credit)
STAT 100	Statistics

Note: Seventy-five liberal arts credits are required for the B.S. degree. General Education requirements are the same as for the B.A. program.

Registration

To declare the major, contact the chair of the Department of Community Health.

Honors Community Health Program

66 credit hours required.

The purpose of the Community Health Honor's program is to engage undergraduate Community Health majors in independent research activities. Honors students accepted into the program will apply fundamentals of public health research through the completion of an Honors Thesis project and seminar. This experience is designed for students interested in pursuing graduate education in public health.

Eligibility Criteria

To apply to the Community Health Honor's Program, students must:

- Have a 3.25 GPA in the major and a 3.0 GPA overall.
- Have completed at least 15 credit hours towards their major requirements (at least 9 of these must be core, upper division credit hours)
- Have at least 2 semesters left before graduation

Application Procedure

Students who are eligible based on GPA and credit hours will be invited to apply to the program by the Honor’s Program Coordinator. The Coordinator will send a letter to eligible students each Spring and Fall semester. Students interested, will apply by submitting a two page statement of interest to the Honor’s Program Coordinator.

All courses are 3 credits unless noted. Credits are divided as follows:

CORE Courses	Credits
	26
HLTH 165 Health—A lifestyle approach	
HLTH 310 Health Disparities	
HLTH 361 Foundations of Community Health	
HLTH 380 Theory in Comm. Health	
HLTH 385 Epidemiology & Biostatistics	
HLTH 430 Human Disease	
HLTH 470 Program Planning	
HLTH 480 Program Evaluation	
HLTH 485 Pre-Internship Seminar (2 credits)	
HONORS Courses	15
HLTH 491 Honors Internship (6 credits)	
HLTH 492 Honors Thesis I	
HLTH 493 Honors Thesis II	
HLTH 494 Honors Seminar	
COGNATE Courses	7
STAT 100 Statistics	
BIOL 107 Human Biology OR	
BIOL 210 Anatomy and Physiology	
BIOL 210 Anatomy and Physiology Lab (1 credit) OR	
HLTH 210 Virtual A & P Cadaver Lab (1 credit, no LB credit)	
ELECTIVE courses	6
Each Community Health major in the Honors Program is also required to take 6 credits of HLTH electives. Students may choose from the list below:	
HLTH 200 Therapeutic Recreation	
HLTH 250 Drug Studies	
HLTH 300 Environmental Health	
HLTH 325 Alcohol Studies	
HLTH 331 Death and Dying	
HLTH 333 Human Nutrition	
HLTH 341 Issues in Sexual Health	
HLTH 342 Women’s Health	
HLTH 343 Maternal & Child Health	
HLTH 344 Lesbian, Gay & Bisexual Health	
HLTH 345 Child Abuse & Neglect	
HLTH 346 Prevent Violence Against Women	
HLTH 371 Nutrition for Special Populations	
HLTH 373 Community Health Nutrition	
HLTH 375 Navigating the American Diet	
HLTH 425 Exercise & Sports Physiology	
HLTH 295/395/495 Special Topics	
HLTH 298/398/498 Tutorial	

Recommended Courses

STAT 200 and STAT 300

Honors Internship

During their last semester at SUNY Potsdam, Community Health majors in the Honors Program will complete a half-time, 6 credit internship.

Honors Seminar

During the Internship semester, Community Health majors in the Honors Program will also take a 3-credit seminar. The seminar will consist of each honors student attending a local, regional or national public health conference and then presenting their experiences and what they learned to the department.

Honors Thesis I and II

During the semester prior to the internship, Community Health majors in the Honors Program will take the first Honors Thesis class in which they will plan and propose a study. During the internship semester, students will take the second Honors Thesis class in which they will collect and analyze their data and then write a report about, present and defend their research.

Community Health Minor

20 credit hours required.

The Community Health Minor will prepare students to identify the determinants of health and illness and to discern the impact that health or illness has on the social, emotional, cultural, spiritual, psychological, political and economic well-being of individuals, societies and the “global village” as a whole. This valuable information will be complementary to the solid foundation of knowledge constructed via major coursework and will afford students a more comprehensive and complete world view. Depending on the electives selected, students will learn to interpret, analyze and address current world health concerns in such diverse areas as environmental health, human sexuality, nutrition, substance abuse, fitness, therapeutic recreation and death, dying and bereavement. In addition, students will also learn how to make informed personal lifestyle choices that will allow them to experience a higher quality of life now and in the future.

A minimum of 20 hours of credit to be taken in the Department of Community Health is required of all students seeking a Community Health minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students EXCEPT those enrolled in the Community Health major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Community Health minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
	8
HLTH 165 Health: A Lifestyle Approach	
HLTH 361 Foundations of Community Health	
HLTH 475 Minor Seminar (2 credits)	
Community Health Elective: one of the following	3
HLTH 310 Health Disparities	
HLTH 380 Theory in Community Health	
HLTH 385 Epidemiology and Biostatistics	
HLTH 430 Human Disease: Patterns, Prevention and Intervention	

Health Topic Electives 9

Choose three Topic Areas from the following list and take one course in each chosen topic area:

- Substance Abuse: HLTH 250 Drug Studies or HLTH 325 Alcohol Studies
- Environmental Health: HLTH 300 Environmental Health
- Death & Dying: HLTH 331 Death and Dying
- Sexual Health: HLTH 341 Sexual Health, HLTH 342 Women’s Health, HLTH 343 Maternal and Child Health, or HLTH 344 Issues in Lesbian, Gay, and Bisexual Health
- Nutrition: HLTH 333 Human Nutrition, HLTH 371 Nutrition for Special Populations, HLTH 373 Current Topics in Community Health Nutrition, or HLTH 375 Navigating the American Diet
- Fitness: HLTH 425 Exercise Physiology
- Therapeutic Recreation: HLTH 200 Therapeutic Recreation
- Other: Special topics courses (HLTH 395/495) may be applied to the minor with permission of the advisor and department chair.

Nutrition Minor

20 credit hours required.

The Nutrition Minor will provide students with a basic foundation in community health and an overview of health behaviors, as well as an in-depth examination of nutrition.

A minimum of 20 hours of credit is required of all students seeking the Nutrition minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Nutrition minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
HLTH 165 Health: A Lifestyle Approach	17
HLTH 333 Human Nutrition	
HLTH 361 Foundations of Community Health	
HLTH 371 Nutrition for Special Populations	
HLTH 373 Current Topics in Community Health Nutrition	
HLTH 476 Minor Seminar: Nutrition Section (2 credits)	

Elective: one of the following	3
HLTH 310 Health Disparities	
HLTH 375 Navigating the American Diet	
HLTH 380 Theory in Community Health	
HLTH 430 Human Disease: Patterns, Prevention and Intervention	
ANTH 374 Food for Thought: The Anthropology of Eating	

For CH Majors: The HLTH electives you choose for the CH Major can not be HLTH 333, 371, 373 or 375. In addition, you must select HLTH 375 as your elective for the Nutrition Minor.

Fitness Minor

20-23 credit hours required.

The Fitness Minor will provide students with an understanding of the role of behaviors (including diet and physical activity) in human health, as well as an in-depth examination of fitness.

A minimum of 20 hours of credit is required of all students seeking a Fitness minor. Students must earn at least a 2.0 in each course to receive credit for the minor. This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Fitness minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
HLTH 165 Health: A Lifestyle Approach	15
PE 305 Personal Training Fundamentals (4 credits)	
HLTH 333 Human Nutrition	
HLTH 425 Exercise Physiology	
HLTH 478 Minor Seminar: Fitness Section (2 credits)	

Activity Courses: two of the following	2-5
PE 108 Aerobic Kick-Boxing (1 credit)	
PE 116 Hatha Yoga (1 credit)	
PE 123 Jogging and Conditioning (1 credit)	
PE 131 Swim for Fitness (1 credit)	
PE 136 Weight Training (1 credit)	
PE 155 Weight Loss (1 credit)	
DANC 114 Beginning Kripalu-Style Yoga (2 credits)	
DANC 116 Pilates Practice (2 credits) OR	
DANC 212 Pilates-Based Conditioning (3 credits)	
WILD 160 Introduction to Rock Climbing (1 credit) OR	
WILD 170 Rock Climbing (2 credits)	

Cognate: one of the following	3
BIOL 107 Human Biology	
BIOL 210 Intro to Anatomy & Physiology - Lecture	

Recommended Elective

HLTH 430 Human Disease: Patterns, Prevention and Intervention	
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For CH Majors: The HLTH electives you choose for the CH Major can not be HLTH 333 or HLTH 425.

Sexual Health Minor**20 credit hours required.**

The Sexual Health Minor will provide students with a basic foundation in community health and an overview of health behaviors, as well as an in-depth examination of sexual health.

A minimum of 20 hours of credit is required of all students seeking a Sexual health minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Sexual Health minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
	11
HLTH 341	Issues in Sexual Health
HLTH 342	Women’s Health
HLTH 361	Foundations of Community Health
HLTH 477	Minor Seminar: Sexual Health Section (2 credits)
Community Health Elective: one of the following	3
HLTH 310	Health Disparities
HLTH 380	Theory in Community Health
HLTH 385	Epidemiology and Biostatistics
HLTH 430	Human Disease: Patterns, Prevention and Intervention
Sexual Health Electives: two of the following	6
HLTH 343	Maternal and Child Health
HLTH 344	Issues in Lesbian, Gay, and Bisexual Health
ANTH 150	Human Sexuality
ANTH 321	Cross-cultural Aspects of Women’s Health
ANTH 346	Human Sexuality 2: Evolving Sex Roles
ANTH 411	Anthropology of AIDS
ANTH 412	Seminar in Women’s Sexuality
PSYC 363	Psychology of Women

For CH Majors: The HLTH electives you choose for the CH Major can not be HLTH 341, 342, 343, or 344 if they are used for the sexual health minor.

Therapeutic Recreation Minor**18 credit hours required.**

Contact Person: Mark Simon
100D Satterlee, 315-267-3130, simonm@potsdam.edu

The Therapeutic Recreation minor will prepare students to assist special populations (those with physical, emotional or intellectual challenges) to engage in backcountry recreation activities. Activities such as hiking, camping and other outdoor activities are a means for special populations to use their leisure time in engaging, healthy and meaningful ways.

A minimum of 18 hours of credit is required of all students seeking a Therapeutic Recreation minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Therapeutic Recreation minor, contact the chair of the Department of Community Health or the Wilderness Education Coordinator.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
	9
HLTH/WILD 200	Therapeutic Recreation
WILD 160	Introduction to Rock Climbing (1 credit)
WILD 360	Leadership in Adventure Education
HLTH 479	Minor Seminar: Therapeutic Recreation Section (2 credits)
Electives: three of the following	9
HLTH 165	Health: A Lifestyles Approach
HLTH 250	Drug Studies
HLTH 325	Alcohol Studies
HLTH 430	Human Disease
PSYC 220	Child Development
PSYC 321	Psychology of Adolescence
PSYC 322	Mental Retardation
PSYC 323	Adulthood, Middle Age and Aging
PSYC 364	Counseling Theory and Methods
PSYC 375	Abnormal Psychology
PSYC 376	Child Psychopathology
SOCI 335	Sociology of Aging
SOCI 385	Sociology of Troubled Youth
SOCI 390	Sociology of Mental Illness
SOCI 465	Sociology of Health and Illness

Wilderness Education Minor**Minimum of 19-21 credit hours required.**

Contact Person: Mark Simon
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The wilderness education minor prepares students to become leaders in wilderness settings. If winter camping, rock and ice climbing interest you or are already your passion, this is the program for you. The lakes, forests, and climbing crags within the six-million acre Adirondack Park are your classroom. Prepare yourself to teach others about how to travel safely through wilderness environments. In the process, you also learn a great deal about leadership and group dynamics, which are transferable to work settings outside of the wilderness. The wilderness education minor will prepare you for a primary or secondary career as a field instructor within the following broad areas:

- Education: secondary science, field-based science, environmental education, outdoor-based physical education
- Recreation: college campus-based outdoor recreation, wilderness guide, adventure recreation
- Personal development/therapy: challenge programs, youth-at-risk, people with disabilities
- Community health: adolescent health education, drug prevention programs

All courses are 3 credits unless noted. Credits are divided as follows:

Complete all of the following courses:		Credits
WILD 220	Wilderness First Responder	11
WILD 240	Backpacking (2 credits)	
WILD 320	Outdoor Education	
WILD 350	Wilderness and Adventure Program Planning	

Choose one of the following Emphases:		8-10
<i>Wilderness Leadership Emphasis Requirements</i>		
WILD 340	Wilderness Leadership I (4 credits)	
WILD 345	Wilderness Leadership II (6 credits)	
WILD 175	Ice Climbing (2 credits) OR	
WILD 330	Winter Expedition Skills (2 credits)	

Adventure Education Emphasis Requirements

WILD 160	Introduction to Rock Climbing (1 credit)
WILD 170	Rock Climbing (2 credits)
WILD 200	Therapeutic Recreation
WILD 360	Leadership In Adventure Education (2 credits)

See page 176 for Wilderness Education course descriptions.

Community Health Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description. All 300 and 400 level courses require at least junior standing.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

HLTH 165 – Health: A Lifestyle Approach (3) A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of one's lifestyle. Topics such as physical fitness, nutrition, sexuality, environmental health, stress management, and substance use prevention will be discussed relative to their role in individual and community health concerns. Gen Ed: FS with 1 credit lab. Fall and Spring.

HLTH 185 – @Biostatistics (3) This course will provide students with an introduction to descriptive and inferential statistics typically used in community and public health. Not currently offered.

HLTH 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as WILD 200. Fall.

HLTH 230 – School Health (CA, SAVE) (2) This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students' social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, arson prevention, drug abuse prevention and child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

HLTH 250 – Drug Studies (3) Examination of the physiological, psychological, economic, social and cultural problems related to use and abuse of psychoactive substances. Misconceptions, beliefs, and various sources of information are criti-

cally evaluated in order to establish a sound basis for personal decision making. Teaching techniques, group dynamics, and non-chemical alternatives to drugs are explored as preventative tools. Spring.

HLTH 300 – Environmental Health (3) An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins, food safety, and shelter and how those issues have an impact on the health of individuals. Fall.

HLTH 310 – Health Disparities (3) In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. Prerequisites: HLTH 361.

HLTH 325 – Alcohol Studies (3) An examination of the physical, psychological, and sociological implications of alcohol use and abuse. A primary focus is on confronting our own as well as others attitudes and beliefs about alcohol use. Additional emphasis is placed on theories of causation, awareness of values, and conflicting value systems relating to prevention and the importance of developing an understanding of the role of alcohol use in western society. Gen Ed: SI and SA credit. Spring.

HLTH 331 – Death and Dying (3) An examination of the social and psychological implications of the study of death and dying with particular emphasis on their relevance to enhancing the quality of life. Death is viewed as an integral part of life and the final stage of growth, more than a mere biological event. A focus of the course is to provide an understanding of those issues which have an impact upon individuals when going through life-threatening processes. The importance of recognizing needs, nonverbal or symbolic behavior and effective communication is studied along with the impact of loss in the life cycle. Gen Ed: SA credit. Spring.

HLTH 333 – Human Nutrition (3) Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, the application of nutrition principles to the various stages of the human life cycle, the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

HLTH 341 – Sexual Health (3) This course is designed to be an exploration of topics in sexual health. Students will examine adolescent and sexual identity development; sexual health issues such as sexually transmitted disease, reproduction and sexual violence, and community health strategies used to address sexual health such as sexuality education, disease prevention and sexual health promotion efforts, sexual/reproductive health care. Students will also explore the impact of attitudes about sex on sexual health and on community health strategies to address sexual health. Spring.

HLTH 342 – Women's Health (3) This course examines health concerns specific to women. Behavioral, psychological and socio-cultural aspects of women's experience in health systems will be explored, as well as general influences such as age, race, ethnicity and social class on women's roles as recipients and providers of health care. Course topics include historical perspectives on women's health, gender differences in morbidity and mortality, patient and health care provider relationships, health care consumerism, the impact of employment, motherhood, divorce and aging, and other health concerns unique to women. Fall.

HLTH 343 – Maternal and Child Health (3) Maternal Child Health (MCH) offers an introduction to health issues affecting infants, children, adolescents and women of reproductive age. The course focuses on the ways in which poverty, politics, and racial/ethnic disparities affect the health of families in the U.S. and abroad. Students will examine the history and organization of MCH programs in the U.S., discuss the organization and financing of MCH health services, and explore current topics and trends in MCH, including pregnancy and childbirth, children with special needs, and teen pregnancy, among others. Spring.

HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3) This seminar-style course explores issues related to the health and well being of lesbian women, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of

research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. As warranted.

HLTH 345 – Child Abuse and Neglect (3) This course will examine child abuse and neglect as a significant public health problem. Students will examine the nature, prevalence, determinants and consequences of abuse and neglect. In addition, programs and systems to identify, respond to and prevent abuse and neglect will be critically reviewed. As warranted.

HLTH 346 – Preventing Violence Against Women (3) This course will provide students with an introduction to violence against women and efforts to prevent it. While violence is perpetrated against men, the focus of this course is to understand its etiology and impact against women. In this course, students will learn about types of violence against women, the health consequences of violence, as well as risk factors for both victimization and perpetration. Students will explore the efficacy of violence prevention efforts in both public health and the criminal justice systems. As warranted.

HLTH 361 – Foundations of Community Health (3) This course outlines the history, evolution and status of the practice of health education among groups of people who define themselves as a community. There is a focus on health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention. Gen Ed: SA and SI credit. Fall and Spring.

HLTH 371 – Nutrition for Special Populations (3) This course will cover issues related to the nutrition among specific populations of people. Topics will include prenatal nutrition, nutrition for children and the elderly, and nutrition for athletes. Fall.

HLTH 373 – Current Topics in Community Health Nutrition (3) This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements. Fall.

HLTH 375 – Navigating the American Diet (3) This course will provide an in-depth analysis of the science of weight management. Using current scientific nutrition research students will learn about the nature of hunger, appetite and satiety and will explore how the current American diet promotes weight gain. Students will learn about current fad diets; how obesity and weight gain are associated with chronic disease; the role of physical activity in weight management; the dangers associated with disordered eating; and medical treatment methods for treating obesity including appetite suppressants and gastric bypass surgery. Through interactive, student led activities, students will learn how to maximize nutrients and flavor in the food they eat without also maximizing calories. Spring.

HLTH 380 – Theory in Community Health (3) This course will provide students with an overview of theories used in health education and communication. Fall.

HLTH 385 – Epidemiology and Biostatistics (3) Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease. Spring.

HLTH 425 – Exercise Physiology (3) This course examines the physiological adaptations to exercise for fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisite: BIOL 107. Spring.

HLTH 430 – Human Disease: Patterns, Prevention and Intervention (3) Contemporary concepts of causation, prevention and intervention of chronic and communicable disease. Individual and community risk factors will be analyzed with an emphasis on prevention. Prerequisites: BIOL 107. Fall and Spring.

HLTH 465 – Health Instruction Strategies (3) An introduction into the philosophy, instructional strategies, and general health topics applied while instructing health courses. Discussion of relevant topics, assessment techniques, and student-teacher interaction will provide students with skills, knowledge, and experience needed to successfully teach a health course to both high school and college students. Emphasis is on appropriate instruction techniques and public speaking skills that most effectively will reach the target population. Restricted to those who are Community Health Majors, and have permission of the instructor. As warranted.

HLTH 470 – @Program Planning (3) An analysis of methods and strategies for community health needs assessment, determining community demographics and

program needs. Discussion and application of community health program planning and implementation in a variety of settings, as well as criteria and procedures for program evaluation. Prerequisites: HLTH 361. Gen Ed: WI credit.

HLTH 475 – Minor Seminar (2) Exposes Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education Minors to community programs or agencies. Students gain experience developing or working on an applied project. Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education minors only. Fall, Spring and Summer.

HLTH 480 – Program Evaluation (3) Evaluation theory and fundamental principles of evaluation technique. Process, outcome and impact evaluations of the effectiveness and efficacy of disease and injury prevention and intervention programs will be developed using qualitative and quantitative methods. Prerequisite: HLTH 361 and 470.

HLTH 485 – @Pre-Internship Seminar (2) This course is designed to prepare Community Health majors to select their internships for the following semester. The course will include interviewing techniques, supervisor-employee relationships, responsibilities as an intern, with significant emphasis on student research in the content area of their interest (e.g., nutrition, environmental health, substance use prevention, etc.) Students must take this course the semester prior to their internship. Prerequisite: HLTH 470 or 480. Community Health Majors only. Fall and Spring.

HLTH 490 – @Internship (12) A full semester experiential placement in a community-based, health-related agency (two separate 7-week experiences). May require residence in any part of state at student's expense. To enroll, students must complete all courses required for the major with a 2.5 or higher major GPA; students must earn at least a 2.0 in each course counting toward the major; and students must have earned a passing score on the entrance essay. Contact the Community Health Internship Coordinator Ada Santaferri at santafam@potdham.edu. Fall, Spring and Summer.

HLTH 530 – School Health – CA, SAVE (3) This course examines signs of child maltreatment and related reporting requirements for teachers; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, drug abuse prevention and child abduction prevention; and behaviors affecting the current and future health of school-aged children and adolescents. The course also explores coordinated school health programs, current health education standards and health-related challenges and controversies schools are facing. Fall and Spring. Also typically offered during Winterim and Summer.

Wilderness Education Course Descriptions

WILD 160 – @Introduction to Rock Climbing (1) Technical skills include belay techniques, movement, on rock, rappelling, and safety systems. Students will utilize the indoor climbing wall in Maxcy Hall as part of this course. Gen Ed: PE credit. Counts for academic credit. Fall and Spring.

WILD 170 – @Rock Climbing (2) Designed for those who aspire to lead rock climbing trips. Topics include: rock climbing skills progression, site management, climbing anchor systems, fall factors and belay techniques/rappel techniques, and basic rescue techniques. Course includes two consecutive weekend rock climbing trips. Gen Ed: 1 PE activity credit. Counts for academic credit. Fall.

WILD 175 – @Ice Climbing (2) Climbing techniques used for both steep, frozen waterfalls and moderate, mountaineering routes with mixed snow and ice. The use of specialized anchors and protection for ice climbing will be examined in addition to objective hazards associated with ice climbing. Course includes two consecutive weekend ice climbing trips. Prerequisite: WILD 170 or WILD 160. Gen Ed: 1 PE activity credit. Counts for academic credit. Spring.

WILD 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as HLTH 200. Fall.

WILD 220 – @Wilderness First Responder (3) An intensive professional certification course designed to develop the medical knowledge and skills needed when medical emergencies occur in isolated settings. Considered by many outdoor recreation

professionals as the standard course in the application of techniques of first aid and safety for wilderness medical emergencies. Practical and theoretical applications are examined. Spring.

WILD 240 – @Backpacking (2) Introduction to Leave No Trace camping skills, clothing /equipment selection and use, food planning/expedition nutrition, map interpretation, are among topics covered. Culminates in a four-day backpacking trip. Gen Ed: 1 PE activity credit. Counts for academic credit. Fall and Spring.

WILD 300 – @Instruction in Wilderness Education (2) Instructional strategies will be explored and refined as students assist in the delivery of Wilderness Education field courses. Students will maintain a journal detailing the effectiveness of lessons and leadership styles during adventure activities. Wilderness education minors only. Prerequisite: WILD 360. As warranted.

WILD 320 – Outdoor Education (3) Introduction to the broad field of Outdoor Education, and the use of wildland areas for the purpose of recreation, education, development, and therapy. Experiential learning theory associated with leading groups in wildland settings and visitor education will be examined. Students will earn a Leave No Trace Trainer's certificate and participate in overnight camping as part of this course. Prerequisite: WILD 240. Gen Ed: SI credit. Spring.

WILD 330 – @Winter Expedition Skills (3) Course will focus on travel and outdoor living skills in a winter environment. Students will plan and execute a 6 day winter expedition in January (over winter break), Offered fall only.

WILD 340 – @Wilderness Leadership I (4) Introduction to: leadership, judgment and decision making, teaching minimum impact camping, group facilitation and wilderness travel skills. Students will participate in a 16-day wilderness expedition during the summer term. Eligibility for Outdoor Leadership Certification through the Wilderness Education Association is available upon the completion of Outdoor Leadership II. Prerequisite: WILD 240. Spring.

WILD 345 – @Wilderness Leadership II-Honors (6) Course will focus on advanced: leadership, judgment and decision-making, teaching, group facilitation and refining wilderness travel skills. Students will assist in the planning and execute a 16-day wilderness expedition during the summer term. Successful completion of this course will lead to eligibility for Outdoor Leadership Certification through the Wilderness Education Association and a Leave No Trace Master Educator Certificate. Prerequisite: WILD 340. Spring.

WILD 350 – @Wilderness and Adventure Program Planning (3) Program development, administration, risk management, and wildland management issues will be examined. Emphasis is on planning experiential learning and adventure activities for environmental education, recreation, personal development and therapy programs. Students will develop a comprehensive program proposal as part of this course. Prerequisite: WILD 320. Fall.

WILD 360 – @Leadership in Adventure Education (3) Students will develop the technical, leadership, and facilitation skills necessary to implement safe and effective facility based adventure education programming. The course will focus on initiative, climbing wall, and ropes course programs while using the Adventures In Reality Climbing Center at SUNY Potsdam. Emphasis is given to understanding the theoretical underpinnings behind adventure education philosophy. Prerequisite: WILD 160. Activity fee will be assessed by Student Accounts. Fall.

Teacher Preparation Program

The School of Education and Professional Studies is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts

NCATE

The Standard of Excellence
in Teacher Preparation

Ave., NW, Suite 500, Washington, DC 20036; phone 202-466-7496. Accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Mission Statement (1995)

Education programs at SUNY Potsdam are committed to the preparation and enhancement of teachers who are grounded in disciplinary knowledge emanating from the arts and sciences and in curricular and instructional theory and practice. The departments strive to assist teachers to become reflective practitioners, lifelong learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students.

SUNY Potsdam education programs are committed to preparing and sustaining teachers who hold knowledge and attitudes needed in dealing with the challenges facing schools today and in the future. Some of the new challenges include: increased diversity of the student population in terms of abilities, linguistics, ethnic and cultural backgrounds; rapid technological advancements; changes in assessment practices; and school restructuring and reform.

Education Unit Conceptual Framework (2000)

The conceptual framework is organized around the vision statement, A Tradition of Excellence: Preparing Creative and Reflective Educators. The three major strands in the framework are Well-Educated Citizen, Reflective Practitioner and Principled Educator.

Well-Educated Citizen

- critically analyzes and solves problems
- organizes thought and communicates effectively
- understands history and our social and political institutions
- understands and respects diverse cultures and our intercultural world
- understands the impact of science and technology on our lives
- uses technology appropriately for research, analysis, and communication, and exhibits information literacy
- has experience creating and appreciating the arts
- has a broad and deep understanding of the subject matter one teaches
- models the skills, attitudes, and values of inquiry appropriate to one's discipline

Reflective Practitioner

- models inquiry, practice, and reflection
- uses research to inform curriculum, instruction and assessment effectively
- meets the diverse learning needs of students
- applies knowledge of local, state, national and professional standards
- utilizes instructional and assistive technology effectively
- promotes inquiry, critical thinking, and problem solving
- creates positive learning environments for all students
- uses research, reflection and discourse throughout one's career
- prepares to become an instructional leader

Principled Educator

- behaves in a professional manner
- maintains a high level of competence and integrity in one's practice
- demonstrates a willingness to be flexible, take risks, and show comfort with uncertainty
- works well with others
- takes responsibility for one's own actions
- recognizes and respects one's own diversity and that of others
- fosters positive relationships with students, parents, administrators, colleagues, and agencies in the community to support student learning and well being

Teacher Opportunity Corps (Van Housen Ext. 481)

The Teacher Opportunity Corps (TOC) seeks to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at-risk of truancy, academic failure, or dropping out of school; and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. TOC is funded by the New York State Education Department Office of K-16 Initiatives and Access Programs Teacher Development Programs Unit and SUNY Potsdam's School of Education & Professional Studies.

TOC works closely with SUNY Potsdam's School of Education and Professional Studies and the Teacher/Leader Quality Partnerships Program (TLQP), which supports education majors with field-based learning experiences in the Salmon River Central School District on the St. Regis Mohawk Akwesasne Reservation.

TOC student members are provided enrichment activities that include educational programs on the best methods and strategies to teach at-risk students; opportunities to attend educational conferences; portfolio development; and academic and personal counseling. Additionally, TOC members receive financial support for payment of the New York State Teacher Certification Examination fees. TOC graduates are also provided mentoring by master teachers during their first year of teaching.

TOC serves full-time undergraduate/graduate students, or part-time graduate students completing the requirements for initial/professional certification.

Students eligible for TOC must be New York State residents and fall within one of the following priority groups:

1. Individuals who have been historically underrepresented and underserved in the teaching professions – African Americans, Hispanic Americans, Native Americans or Alaskan Natives; or
2. Individuals who are economically disadvantaged (in accordance with the criteria established in statute for the TOC program); or
3. Individuals not from historically underrepresented or economically disadvantaged groups, but who plan to teach in school districts where there are a large number of at-risk students.

Eligible individuals must achieve at minimum the following GPAs: sophomores, 2.5; juniors and seniors, 2.75; and graduate students, 3.0.

For further information about TOC membership, please contact the TOC Director, 481 Van Housen Extension, 315-267-2508 or email hughesck@potdam.edu and/or visit the TOC webpage at: www.potsdam.edu/academics/SOEPS/education/TOC.

Policies for Education Programs**Admission and Advising for Education Programs**

All students who wish to pursue Childhood/Early Childhood or Secondary Education are required to complete the declaration process by going to: www.potsdam.edu/academics/soeps/educationadvising.

Students are accepted into the Childhood/Early Childhood Education program when one of the criteria below is met:

- An incoming freshman student
- An incoming transfer student
- A SUNY Potsdam student with a 2.3 minimum overall GPA with less than 6 Education credits completed (EDLS or EDUC courses)
- A SUNY Potsdam student with a 2.75 minimum overall GPA with 6 or more Education credits completed

Students are accepted into the Secondary Education program when one of the criteria below is met:

- An incoming freshman student
- An incoming transfer student
- A SUNY Potsdam student with a 2.0 minimum overall GPA with less than 6 education credits completed (2.75 for BA/MST program)
- A SUNY Potsdam student with a 2.5 minimum overall GPA with 6 or more education credits completed (2.75 for BA/MST program)

Students in the Childhood/Early Childhood Education program complete an arts and science concentration and a specialization in one of the following areas: English, mathematics, biology, chemistry, geology, physics or social sciences/history. Students in this program also learn to address the special developmental and educational needs of elementary students. The emphasis on academic preparation in the liberal arts and the specialization area strengthens student knowledge base in preparation for teaching.

Students in the Secondary Education programs complete an arts and sciences major appropriate to the area of certification and learn to address the special developmental and educational needs of middle level and high school students. The emphasis on academic preparation in a content area strengthens student qualifications both for careers in teaching and graduate study in their liberal arts major.

Additional Criteria:

- Students must meet with their education adviser at least once each semester. Students cannot register for education courses without permission from their education adviser. Advisers work with students to help them successfully progress through their education program. It is the student's responsibility to seek accurate information from College advisers and identify a timeframe for completion of all program requirements.
- Students must fulfill the program's Gates/Benchmarks and Dispositional Framework criteria in order to remain in an Education program.

Specific Childhood/Early Childhood Education Gates/Benchmarks and Dispositional Framework can be found at: www.potsdam.edu/academics/SOEPS/education/advising/CEC.

Specific Secondary Education Gates/Benchmarks and Dispositional Framework can be found at: www.potsdam.edu/academics/SOEPS/education/advising/secondaryed.cfm.

Pre-Student Teaching Field Experiences

Students planning to become teachers in the State of New York are required to have 100 hours of continuous pre-student teaching field experiences in public schools and other educational settings. To meet this requirement, the education programs have developed a variety of opportunities for candidates to complete field experience requirements. Every attempt is made to locate appropriate pre-student teaching field experience placements in the local area. All pre-student teaching field experience placements must be made by the Center for School Partnerships and Teacher Certification and not by the candidates themselves.

While the New York State Education Department regulations for teacher education programs require successful completion of all field experiences, admittance to a teacher education program does not guarantee access to any public school. School districts reserve the right to screen and select all pre-service candidates before allowing them into classrooms for field experiences.

Conduct unbecoming of a professional teacher, or reasonable belief that the student is unfit to be a teacher, may be grounds for dismissal from a field experience or an education program.

Guidelines and Regulations

Candidates apply online for student teaching two semesters before the intended student teaching semester. Candidates must read and be familiar with the contents of the *Guide to Student Teaching*, available online at <http://issuu.com/cfsp/docs/stguide2013-pdf-final>.

Grade Point Requirements for Student Teaching

Students must complete all program-designated required courses before the student teaching semester. Candidates should also note that additional college courses may not be taken during student teaching. In order to enroll in student teaching or be recommended for a teaching certificate, teacher candidates need to meet specific program gate requirements. It is the responsibility of the teacher candidate to be familiar with these gates. If unsure, teacher candidates need to contact their education adviser.

Please Note: These criteria are subject to change; candidates are responsible for being aware of the current requirements for program completion.

Student Teaching Placements

Candidates must complete a semester-long, College-supervised student teaching experience in order to be recommended for certification. The placement of candidates in all School of Education and Professional Studies-supervised field experiences is at the discretion of the Center for School Partnerships and Teacher Certification. Placements are made according to students' subject areas, availability of College supervisors, the willingness of public schools to accept teacher candidates, and the College's commitment to serve public schools equally. The school designee will assign classroom placements in cooperation with the Center for School Partnerships and Teacher Certification.

The screening process for student teaching may require employment history, personal and employment references, an interview, and testing. Every applicant for student teaching will be asked if he or she has a criminal record. A photograph will also be required from any individual who works with children. Authorization by the applicant must be given to the College to release information that is critical

to teaching performance to the public school prior to or during the placement process. The School of Education and Professional Studies reserves the right to dismiss any candidate determined to be unfit for the teaching profession at any time.

Prospective SUNY Potsdam students are advised that the student teaching experience is offered in certain counties within the state. Due to limited placement possibilities, it is impossible to place every student in the community he or she desires. The College cannot guarantee a field experience placement at any location or in any semester. No assurances are given in regard to students' preferences for teaching placements. No self-placements are considered and no out-of-state placements are possible. Student teaching may be arranged in New York City and abroad through the programs described below.

SUNY Urban Teacher Education Center (SUTEC)

The Center for School Partnerships and Teacher Certification at SUNY Potsdam works closely with the SUNY Urban Teacher Education Center (www.suny.edu/sutec), under the direction of the New York City Department of Education. SUTEC's primary mission is to assist the 17 SUNY campuses that offer teacher preparation programs in the placement of teacher candidates in New York City public schools. These experiences prepare prospective teachers to become competent and confident professionals in urban, multicultural education environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for scholarship and research on urban education.

Prospective and current candidates are welcome to contact or visit the SUTEC office in New York City to talk with the Director about the opportunities for student teaching in New York City and other issues relating to their student teaching, the housing application process, or future employment in the city schools.

Student Teaching Abroad Program

Student Teaching Abroad (STA) in Australia is coordinated through SUNY Potsdam's Office of International Education, the Center for School Partnerships and Teacher Certification, Colin Balfour, Co-Director, and SUNY Cortland. Applications and further information is available online at www.potsdam.edu/academics/SOEPS/fieldexperiences.

Certification Procedures

Beginning February 2, 2014, candidates approved by the State Education Department first receive a five-year Initial Certification. The certificate qualifies the holder to apply for teaching positions and to be employed as a substitute teacher. Initial Certification requirements include completion of the following (Requirements are subject to change):

- a degree
- HLTH 230/530 School Health (CA, SAVE and DASA) or the equivalent submission of fingerprints
- successful completion of the Educating All Students (EAS) exam
- successful completion of the Academic Literacy Skills Test (ALST) exam
- successful completion of the Content Specialty Test (CST) exam
- successful completion of the Teacher Performance Assessment (edTPA)

Additional information about the New York State Teacher Certification Exams can be found at www.nystce.nesinc.com.

Professional Certification requirements include successful completion of the following within five years of receiving the Initial Certification:

- a Master's degree "functionally relevant" to the initial certificate
- 3 years of teaching
- first year mentored experience
- the Content Specialty Test (CST) if applicable

Candidates completing their master's degree leading to a professional certification at SUNY Potsdam will be recommended by the Certification Officer. In order to maintain a professional certificate, candidates must complete 175 hours of professional development every five years from the date on their professional certificate.

Individuals interested in seeking additional certifications or alternative certifications should contact their regional BOCES Certification Officer. A listing Regional Certification Offices can be found at: <http://www.highered.nysed.gov/tcert/certificate/regionalcenters.html>.

Out-of-State Verification forms should be sent to the Certification Officer for completion.

The certification process is complex and the requirements are subject to change. For clarification and assistance, contact the Certification Officer at 315-267-3450.

Department of Curriculum and Instruction

Birth – Grade 6

Co-Chairs:

Sandy Chadwick
201 Satterlee, 315-267-2502, chadwisc@potsdam.edu

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Professors: Sergei Abramovich, Sandy Chadwick, Andrew Ha
Associate Professors: Debbie Anderson, Deborah Conrad, Michele Pinard, Kathleen Valentine

Clinical Faculty: Becky Duprey, Vicki Hayes, Julie Reagan, Carol Rossi-Fries

Note: All programs offered by the Department of Curriculum and Instruction have established criteria for knowledge, skills and dispositions that candidates must demonstrate to progress through their programs. It is the responsibility of the candidate to be familiar with the criteria and monitoring procedures that have been established for their programs.

Childhood/Early Childhood Education (B.A.) Birth – Grade 6

124-129 credit hours required.

Contact Person: Becky Duprey, Program Coordinator
202G Satterlee, 315-267-2737, dupreybl@potsdam.edu

Education Major

48 credit hours required.

All courses are 3 credits unless noted and require a 2.7 in each course.

Required Courses	Credits
EDLS 201 Principles of Education (prerequisite to the following education courses)	7
EDLS 207 Early Childhood Literacy (4 credits) (prerequisite to Block I)	
Professional Block I: (prerequisite to Block II)	13
EDLS 306 Literacy Foundations	
EDUC 308 Practicum I (1 credit)	
EDUC 310 Childhood/Early Childhood Mathematics Methods: PK-6	
EDUC 312 Childhood/Early Childhood Social Studies Methods: PK-6	
EDUC 314 Teaching Students with Special Needs, Grades Birth-6	
Professional Block II: (prerequisite to student teaching)	14
EDUC 303 Creative & Sensory Experiences for Young Children B-2	
EDUC 407 Integrated Literacy	
EDUC 408 Practicum II (2 credits)	
EDUC 409 Childhood/Early Childhood Science Methods: PK-6	
EDUC 411 Foundations of Classroom Behavior for Childhood/Early Childhood PK-6	
Student Teaching Semester	14
EDLS 414 Student Teaching Seminar (2 credits)	
EDUC 425 Student Teaching Internship I: PK-Grade 2 (6 credits)	
EDUC 426 Student Teaching Internship II: Grades 3-6 (6 credits)	

Certification Requirements

1. New York State Teacher Certification Examinations required for Initial Certification.
2. Fingerprinting Clearance

Arts and Sciences Concentration

60-62 credit hours, plus 2 PE activities. All courses in the Arts and Sciences concentration must be completed with a 2.0 or higher.

Please note: General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

English 10

COMP 101 Writing and Critical Thinking (4 credits)
LITR 100 Introduction to Literature
COMM 106 Basic Principles of Speech

Mathematics 9

Students interested in the math specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:

MATH 101 Mathematics for Elementary Education I
MATH 102 Mathematics for Elementary Education II
MATH 125 Probability and Statistics I

Science 9

BIOL125 Biological Concepts
GEOL125 Dynamic Earth

Plus one of the following:

PHYS 100 Physical Science
CHEM 125 Matter and Energy

Note: For students planning to pursue a science specialization in physics, PHYS 101 College Physics I is a recommended alternative to PHYS 100 or CHEM 125.

Social Science/History 9

HIST 100 World History
HIST 121 U.S. History and Geography
HIST 111 European History and Geography

Fine Arts I: one of the following 3-4

ANTH 140 World Art and Culture
ARTH 100 Idea and Image
ARTH 101 Survey of Art: Ancient to Renaissance
ARTH 102 Survey of Art: Renaissance to Modern
DANC 100 Mind of the Artist (4 credits)
DRAM 101 Introduction to Performance Studies
DRAM 208 Orientation to Theater
DRAM 210 Interpretation and Analysis of Plays
DRAM 312 History of Theatre I
DRAM 313 History of Theatre II
MULH 101 Crane Live

Fine Arts II: one of the following 3-4

ARTS 107 Introduction to Watercolor
ARTS 110 Foundations of Drawing I (4 credits)
ARTS 120 Color and Design (4 credits)
ARTS 144 Art of Handmade Paper
DANC 302 Dance Education and Performance for Children K-4 (4 credits)
DRAM 235 Introduction to Acting
DRAM 363 Theatre for Young Audiences
DRAM 364 Applied Theatre
MULT 101 Music Theory for Non-Music Majors I

Psychology 6

PSYC 220 Child Development
PSYC 350 Educational Psychology

Health 2

HLTH 230 School Health (CA, SAVE, DASA, 3 credits)

Modern Language (ML) Requirement or Liberal Arts Elective 9

Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.

Physical Education Requirements

PE 148 Cooperative Activities (1 credit)

Note: These are not considered academic credits and are therefore, not listed in the credit totals above.

Specialization Areas**15-18 credit hours required.**

All Childhood/Early Childhood Education majors must select one of the following Specialization Areas. Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses. Each course in the specialization area must be completed with a 2.0 or higher.

The GPA for the specialization area (including courses in the Arts and Sciences Concentration related to the specialization discipline) must be 2.5 or higher to be allowed to complete the Childhood/Early Childhood Education Program and enroll in student teaching.

English Specialization 16-17

One of the following:

LITR 200 Literary Traditions
LITR 201 Patterns of Literature

Plus one of the following:

COMP 201 Writing Arguments (4 credits)
COMP 202 Introduction to Creative Writing (4 credits)

Plus all of the following:

LITR 322 Children's Literature
LITR One 300-level LITR course

One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)

Mathematics Specialization 17

MATH 151 Calculus I (4 credits)
MATH 152 Calculus II (4 credits)
MATH 340 Set Theory and Logic
MATH 375 Linear Algebra I
MATH Upper Division Elective (chosen under advisement)

Biology Specialization 16-18

BIOL 152 General Biology II (4 credits)
BIOL 300 Ecology
BIOL 311 Genetics
BIOL Upper Division Electives (6-8 credits)

Chemistry Specialization

- CHEM 105 General Chemistry I (4 credits)
 CHEM 106 General Chemistry II (4 credits)
 Plus at least nine credits from the following:
 CHEM 301 Fundamentals of Environmental Science
 CHEM 304 Chemistry Lab Techniques (1-2 credits)
 CHEM 311 Quantitative Analysis (4 credits)
 CHEM 315 Forensic Science
 CHEM 341 Organic Chemistry I (4 credits)
 CHEM 342 Organic Chemistry II (4 credits)

Geology Specialization

- GEOL 204 Historical Geology
 Select 12 credits from the following:
 GEOL 301 Sedimentary Geology (4 credits)
 GEOL 302 Principles of Paleontology (4 credits)
 GEOL 306 Geology of our National Parks
 GEOL 311 Mineralogy (4 credits)
 GEOL 340 Geographic Information Systems (4 credits)
 GEOL 370 Science in Society
 GEOL 407 Geophysics
 GEOL 409 Seismology and Plate Tectonics
 GEOL 430 Hydrology & Hydrogeology
 GEOL 440 Economic Geology (3 credits)
 GEOL 475 Geology Laboratory Techniques (1 credit)
 PHYS 330 Meteorology
 PHYS 335 Astronomy

Physics Specialization

- One of the following:
 PHYS 111 Laser and Light
 PHYS 130 Music Acoustics
 Plus all of the following:
 PHYS 202 College Physics II (4 credits)
 PHYS 330 Meteorology
 PHYS 335 Astronomy
 Plus one of the following:
 PHYS 325 Energy and the Environment
 GEOL 407 Geophysics
 CHEM 301 Fundamentals of Environmental Science
 CHEM 315 Forensic Science

Social Science/History Specialization

- HIST 379 History of New York State
 POLS 110 Introduction to U.S. Politics (4 credits)
 Upper Division Elective in European or North American History
 Upper Division Elective in Asian, African or Latin American History
 Upper Division Social Science Elective: HIST, POLS, ECON or ANTH (3-4 credits)

Childhood/Early Childhood Education Policies can be found at:
www.potsdam.edu/academics/SOEPS/education/advising/CEC/

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Department of Secondary Education

Chair: Donald Straight
 216A Satterlee, 315-267-2553, straigdc@potsdam.edu

Professors: Ronald Bretsch, Peter Brouwer

Associate Professors: Robert Vadas

Assistant Professors: Laura Brown, Vicki Cook

Clinical Faculty: Melissa Cummings, Joanne Stiles, Donald Straight

All programs offered by the Department of Secondary Education have established criteria for knowledge, skills and dispositions that candidates must demonstrate to progress through their programs. It is the responsibility of the candidates to be familiar with the criteria and monitoring procedures that have been established for their programs.

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Adolescence Education: English (B.A.)**Grades 7-12 with 5-6 extension**

72-82 credit hours required.

Contact Person: Laura Brown, Program Coordinator
 202F Satterlee, 315-267-3197, brownla@potsdam.edu

All English education courses must be completed with a 2.0 or higher, with a 2.75 GPA in the education major.

Students pursuing the Adolescence English Education Program for English Language Arts certification in grades 7-12 must also complete the English (Literature/Writing) major with a 2.75 overall GPA. Contact the chair of the English and Communication Department to declare the major, be assigned an English adviser and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Prerequisites to Learning Communities	10
COMM 201 Mass Media and Society	
COMP 202 Introduction to Creative Writing (4 credits)	
EDLS 349 Introduction to Middle and Secondary School Education	

Note: Four courses in Literature/Writing major (12+ credits) must also be completed prior to beginning the learning communities.

Learning Community I (LA1) Fall only **5**

Introduction to Teaching the English Language Arts: Grades 5-12
 (prerequisite: successful completion of EDLS 349)

SECD 210 Computer Applications in Middle and Secondary Education (1 credit)

SECD 361 English Language Arts: Grades 5-12 (4 credits)

Learning Community II (LA2) Spring only **12**

Teaching Writing, Language and Communication: Grades 5-12

(prerequisites: successful completion of Learning Community I and recommendation to continue to Learning Community II)

Courses which must be taken concurrently:

COMP 402 Theory of Composition or COMP 405

EDLS 315 Teaching Students with Special Needs: Grades 5-12

SECD 371 Teaching Writing, Language and Communication: Grades 5-12 (4 credits)

SECD 391 Practicum I: Teaching the English Language Arts: Grades 5-12 (2 credits)

Learning Community III (LA3) Fall only 10
Teaching Reading and Literature: Grades 5-12
 (prerequisites: successful completion of Learning Communities I and II and recommendation to continue to Learning Community III)

- Courses which must be taken concurrently:
- LITR 323 Young Adult Literature
 - SECD 340 Classroom Management in Secondary Education (1 credit)
 - SECD 471 Teaching Reading and Literature: Grades 5-12 (4 credits)
 - SECD 491 Practicum II: English Language Arts: Grades 5-12 (2 credits)

Learning Community IV (LA4) 14
Student Teaching in the English Language Arts Classrooms: Grades 5-12

- (prerequisites: Completion of Adolescence English Education program requirements and English Literature/Writing major and recommendation to continue to Learning Community IV)
- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)
 - SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
 - SECD 456 Student Teaching in the Senior High School (6 credits)

Cognate Requirements 21-22

All cognate courses must be completed with a 2.0 or higher.

- PSYC 321 Psychology of Adolescence
- PSYC 350 Educational Psychology
- HLTH 230 School Health (CA, DASA, SAVE)

One of the following:

- ANTH 203 Language and Culture (4 credits) (OR LNGS 203)
- EDLS 333 Education, Language and Culture
- GRED 545 Teaching the English Language Learner in the Mainstream Classroom
- GRED 516 Diversity and Advocacy

One of the following:

- LNGS 301 Language and Structure
- LNGS 302 Language and Meaning
- LNGS 310 American English Grammar

Plus six credits of upper division Literature courses (400 or above)

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST English (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: French (B.A.)
Grades 7-12 with 5-6 extension
60-61 credit hours required.

Contact Person: Donald Straight, Department Chair
 216A Satterlee, 315-267-2553, straigdc@potsdam.edu

All education courses must be completed with a 2.0 or higher, with a 2.75 GPA in the education major.

The Adolescence French Education Program requires completion of a French major. The French major must be completed with a 2.5 GPA. Contact the chair of the Department of Modern Languages to declare the major, be assigned a French major adviser and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major	Credits
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	22
SECD 340 Classroom Management in Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 333 Education, Language, and Culture	
EDLS 349 Introduction to Middle and Secondary School Education	

Courses which must be taken concurrently:

- SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12
- SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)

Courses which must be taken concurrently:

- SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12
- SECD 494 Practicum in the Foreign Language Classroom, Grades 5-12 (1 credit)

Student Teaching Semester 14

Courses which must be taken concurrently:

- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)
- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)

Cognate Requirements 24-25

All cognate courses must be completed with a 2.0 or higher

- FREN 303 Contemporary France
- FREN 304 Contemporary Québec
- HLTH 230 School Health (CA, DASA, SAVE)
- PSYC 321 Psychology of Adolescence
- PSYC 350 Educational Psychology

One Arts and Sciences elective (selected with education adviser approval)

One of the following:

- COMM 106 Basic Principles of Speech
- COMM 311 Small Group Communication
- COMM 324 Persuasive Speaking

Plus one of the following (3-4 credits):

- ARTH (any course)
- MUAM Music course regarding a Francophonic region of the world (with advisement)

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST French (Certification exams are subject to change)
2. Fingerprinting Clearance

**Adolescence Education: Mathematics (B.A.)
Grades 7-12 with 5-6 extension
64-73 credit hours required.**

Contact Person: Donald Straight, Program Coordinator
216A Satterlee, 315-267-2553, straightc@potsdam.edu

All Mathematics Education courses must be completed with a 2.0 or higher, with a 2.75 GPA in the education major.

All students enrolled in the Adolescence Mathematics Education Program must also complete a major in mathematics. The mathematics major must be completed with a 2.5 GPA or higher. Contact the Department of Mathematics to declare the major, be assigned a mathematics adviser, and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major	Credits
	25
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 316 Technology and Media in Middle and Secondary School Mathematics	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
Courses which must be taken concurrently:	
SECD 370 Teaching Mathematics in the Middle School	
SECD 390 Practicum in Middle School Mathematics (2 credits)	
Courses which must be taken concurrently:	
SECD 470 Teaching Mathematics in the Secondary School	
SECD 490 Practicum in Secondary School Mathematics (2 credits)	
Student Teaching Semester	14
Courses which must be taken concurrently:	
EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)	
SECD 455 Student Teaching in the Middle/Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	

Cognate Requirements 25

- All cognate courses must be completed with a 2.0 or higher.
- COMP 101 Writing and Critical Thinking (4 credits)
 - One elective chosen from COMP, LNGS, or LITR course prefix
 - HLTH 230 School Health (CA, DASA, SAVE)
 - MATH 425 Applied Combinatorics
 - PSYC 321 Psychology of Adolescence
 - PSYC 350 Educational Psychology
 - One of the following:
 - MATH 404 Elements of Geometry
 - MATH 553 Concepts of Geometry
 - One of the following:
 - MATH 125 Probability and Statistics I
 - MATH 461 Probability and Mathematical Statistics I

Modern Language (ML) Requirement 0-9

Recommended Elective

- MATH 130 Mathematical Origins

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Mathematics (Certification exams are subject to change)
2. Fingerprinting Clearance

**Adolescence Education: Social Studies (B.A.)
Grades 7-12 with 5-6 extension
92-104 credit hours required.**

Contact Person: Robert Vadas, Program Coordinator
211 Satterlee, 315-267-2534, vadasre@potsdam.edu

All Education courses must be completed with a 2.0 or higher, with a 2.75 GPA in the education major.

All Adolescence Social Studies Education programs require completion of an appropriate Arts and Sciences major, chosen from one of the following majors: anthropology, economics, history, politics or sociology. Contact the chair of one of these departments to declare the major, be assigned an adviser, and select appropriate courses.

The GPA in the selected major must be a 2.5 or higher.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major	Credits
	19
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
Courses which must be taken concurrently:	
SECD 373 Middle and Secondary School Social Studies Curriculum	
SECD 393 Classroom Observation in Middle and Secondary Social Studies (1 credit)	

Courses which must be taken concurrently:

- SECD 473 Middle and Secondary School Social Studies Instruction (2 credits)
- SECD 493 Practicum: Middle and Secondary School Social Studies Instruction (2 credits)
- SECD 484 Secondary Social Studies Content Portfolio (1 credit)

Student Teaching Semester 14

Courses which must be taken concurrently:

- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)
- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)

Cognate Requirements 59-62

All cognate courses must be completed with a 2.0 or higher.

- ANTH 202 Cultural Anthropology (4 credits) OR ANTH 107 World Cultures
- GEOG 360 Social Geography (4 credits)
- HIST 201 United States to 1877
- HIST 202 United States since 1877
- HIST 379 History of New York State
- HIST 464 Technology in History
- Elective Any 300 level or higher course from the social studies content areas that studies the US in the global arena. (Examples would include HIST 373 WW II; HIST 314 Vietnam War; ANTH 332 Native American Religions; SOCI 340 Environment & Society; 3-4 credits)
- HLTH 230 School Health (CA, DASA, SAVE)
- PSYC 100 Introduction to Psychology
- PSYC 321 Psychology of Adolescence
- SOCI 101 Introduction to Sociology

One of the following:

- HIST 101 Europe from 1500 to 1815
- HIST 102 Europe since 1815
- ECON 311 European Economic History

Choose two courses on the Non-Western world (6 credits): (Africa, Asia, or Latin America/Caribbean). The two courses must come from different disciplines: Anthropology, History, Sociology, Geography, and/or Politics

One of the following:

- COMM 106 Basic Principles of Speech
- COMM 311 Small Group Communication
- COMM 324 Persuasive Speaking

One of the following:

- ECON 105 Principles of Microeconomics
- ECON 110 Principles of Macroeconomics

One of the following:

- POLS 337 International Political Economy (4 credits)
- POLS 432 Politics of Global Inequality (4 credits)
- ECON 302 The Global Economy
- ECON 326 Current Economic Policy
- ECON 105 OR 110 if not chosen above

One of the following:

- PHIL 314 Contemporary Moral Issues
- PHIL 330 Environmental Ethics

One of the following:

- POLS 110 Introduction to U.S. Politics (4 credits)
- POLS 200 Political Ideas (4 credits)

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial certification: ALST, EAS, edTPA and CST Social Studies (Certification exams are subject to change)
2. Fingerprinting Clearance

**Adolescence Education: Spanish (B.A.)
Grades 7-12 with 5-6 extension**

60-61 credit hours required.

Contact Person: Donald Straight, Department Chair
216A Satterlee, 315-267-2553, straigdc@potdam.edu

All education courses must be completed with a 2.0 or higher, with a 2.75 GPA in the education major.

The Adolescence Spanish Education program requires completion of a Spanish major. The Spanish major must be completed with a 2.5 GPA. Contact the chair of the Department of Modern Languages to declare the major, be assigned a Spanish adviser and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	22
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 333 Education, Language, and Culture	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 340 Classroom Management in Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
Courses which must be taken concurrently:	
SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12	
SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)	
Courses which must be taken concurrently:	
SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12	
SECD 494 Practicum in the Foreign Language Classroom, Grades, 5-12 (1 credit)	

Student Teaching Semester 14

Courses which must be taken concurrently:

- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)
- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)

Cognate Requirements 24
 All cognate courses must be completed with a 2.0 or higher.
 HLTH 230 School Health (CA, DASA, SAVE)
 PSYC 321 Psychology of Adolescence
 PSYC 350 Educational Psychology
 SPAN 303 Culture of Spain
 SPAN 304 Culture of Latin America
 Arts and Sciences elective selected with education adviser approval
 One of the following:
 COMM 106 Basic Principles of Speech
 COMM 311 Small Group Communication
 COMM 324 Persuasive Speaking
 Plus one of the following:
 ARTH Elective
 MUAM Music course regarding a Spanish-speaking region of the world (with adviser approval)

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Spanish (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Biology, Chemistry, Earth Science, or Physics (B.A.)

Grades 7-12

50-63 credit hours required.

Contact Person: Melissa Cummings, Program Coordinator
 215C Satterlee, 315-267-2712, cumminma@potsdam.edu

All education courses must be completed with a 2.0 or higher, with a 2.75 GPA in the Education major.

Students pursuing the Adolescence Science Education program must complete an appropriate science major, selected from the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses. The science major must be completed with a 2.5 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	21
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
SECD 472 Science Curricula, Programs, and Standards	
GRED 502 Issues in Science, Technology, Society	
Courses which must be taken concurrently:	
SECD 372 Science Instruction and Assessment: Grades 5-12	
SECD 410 Middle or Secondary Science Field Experience	

Student Teaching Semester 14

Courses which must be taken concurrently:

EDLS 421 Seminar in Middle/Junior and Secondary Education (2 credits)	
SECD 455 Student Teaching in the Middle/Jr. High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	

Cognate Requirements 9
 All cognate courses must be completed with a 2.0 or higher.
 HLTH 230 School Health (CA, DASA, SAVE)
 One of the following:
 PSYC 100 Introduction to Psychology
 PSYC 220 Child Development
 PSYC 321 Psychology of Adolescence

Additional Science Cognates 6-10

For Biology Majors

Physics course
 Geology course

For Chemistry Majors

Biology course
 Geology course

For Geology Majors

Astronomy course
 Meteorology course
 Genetics course

For Physics Majors

Biology course
 Geology course

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Biology, Chemistry, Earth Science, and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

BA-MST Adolescence Education: Science

Option "A" – Certification in One High School Science Content Area with Middle School Extension 107-124 credit hours required.

Contact Person: Melissa Cummings, Program Coordinator
 215C Satterlee, 315-267-2712, cumminma@potsdam.edu

Application into this program requires a minimum of 2.3 in each course in the science content major. All Education courses must be completed with a 2.3 or higher, with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. Adolescence Science Education Option "A" (for certification in one High School science with an extension to middle school) must complete an appropriate science major and a distribution in other science courses as listed.

Select one of the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses.

The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

		Credits
Education Major		15
EDLS 315	Teaching Students with Special Needs: Grades 5-12	
EDLS 349	Introduction to Middle and Secondary School Education	
SECD 356	Reading in the Middle and Secondary Schools	
SECD 411	Middle School Science Field Experience	
SECD 472	Science Curricula: Programs and Standards	

Cognate Requirements		9
All cognate courses must be completed with a 2.3 or higher, and prior to beginning the graduate portion of the program.		
HLTH 230	School Health (CA, DASA, SAVE)	

One of the following:
 PSYC 100 Introduction to Psychology
 PSYC 220 Child Development
 Plus one of the following:
 PSYC 321 Psychology of Adolescence
 GRED 677* Development and Learning in Adolescence
 *May be taken during the graduate portion of the program

Additional Science Cognates		42-50
<i>For Biology Majors</i> (48 credits)		
Major in Biology – 36 credit hours and in addition to the science cognates for the science major, the following science courses are required under advisement:		
Physics course		
Geology course		
Astronomy course		
Meteorology course		

For Chemistry Majors (45 credits)
 Major in Chemistry – 33 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:
 Biology course
 Geology course
 Astronomy course
 Meteorology course

For Geology Majors (50 credits)
 Major in Geology – 38 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:
 Biology course
 Physics course
 Astronomy course
 Meteorology course

For Physics Majors (42-43 credits)
 Major in Physics – 30 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:
 Astronomy course
 Biology course
 Geology course
 Meteorology course

Modern Language (ML) Requirement	0-9
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Graduate-level Requirements		41
Summer (9 credits)		
GRED 555	Classroom Management/Leadership: Middle/Secondary School	
GRED 557	Writing in the Middle and Secondary Schools	
IT	IT Elective (514, 614, or 621)	
Fall (15 credits)		
GRED 501	Seminar: Teaching Science in the Secondary School	
GRED 502	Issues in Science, Technology, Society	
GRED 571	Science Education Instruction in Secondary Schools	
GRED 673	Secondary Science Field Work (Science major)	
GRED 675	Secondary Science Teaching Research	
Spring: Student Teaching (17 credits)		
GRED 670	Culminating Experience (with advisement)	
GRED 676	Student Teaching Seminar: Policies and Practice in American Education (2 credits)	
GRED 694	Student Teaching in the Middle/Junior High School: Grades 5-9 (6 credits)	
GRED 697	Student Teaching in the Senior High School: Grades 10-12 (6 credits) (major discipline)	

- Certification Requirements**
1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Biology, Chemistry, Earth Science and/or Physics (Certification exams are subject to change)
 2. Fingerprinting Clearance

BA-MST Adolescence Education: Science
Option “B” – Grades 7-12: Certification in Two High School Science Content Areas

117-135 credit hours required.
 (e.g., biology and chemistry, biology and physics, biology and earth science, chemistry and physics, chemistry and earth science, or physics and earth science; for other combinations, see adviser)

Contact Person: Melissa Cummings, Program Coordinator
 215C Satterlee, (315) 267-2712, cumminma@potsdam.edu

Application into this program requires completion of 16 credit hours in the science content major with a minimum grade of 2.3 in each course. All education courses must be completed with a 2.3 or higher, with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. Adolescence Science Education Option “B” (for dual certification in two sciences) must complete an appropriate science major and minor.

Select one of the following majors: biology, chemistry, geology or physics major, and a minor in a second science. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses. The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	15
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 410 Middle or Secondary Science Field Experience	
SECD 472 Science Curricula: Programs and Standards	
Cognate Requirements	9
All cognate courses must be completed with a 2.3 or higher, and prior to beginning the graduate portion of the program.	
HLTH 230 School Health (CA, DASA, SAVE)	
One of the following:	
PSYC 100 Introduction to Psychology	
PSYC 220 Child Development	
Plus one of the following:	
PSYC 321 Psychology of Adolescence	
GED 677* Development and Learning in Adolescence	
*May be taken during the graduate portion of the program	
Modern Language (ML) Requirement	0-9
Graduate-level Requirements	41
Summer (9 credits)	
GED 555 Classroom Management/Leadership: Middle/Secondary School	
GED 557 Writing in the Middle and Secondary Schools	
IT IT Elective (514, 614, or 621)	
Fall (15 credits)	
GED 501 Seminar: Teaching Science in the Secondary School	
GED 502 Issues in Science, Technology, Society	
GED 571 Science Education Instruction in the Secondary Schools	
GED 673 Secondary Science Field Work (Science major)	
GED 675 Secondary Science Teaching Research	
Spring: Student Teaching (17 credits)	
GED 670 Culminating Experience (with advisement)	
GED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)	
GED 693 Supervised Clinical Experience/Student Teaching, Grades 9-12 (6 credits)	
GED 697 Student Teaching: Sr. High School 10-12 (6 credits)	
Additional Content Area Requirements	52-61
<i>For Biology Majors (55-61 credits)</i>	
Major in Biology (36 credits)	
And one of the following minors:	
Minor in Chemistry (22 credits)	
Minor in Physics (19 credits)	
Minor in Geology (25 credits)	
<i>For Chemistry Majors (52-58 credits)</i>	
Major in Chemistry (33 credits)	
And one of the following minors:	
Minor in Biology (23 credits)	
Minor in Physics (19 credits)	
Minor in Geology (25 credits)	

For Geology Majors (57-61 credits)

Major in Geology (38 credits)

And one of the following minors:

Minor in Chemistry (22 credits)

Minor in Physics (19 credits)

Minor in Biology (23 credits)

For Physics Majors (52-55 credits)

Major in Physics (30 credits)

And one of the following minors:

Minor in Chemistry (22 credits)

Minor in Biology (23 credits)

Minor in Geology (25 credits)

Note: There may be additional requirements from each science department.

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Biology, Chemistry, Earth Science and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

Education Course Descriptions

@ = indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

Education Course Subject Codes

EDLS	Liberal Arts Education
EDUC	Non-Liberal Arts Childhood/Early Childhood Education
GED	Graduate Education
IT	Information Technology
SECD	Non-Liberal Arts Secondary Education
SPED	Special Education

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Liberal Arts Education Courses

EDLS 201 – Principles of Education (3) Provides overview: 1) characteristics and needs of children; 2) goals and objectives of elementary education; 3) nature of knowledge; 4) teaching-learning theories and strategies based upon such theories; 5) educational roles of teachers; 6) attitudes and values to be nurtured and developed; 7) nature of evaluation; 8) nature of curriculum; 9) policies & practices related to school governance & finance; 10) A limited service-learning experience.

EDLS 207 – Early Childhood Literacy (4) This course is designed for the pre-service teachers who will be responsible for the literacy development of children from birth to Grade 2. The emphasis of this course is place on developing knowledge of literature for younger children (0-7 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Offered Fall and Spring. Prerequisite: EDLS 201. GEN ED: WI, 1-3 credit hours.

EDLS 306 – Literacy Foundations (3) Designed for pre-service teachers responsible for teaching literacy to children from birth to grade 6. This is a beginning literacy methods course that teaches the "whys" and "hows" of literacy development. Prerequisite: EDLS 201 and EDLS 207. GEN ED: AC, Lib Arts.

EDLS 307 – Literacy Education in the Arts Disciplines (3) Designed for pre-service teachers of the music, theater, and fine arts in grades PK-12, this course examines the historical, cultural, political and social foundations of literacy and their implications for teaching and acquiring literacy in U.S. schools. In addition, students are prepared to apply techniques of literacy instruction to support the learning of arts content by students from diverse linguistic and cultural backgrounds. Finally, students explore how diverse forms of text (print, electronic, digital) produce a range

of reading, writing, and interpretive demands, challenging traditional definitions of literacy, notions of literacy skill, and students' literate identities. Fall and Spring.

EDLS 315 – Teaching Students With Special Needs: Grades 5-12 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including students with autism in the middle and secondary school; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with diverse learning needs. Includes 15 hours of field-based experiences. Offered Fall and Spring.

EDLS 316 – Navajo Cultural Exchange Program (3) The Navajo Cultural Exchange Program is designed as a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3-hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam pre-service teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Summer.

EDLS 317 – The Vietnam Cultural/Historical Travel Program (3) This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: teaching the historical background, including an extensive understanding of Vietnamese history; clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim.

EDLS 333 – Education, Language, and Culture (3) This course examines various constructs of the notions of "language" and "culture" in the educational context, the relationship between them, their effect on identity, values, and beliefs as well as their interplay in schools, communities, and society, both in the US and the world. It emphasizes language and culture as a means for knowledge building and explores how social categories relevant to education are linguistically, culturally, and institutionally constructed. The issues are addressed through an interdisciplinary framework, using insights from a variety of fields, including education, behavioral and social sciences, and the arts.

EDLS 349 – Introduction to Middle and Secondary School Education (3) This course is designed to introduce prospective teachers to middle and secondary schools. Students will learn about the history of middle and secondary education in the United States. They will be introduced on an interdisciplinary basis to philosophies of education, the roles of schools in society including science, technology, society and health and drug education, the organization of schools, curriculum development and assessment. Students will begin to develop their own philosophies of education.

EDLS 414 – Student Teaching Seminar (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance and interview attire at professional development workshops is mandatory.

EDLS 415 – Seminar: Issues in Theatre Education (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance and interview attire at Professional Development Workshop is mandatory. Theatre Education Majors only. Corequisites: EDUC 419 and SECD 457. Prerequisites: DRAM 361 & 362.

EDLS 421 – Seminar in Middle/Junior and Secondary School Education (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance and interview attire at professional development workshops is mandatory.

Non-Liberal Arts Childhood Education Courses

EDUC 303 – @Creative/Sensory Experience/Young Children B-2 (3) The purpose of this course is to provide students with knowledge of the development of creative, affective and sensory expression in young children ages 3 to 6. In conjunction with accompanying field experience, students plan and implement child-centered integrated learning experiences in play, music, drama and art based on developmental needs of children. Prerequisites: EDLS306, EDUC 308, 310, 312, & 314. Corequisites: EDUC 407, 408, 409 & 411. Fall and Spring.

EDUC 308 – @Practicum I (1) This pre-student teaching field experience will focus on child development, learning theories, special learning needs and the classroom environment. Components will include: observation, small group work, and at least one large group lesson. Prerequisites: EDLS 201 & 207. Corequisites: EDUC 310, 312, 314, & EDLS 306.

EDUC 310 – @Childhood/Early Childhood Mathematics Methods: PK-6 (3) Mathematics: Elementary Methods is a course designed to prepare students to teach mathematical concepts and skills in grades PK-6. Based on research the NCTM and NAEYC Standards, pre-service teachers will learn how to help children in elementary and middle school develop their basic mathematics skills through understanding and practicing. They will also learn how to develop mathematical reasoning and problem solving skills. Simultaneously, the PK-6 mathematics curriculum will be reviewed to increase the knowledge base and the confidence level of the future teacher. Students will be introduced to current issues in mathematics education such as the use of technology and manipulative materials, interdisciplinary education, performance assessment and constructivism. They will learn to develop lessons that meet the New York State Common Core. A practicum in local elementary schools will provide students an opportunity to apply the concepts learned. Prerequisites: EDLS 201 & 207. Corequisites: EDLS 306, EDUC 308, 312, & 314. Fall and Spring.

EDUC 312 – @Childhood/Early Childhood Social Studies Methods: PK-6 (3) This course is designed to be theoretical, practical, and personal in nature. Students will experience a constructivist classroom as they build an understanding of teaching social studies in today's diversely populated schools. Framed within the context of the No Child Left Behind Act and by National standards for Childhood and Early Childhood as well as NYS Learning Standards, students will explore traditional and technological means of delivering a program that assists children from birth through elementary age to understand themselves and their place in diverse communities and an increasingly interdependent world. Students will cooperate in professional teams while creating and critiquing practical lessons and mini-units that may be utilized when teaching Social Studies. Students will be expected to continuously reflect on their own and their peers' contributions to major course components. Prerequisite: EDLS 201 & 207. Corequisite: EDLS 306, EDUC 308, 310, & 314. Fall and Spring.

EDUC 314 – @Teaching Students With Special Needs Grades Birth-6 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including students with autism, discusses the impact of special education law on the public school program, and provides background for designing appropriate interventions for students with diverse learning needs. Includes 15 hours of field-based experience. Corequisites: EDLS306, EDUC308, 310 & 312. Prerequisite: EDLS201 & EDLS207. Offered Fall and Spring.

EDUC 406 – @Early Childhood Literacy II (3) A continuation of Early Childhood Literacy I. Knowledge and application of literacy instructional strategies are refined and preservice teachers have the opportunity to apply what they have learned in an actual instructional setting (Birth - grade 2). Prerequisite: Block 1; Corequisites: EDUC 402, 404, & 405.

EDUC 407 – @Childhood Literacy (3) Knowledge and application of literacy instructional strategies are refined and pre-service teachers have the opportunity to apply what they have learned in an actual childhood classroom. The emphasis of this course is placed on developing knowledge of literature for younger children (8-12 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Prerequisite: Block 1; Corequisites: EDUC 303, 408, 409, & 411. Fall and Spring.

EDUC 408 – @Practicum II (2) This pre-student teaching field experience will focus on curriculum, science & literacy strategies, and instructional planning. Components will include planning, classroom management, teaching, and assessment. Prerequisite: Block I. Corequisite: EDUC 303, 407, 409, & 411.

EDUC 409 – @Childhood/Early Childhood Science Methods: PK-6 (3) This course is designed to guide teacher education students to develop a broad competency in teaching science to childhood/early childhood school children. Emphasis will be on the importance of science education as foundation for childhood/early childhood as students examine science content and teaching methods. This course requires observation/participation in the childhood/early childhood classroom. Prerequisite: Block I. Corequisite: EDUC 303, 407, 408, & 411. Fall and Spring.

EDUC 411 – @Foundations of Classroom Behavior for Childhood/Early Childhood: PK-6 (3) Foundations of Classroom Behavior will examine classroom organization and management techniques necessary for success as a childhood/early childhood teacher. This course explores effective teaching strategies and curriculum implementation that foster positive learning environments within the childhood/early childhood classroom and serve the needs of all students. Prerequisite: Block I. Corequisite: EDUC 303, 407, 408, & 409. Fall and Spring.

EDUC 419 – @Student Teaching: Pre K-6 (6) This course will provide the future theatre teacher with a time and place where the theory of coursework at the college can be put into actual practice of teaching. Experience will include placement at the Pre K - 6 level. This course is designed to focus the future theatre teacher's attention on a complete range of teacher functions and responsibilities found in Authentic Childhood settings. Restricted to Theatre Education students. Corequisites: SECD 457 & EDLS 415. Gen Ed: Sl.

EDUC 425 – @Student Teaching Internship: PK-Gr2 (6) Half semester of student teaching at PK-Gr2 Level. Fall and Spring.

EDUC 426 – @Student Teaching Internship: Gr. 3-6 (6) Half semester of student teaching at grades 3-6 level. Fall and Spring.

Graduate Education Courses

GED 501 – @Seminar: Teaching Science in Secondary School (3) Integration of the history and philosophy of science and science curricula.

GED 502 – @Issues in Science/Technology/Society (3) This course will examine how STS applies to teaching science in today's classroom. STS defines scientifically and technologically literate individuals as those who understand how science, technology, and society influence one another, and use this understanding in their everyday decision making.

GED 503 – @Educational Law (3) Study of principles and procedures underlying educational law in the United States with emphasis upon New York State. Analysis of critical current issues, church-state relationships, discipline, liability and teacher rights and responsibilities.

GED 504 – @Using Spreadsheets in Teaching School Mathematics (3) The course is designed as an introduction to computational methods for concept development in school mathematics by using an electronic spreadsheet program. It demystifies the stereotype of using this commonly available software as a mathematical/pedagogical tool. The teachers will explore various pedagogical strategies and alternative computational ideas aimed at the design of spreadsheet-enabled lessons relevant to K-12 mathematics curriculum. Developed in accord with NYS Learning Standards, the course activities will be oriented towards fostering the teacher's ability to take intellectual risk in making pedagogical and/or curricula decisions. As warranted.

GED 505 – @Topics in Mathematics for Elementary Teachers (3) This course is designed to improve mathematical preparation of elementary teachers. It fosters the development of profound understanding of mathematics taught to younger children through the in-depth study of basic mathematical ideas and concepts, emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of the teachers and develop their confidence in doing and teaching mathematics.

GED 507 – @Developing a Positive Self-Concept (3) Students will study and apply ingredients that aid in the development of a positive self-concept. Caring, sharing, giving, accepting acceptance, etc. will be practiced within the class setting. The invitational education model will be stressed as a way to enhance one's self-concept

both personally and professionally. Classroom projects and assignments will meet the professional and/or personal needs of the individual student. Summer.

GED 510 – @Museums and Local Sites as Educational Resources (3) An examination of the general purposes of various types of museums and local sites, the contributions each can make to PK-12 curriculums, and the instructional methods best suited for use in the student's own teaching situation (be it public school classroom or other educational setting). Involves visits/field work at selected area museums and sites. Designed for education and non-education students. Spring, odd years.

GED 511 – @Humanistic Education (3) Designed to focus on the discovery of meaning within teaching-learning situations and to explore the student's search for self-identity. The course will emphasize student-centered curricula, knowing students as unique individuals, classroom motivation and control, relevant knowledge, student creativity and self-evaluation. Inviting school success with the use of the invitational education model and Covey's, Principles of Highly Effective People, will also be stressed.

GED 513 – @Comparative Cultures In Education (3) This seminar course investigates the relationship between various learning styles in selected societies throughout the world ranging from non-literate tribal to technologically advanced societies, with the course focus on individual research projects.

GED 514 – @International and Global Education (3) Part I of the course examines the roles of values in elementary and secondary education: teaching values, teaching about values and values clarification. Part II builds upon this conceptual base and applies it to specific social and ethical issues in the elementary and secondary curriculum: war and peace, food and hunger, environmental stewardship. Fall, odd years.

GED 515 – @Teaching Local History and Community Studies (3) Analysis of the role of local history and community studies in the elementary and secondary curricula of New York State with emphasis on the subject of social studies. Investigation of resources available in North Country local communities: persons, artifacts and sites. Several in-class resource guests and some class visits to selected sites.

GED 516 – @Diversity & Advocacy in Education (3) The course is designed to help increase education students' awareness of cultural diversity and its relationship to advocacy in education. Upon completion of this course students will see themselves as advocates—utilizing equity pedagogy and prejudice reduction strategies—committed to developing school cultures that are socially just for all.

GED 517 – @Integrating the Arts into the Elementary Classroom (3) This course will help classroom teachers gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. New York State Standards for the Arts will serve as a guide as activities are developed to enhance children's cognitive, social, and emotional development. Participants will gain experience, familiarity, and comfort with various aspects of the arts (dance, music, theatre, and visual arts). Summer, Fall and Spring.

GED 522 – @Creative and Affective Experiences in Early Childhood (3) This course is designed to focus on the value of play to develop the whole child in an environment that supports play. Students will plan and implement child-centered integrated learning experiences in play, music, drama, sensory, and art based on developmental needs of children. Offered summer and winterim only.

GED 530 – @Classroom Management and Discipline (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Summer (odd years), Fall and Spring.

GED 531 – @Creative Problem Solving - Mathematics (3) This course is designed with the goal to provide teachers with the experience of mathematical discovery through creative problem solving. A variety of instructional approaches, including the use of computers, will be examined by solving open-ended problems relevant to school mathematics curriculum. As warranted.

GED 533 – @Outdoor Activities for Teaching Science (3) This course is designed for secondary and elementary teachers of science. The main objective of this course is to provide science teachers with activities that can be used to teach students in an outdoor setting. Methods of soil and water testing, topographic map reading, compass use, plant and animal identification, population dynamics, ecosystem analysis, food chain/web structures, stream discharge volume/rates, and land forms will be examined. The course will be taught in a Wilderness area of the Adirondack Park. The class will be limited to 12 students. Permission of the instructor is required for acceptance into this course. Summer.

GED 534 – @Teaching Math in a Technological World (3) Technology is changing the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS and NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Fall.

GED 535 – School Mathematics from an Advanced Standpoint (3) This course is designed for pre-service and in-service school mathematics teachers and provides an advanced treatment of mathematical content typically associated with the secondary mathematics curriculum. The course activities involve the extension and generalization of mathematical propositions, informal and formal methods of justification, demonstration and proof, and the analysis of problems and concepts. As warranted.

GED 544 – @Cooperate to Educate (3) This course is designed to provide classroom teachers and/or someone interested in becoming a classroom teacher the knowledge and practice in developing techniques needed to design and implement cooperative learning groups. Various teaching strategies in the following will be explored as integral to cooperative learning: group roles/responsibilities; creative and critical thinking/problem solving; creating a brain-compatible environment; thematic instructional units; resources (physical, human, etc.); other pertinent techniques depending on the knowledge and experience of the group. Summer.

GED 545 – @Teaching the English Language Learner in the Mainstream Classroom (3) This course provides K-12 educators learning and teaching strategies to enhance lesson development and effective instructional practices in order to foster English language development and ensure the English language learner success in the mainstream classroom.

GED 548 – @Literacy and Literature for Young Children (3) Selected examples of literature for young children are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs and also individualizing student development. Special attention is given to literature that represents cultural diversity and literature that allows for the integration of literacy development with other content areas described in New York State Learning Standards. Summer, Fall and Spring.

GED 549 – @Adolescent Literature and the Teaching of Reading/Literacy (3) This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources on teaching adolescent literature, constructing reading databases, and examining instructional uses of power point and electronic communication. Summer, Spring and Fall.

GED 550 – @Introduction to Teaching English Language Arts, Grades 7-12 (3) A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for English Language Arts (reading, writing, speaking, and listening) will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. MST students only. Summer. Corequisites: GED 530 and GED 600.

GED 552 – The Vietnam Cultural/Historical Travel Program (3) This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans

and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: Teaching the Historical background, including an extensive understanding of Vietnamese history; Clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim.

GED 555 – @Classroom Management/Leadership: Middle/Secondary School (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Secondary Science Students only or permission of instructor.

GED 556 – @Reading in Middle/Secondary School (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Spring and Summer.

GED 557 – @Writing in the Middle and Secondary School (3) Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Fall and Summer.

GED 558 – @Literacy I: Methods - Childhood (3) This course is designed for the elementary pre-service teacher who will be responsible for teaching literacy in grades 1-6. It is assumed that persons enrolled in this course know little or nothing about the theories of reading and other literacy skills development. With this assumption in mind, this course will be geared to teaching pre-service teachers the "whys" and "hows" of teaching reading, writing, listening, and speaking to children. Summer, Fall and Spring.

GED 559 – @Literacy II: Methods - Childhood (3) This course is designed to help preservice teachers understand and define the various components of a "balanced" literacy program for children in grades 1-6. Using quality children's literature, pre-service teachers will be expected to design and implement balanced literacy instruction in a classroom setting. Pre-service teachers will also be expected to use various forms of assessment to measure the success of their instruction as well as individual progress in literacy development. Fall and Spring.

GED 565 – @Elementary Mathematics: Content and Methods (3) Teaching mathematics effectively at the elementary level requires much more than the ability to carry out four arithmetical operations. The teacher must have deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help teacher candidates develop self-confidence in teaching mathematics at the elementary level through exploring various strategies and models for teaching that reflect current New York State and National standards. Fall and Spring.

GED 566 – @Elementary Science: Content and Methods (3) Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Fall and Spring.

GED 567 – @Elementary Social Studies: Content and Methods (3) This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Summer, Fall, and Spring.

GED 568 – @Teaching Mathematics in the Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. They will learn how to provide learning experiences, including

interdisciplinary experiences, and create assessments that are developmentally appropriate for middle level students. Preservice teachers will learn how to engage middle school students in meaningful mathematics, work with middle school students who are not meeting minimum standards and prepare middle school students for the abstract world of high school mathematics. They will become knowledgeable about the current NYS Standards in Mathematics and the NCTM Standards. This course will include how to integrate mathematics with other disciplines. Students will concurrently take GRED 578. Summer.

GRED 569 – @Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as everyday citizens and to move successfully into programs that require the study of mathematics at the college level. Students in this course will become knowledgeable about the current NYS Learning Standards in Mathematics and the NCTM Standards. Students will concurrently take GRED 579. Fall.

GRED 571 – @Science Education Instruction in Secondary Schools (3) This course begins with an introduction to the national science education teaching and assessment standards for junior high and high school. Topics include cooperative learning in the science classroom, student-centered learning environments, project-based teaching, and assessment of science knowledge and skills. Students will apply their knowledge to strategies of instruction as they teach the science unit that they developed in GRED 672. Prerequisite: GRED 672. MST students only. Fall.

GRED 574 – Navajo Cultural Exchange Program (3) The Navajo Cultural Exchange Program is a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3 hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam preservice teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Summer.

GRED 576 – @Practicum I (3) This practicum is designed for the prospective teacher in pre-service training who is interested in teaching English in a country where English is not the primary language in grades K through 12. This practicum is to help the prospective teacher experience “teaching situations” which are believed to have four crucial features such as 1) teacher, 2) learner, 3) subject matter, 4) a social and physical context. MSED Curriculum & Instruction international students only. Fall.

GRED 578 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Summer.

GRED 579 – @Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Fall.

GRED 582 – @Teaching Writing, Language and Communication, Grades 7-12 (3) This course extends study in GRED 550, Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts). Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and non-print “texts” for teaching writing, language, and communication. MST students only. Prerequisite: GRED 550. Corequisites GRED 549, 584, 588, 589, & SPED 505. Fall.

GRED 583 – @The Development of Writing I (2) This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing. Coursework will draw from the writing assignments in the students’ other graduate courses.

GRED 584 – @Teaching Literature and Literacy, Grades 7-12 (3) This course extends study in GRED 550 Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching literature and reading. Based on state and national standards the course will examine: 1) how to integrate study of literary genre and “texts” [including, non-print texts such as film, media, arts, visual literacy, etc.]; 2) how to evaluate and select literature for secondary ELA curricula; 3) how to integrate the study of literature with the teaching of reading (including strategies for assessing reading skills, teaching reading comprehension and layered reading, construction meaning, language and vocabulary development, study skills, etc.); 4) how to integrate the teaching of literature and reading with other literacy skills of writing, speaking, and listening; and 5) how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Prerequisite: GRED 550. Corequisites GRED 549, 582, 588, 589, & SPED 505. MST students only. Fall .

GRED 586 – @Practicum II (3) This practicum is designed to have students focus on “making systematic observations” that helps to study and analyze the teaching-learning environment in a systematic and objective fashion. With systematic classroom observation, each student is required to produce an acceptable paper which describes and explains the STANDARD SKILLS FOR ALL TEACHERS perceived in the classroom which are divided into five areas such as: Classroom Environment, Preparation for Instruction, Interaction with Students, Management of the Learning Environment, and Professionalism. MSED Curriculum & Instruction international students only. Spring.

GRED 587 – @Leadership in Communities of Learners (3) By the end of this course, participants will be able to identify and describe elements of organizational culture in learning communities and related roles of leadership. Organizational culture includes policies and practices that oppress individuals and groups on the basis of socio-economics, race, ethnicity, language, learning styles, gender, sexual orientation, and/or disability. Participants will explore, develop, and apply strategies and skills related to transforming schools in ways that serve the interest of all individuals and groups within a community of learners. Prerequisite: GRED 600, 607, 634 or student teaching.

GRED 588 – @Practicum 1: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7-12. At least three consecutive days per week are allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Corequisites: GRED 549, 582, 584, 589, & SPED 505. MST students only. Prerequisite: GRED 550. Fall.

GRED 589 – @Practicum 2: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in Secondary English Language Arts classrooms, grades 7-12. At least three consecutive days per week are allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Prerequisites: GRED 550 Corequisites: GRED 549, 582, 584, 588, & SPED 505. MST students only. Fall.

GRED 590 – @Special Social Studies Education Content Topic (3) Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional and evaluation considerations of the content topic for middle and secondary school learning/teaching in social studies. Permission of instructor or advisor required for undergraduate BA students. May be offered as a travel course.

GRED 593 – @The Development of Writing II (2) This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer

a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing.

GRE 595 – Special Topics (1–6) Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs.

GRE 600 – Philosophical Foundations of Education (3) This course examines the contribution of leading educators from Ancient Greece to the present. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Summer, Fall and Spring.

GRE 603 – Seminar: Teaching Science in the Secondary School (3) This course is designed to provide the student with an understanding of the principles, concepts and methods involved in teaching. The focus will be on the learning process, curriculum development, instructional strategies and materials, planning, grouping, classroom management, evaluation, and drug education. Summer and Fall.

GRE 606 – Advanced Secondary Social Studies Education (3) Examines curriculum and instruction in secondary school social studies. Attention is given to national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary social studies instruction are analyzed: inquiry, use of primary sources, structures of social science disciplines, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRE 681 & 688. Summer.

GRE 607 – Foundations of Education (Birth-Grade 6) (3) This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education and a historical outline of the field. It prepares future teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as the goals of education, learning theories, and teaching and assessment strategies. Summer, Fall and Spring.

GRE 608 – Advanced Secondary Mathematics Education (3) Participants will become familiar with the most recent literature on teaching and mathematics; the organization and structure of professional organizations, the nature of research in mathematics education; goals, strategies, research and standards for the teaching of mathematics. Fall, as warranted.

GRE 610 – Advanced Secondary Science Education (3) This course explores alternatives in science teaching methods, including the historical, contemporary and experimental. Considers special techniques for demonstration, field and laboratory and special learning situations, including criteria for slow and accelerated learners. Provides an opportunity for the student to develop his or her own teaching style reflecting techniques he or she has determined to be effective. Prerequisite: GRE 672. MST Secondary Science students only. Summer.

GRE 613 – Teaching Internship, Grades 1-3 (6) This course provides the teacher candidate with a time and place where the theory of coursework at the College can be put into the actual practice of teaching. The course is designed to focus the teacher candidate's attention on the complete range of teacher functions and responsibilities found within a real school setting, including immersion in curriculum and long range planning, such as units. The internship provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. Corequisites: GRE 676 & 696. MST Childhood students only.

GRE 616 – Curriculum and Evaluation (3) Examination of basic elementary curriculum and evaluation concepts, principles and practices, including funded knowledge and conventional wisdom, aims and objectives; the cognitive, affective and psychomotor taxonomies; curriculum design, standardized and informal assessment. Special attention will be given to New York State requirements with respect to curriculum design and evaluation. Each educational professional's area of content will be studied and applied for the development of appropriate curriculum and evaluation. Summer and Fall.

GRE 626 – Zebra Stripes and Learning Types (3) The purpose of this course is to: 1) examine the accepted theoretical concepts put forth by psychologists and pedagogical experts today; 2) discuss and define how various learning style concepts and/or models impact on the teacher, the student, the administrator, and

the curriculum; 3) design instructional strategies that provide for the individual learning styles of students. As warranted..

GRE 635 – Educational Research in Curriculum & Instruction (3) This course is designed to meet the needs of educational professionals. The fundamentals of research design, data analysis, and evaluation are studied. Teachers become informed consumers of educational research and learn to conduct research in a number of environments including their own classrooms. Summer, Fall and Spring.

GRE 661 – Readings in Social Studies Education (3) Readings, analyses, and discussions of selected articles and books in history, historiography, the social sciences and contemporary social commentary which will be of interest and use for teachers of social studies, K-12. The selections will be primarily publications of the post-World War II period. Some will vary each semester. Emphasized will be the selections' usefulness as background readings for teachers of social studies. Participants' comprehension of underlying considerations of contemporary social, economic, political, global, and environmental issues or topics will be enhanced. Appropriate discussion techniques and critical thinking skills for the social studies lesson or classroom will be discussed and modeled. Spring, even years.

GRE 664 – Practicum in Childhood Education (1-12) The future childhood teacher will be provided supervised classroom experience. This practicum (at least 100 hours in the field) will involve working with all aspects of childhood curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment and implementation. Fall and Spring.

GRE 665 – Language and Culture (3) This course is designed for the prospective teacher in pre-service training who is interested in teaching English to students in a country where the primary language is not English in grades K through 12. The course is geared to teaching language in cultural context with a focus on "Proficiency-Oriented Instruction". MSED Curriculum & Instruction Korean international students only. Fall.

GRE 667 – Topics and Research in Mathematics Education (3) Designed as a capstone course for the secondary mathematics education Master's degree programs, this course will allow students to review the research on a current issue related to secondary mathematics. They will develop and present a research proposal. Students will also finalize their teaching portfolio as part of this course. Summer.

GRE 668 – Professional Portfolio Development (1) Before graduating, each student is required to complete a professional development performance portfolio (PDPP). This portfolio will demonstrate students' progress and development over the tenure of their pedagogical preparation. The PDPP is a collection of select artifacts and reflections that represent pre-service teachers' experiences, knowledge, and growth during the pre-student teaching and teaching experience. This requirement fulfills the culminating experience requirement.

GRE 669 – Professional Development Performance Portfolio (3) The Developmental Performance Portfolio (DPP) is an intentional grouping of artifacts that are reflective of the INTASC Standards that demonstrates the pre-service teacher's progress and growth over the tenure of his/her pedagogical preparation. There should be evidence of achievement and reflection on the achievement. The DPP is a collection of select artifacts and reflections that represent the pre-service teacher's experiences. The artifacts will include samples of work completed during the program that represent the pre-service teacher's experiences, knowledge and growth and samples of work from pre-student teaching and student teaching experiences. The DPP should prompt reflective thinking in the knowledge and skills determined by INTASC Standards by providing documented evidence of accomplishments. Fulfills the Culminating Experience requirement. Fall and Spring.

GRE 670A – Culminating Experience (Project) (0-3) The project may be an electronic or paper portfolio; a thesis; an empirical or library research project; a historical or philosophical study; a descriptive analysis; a curriculum design; a slide presentation; a module cluster; or something else of particular use to the student. The project must be related to and draw from the student's graduate program. Prerequisite: Full admission in an MSED or MST degree program. Graded S*/U* only.

GRE 671 – Developing a Professional Teaching Portfolio (3) The Professional Development Performance Portfolio (PDPP) is an intentional grouping of work that shows the pre-service teacher's progress in professional growth over time. There should be evidence of achievement and reflection on that achievement. The PDPP should be a collection of select artifacts and reflections that represent the pre-service

teacher's experiences, knowledge and growth during the pre-student teaching and student teaching experience. The PDPP is considered a work in progress and should prompt reflective thinking in the knowledge and skills determined by the faculty by providing documented evidence of accomplishments. Fulfills culminating experience requirement for MST Secondary English Degree. This course is taken in conjunction with Student Teaching. Spring.

GED 672 – Science Curricula, Programs and Standards (3) This course is designed to introduce future teachers to school science curricula and programs in grades 7-12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Summer.

GED 673 – Secondary Science Field Work (3) Field experience provides opportunity to apply what has been learned in a classroom setting, and to develop the skills and understandings necessary for student teaching. The guidelines (principles, teaching, assessment, content, program evaluation, school system evaluation) for this field experience are provided in the National Science Education Standards (<http://www.nap.edu/readingroom/books/nses/html>). Students will be assigned to a mentor teacher during the first week of the course. They will develop a secondary science unit plan with advisement of the course instructor and a mentor teacher. Beginning in week two, students will observe and assist in the mentor teacher's classroom for a minimum of seven hours each week in the public school. Beginning in week four and for the duration of the semester students will continue to observe and assist for six hours per week and will teach a minimum of one hour per week. Teaching will begin with small groups, and progress to whole class groups. There will be opportunity to reflect on teaching experiences in discussions with mentor teachers, peers, and the course instructor. Discussions will focus on specified topics drawn from the National Science Education Standards and the New York State Math, Science, Technology Standards. Discussions will occur in class sessions and in the online discussion forum provided in the virtual classroom management system. The distance learning class space will include mentor teachers. Field experience provides the major setting for Performance Based Assessments required in the teacher education program portfolio. Rubrics for Performance Assessments of Knowledge, Skills, and Dispositions contained in the NSES will be provided at the beginning of the course and will be the focus of course activities. Fall.

GED 674 – Culminating Experience/Thesis Research (3) This course is designed to help the student in planning his or her "Culminating Experience" under the supervision of his or her graduate advisor. For this exit requirement project, the student should be able to complete his or her work relative to "Teaching English As a Second/Foreign Language" or "English-Korean Bilingual Education." The project should include appropriate aspects of previously completed SUNY Potsdam course work and must have written documentation.

GED 675 – Secondary Science Teaching Research (3) This course is designed to introduce future teachers to science education research in grades K-12. Students will study current issues and trends in science education research, and relate those to local school issues. Students will design and defend a research proposal linking their study of national issues and trends with observations in local schools.

GED 676 – Student Teaching Seminar: Policies and Practice in American Education (2) The course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Corequisites: MST Childhood: GED 613 & 696; MST Secondary Mathematics and Social Studies: GED 694 & 697; MST Secondary English and Science: GED 692 & 697.

GED 677 – Development and Learning in Adolescence (3) This course is designed to provide classroom teachers with a sufficient understanding of the principles and theories of both learning and human development to be better able to plan and carry out instruction. MST Adolescence students only. Summer and Fall.

GED 681 – Social Studies Curriculum in Middle/Secondary School (3) Introduction to the social studies curriculum of middle and secondary schools. Defines and analyzes the processes and products of funded knowledge and conventional wisdom, curriculum development, curriculum, instructional planning, instructional plan, instruction, and evaluation, as they are used in social studies. Also examines the interrelationships of these eight. Emphasizes concepts, their definition, their

uses, and their roles in social studies. Examines the substantive and syntactical contributions to social studies of the disciplines of anthropology, economics, geography, history, sociology, and political science. Studies definitions of citizenship; the roles of controversial issues in social studies; and the changing definitions of social studies. Summer.

GED 682 – Research in Social Studies Education (3) Review of selected research in middle and secondary school social studies education. Fall.

GED 684 – Secondary Social Studies Content Portfolio (1) In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisite: GED 681. Corequisites: GED 688 & 689. MST Social Studies 7-12 5-6 Ext majors only.

GED 687 – Action Research (3) With approval from the instructor, an action research topic will be selected by the student that is directly related to his/her content area and classroom setting. This is a field-based course so students will be conducting action research in their own schools and classrooms. A written paper and presentation will be required for all students. A copy of the action research paper will be maintained in Crumb Library. Fall, Spring and Summer.

GED 688 – Social Studies Instruction in Middle/Secondary School (2) Introduction to methods and materials of instruction and evaluation in social studies in the middle and secondary schools. Analyses and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program and for MST students only - GED 681. Corequisite: GED 684 & 689. Fall.

GED 689 – Practicum in Middle/Secondary School Social Studies Instruction (4) Students will observe and instruct social studies in the middle and secondary school. Prerequisites: permission of the instructor. Corequisite: GED 688. Fall.

GED 692 – Student Teaching: Junior High School 7-9 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7-9 experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. Corequisites: GED 676 & 697. MST students only.

GED 693 – Supervised Clinical Experience/Student Teaching, Grades 9-12 (6) This course will consist of a half semester of field experience in a public school setting. Students will be assigned to a grade 9-12 experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and evaluating pupil performance. Corequisite GED 676 & 692. MST students only.

GED 694 – Student Teaching in the Middle/Junior High School 5-9 (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7, 8 and/or 9, under the guidance of a sponsor teacher and a college supervisor. Corequisites: GED 676 & 697. For MST & BA/MST secondary students only.

GED 695 Special Topics (1-6) Workshops, seminars, and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, in as electives in Master of Science in Education/Master of Science for Teachers degree programs. For further information relative to special offerings, consult with the department chair or graduate adviser.

GED 696 – Student Teaching: Childhood Education 4-6 (6) This course provides the student with the initial opportunity to student teach in the public school setting. Students are assigned to an elementary classroom in which the induction process leads to full teaching responsibilities under the direction and supervision of a sponsor teacher and college supervisor. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. Corequisites: GED 613 & 676. MST Childhood students only.

GRE 697 – Student Teaching: Sr. High 10-12 (6) This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. Corequisites: GRE 692 or 694, and GRE 676. For MST and BA/MST students only.

GRE 699 – Thesis Research (3) The thesis topic is selected by the student according to his or her interest, with the approval of his or her graduate advisor and thesis committee. An oral defense of the thesis is required. The original typescript of the final document, presented in standard thesis format, becomes part of the holdings of the School of Education and Professional Studies. Summer, Fall and Spring.

Information and Communication Technology Course Descriptions

Note: These courses do not meet Computer Science major or minor requirements.

IT 502 – @Organizational Development (3) The purpose of this course is to look at the principles and the nature of the organizational development field and dominant methods, models and perspectives taken to conduct the work.

IT 503 – @Team Building (3) This course focuses on working closely with colleagues in productively academic and business environments. Effective team leadership and membership principles will be covered. Psychodynamic and organizational inhibitors and facilitation of effective team functioning also will be reviewed. Fall.

IT 505 – Organizational Communications (3) This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination.

IT 506 – Small Group Communication (3) The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Fall, odd years.

IT 514 – Computer Applications for Content Area Teaching (3) This course presents an introduction to computer applications used to support instruction in an instructional setting. Students gain experience with software suites, using the internet and electronic communications, and various other software applications. The emphasis in this course is on conveying teaching strategies for use when applying computers to instruction, as well as using technology to support current learning standards. Introductory course for secondary education students. Fall and Spring.

IT 515 – @Managing innovation (3) This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

IT 518 – @Computers in Education (3) This course presents an introduction to varied microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, database, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary classrooms. No previous computer experience is required. This is an introductory course for elementary and secondary education students. Summer, Fall and Spring.

IT 529 – Computer Applications/Performance Improvement (3) Students will explore the use of computers as a tool for instructional applications in education. Word processing, database management, spreadsheet creation, and presentation software will all be covered. Internet based communications tools will also be emphasized. Emphasis will be placed on developing practical applications for education settings in a cross-platform environment. (Prerequisite: basic word processing, mouse skills, some internet experience, to be augmented by jumpstart classes if these skills are lacking). Intermediate-level course.

IT 544 – Desktop Publishing (3) The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory Course. Summer.

IT 545 – Preparing and Delivering Professional Presentations (3) The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered. Summer.

IT 546 – Preparing Performance Support Materials (3) This course provides a comprehensive overview of the computer-based preparation of instructional materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and webpages. Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project. Summer.

IT 549 – Web Page Development (3) The course is intended to provide students with experience in webpage design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create websites. Students will work with a variety of media, such as audio, video, text, and graphics to exploit the personal computer's ability to present information through the Internet. Introductory course.

IT 552 – @Computer Graphics (3) This course is a survey of various computer graphic types and applications, including still graphics, log creation, desktop publishing, motion graphics, animation, and video production. This is an introductory course that serves as an introduction to computer graphics for ICT majors, as well as a technology elective for non-majors. Fall.

IT 566 – @Simulations & Games for Teaching & Learning (3) This course will explore the use of simulations and games for instructional environments. Both computer-based and non-computer based options will be covered. This course is intended for both K-12 educators, as well as those interested in corporate training. No prerequisites. Introductory course.

Non-Liberal Arts Secondary Education Courses

SECD 210 – @Computer Applications in Middle/Secondary Education (1) To provide an introduction to the use of microcomputers in education. The course will present general knowledge about personal computers, the Internet and an overview of their use in secondary education. The course will emphasize general software applications of computer technology in education. Students will also have the opportunity to examine resources available through the Internet in specific educational areas. Fall and Spring.

SECD 316 – @Technology and Media in Middle/Secondary School Mathematics (3) This course will provide students the opportunity to learn how technology and media can enhance the understanding of mathematics when used appropriately. Students will explore appropriate uses of the calculator, graphing calculator, spreadsheets, and software such as Geometer's Sketchpad. They will review the state regulations related to the use of calculating devices on the NYS Regents examinations and learn how to use technology for adapting instruction to special needs students. Students will study the use of the internet to support secondary mathematics education. In addition, they will review the use of other multimedia devices and products. Prerequisite or Corequisite: EDLS 349.

SECD 340 – @Classroom Management in Secondary Education (1) This course is designed to develop the skill necessary to address student behavior in the classroom. The focus will be on effective practices and techniques for behavior management and classroom teacher leadership. Participants will be provided opportunities to practice and observe different approaches through various activities and in the practicum for the English Language Arts Learning Communities and Foreign Language education programs. Current issues and problems will also be discussed. Prerequisite: EDLS 349.

SECD 356 – @Reading in the Middle/Secondary Schools (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Spring, Summer and Fall.

SECD 357 – @Writing in the Middle/Secondary Schools (3) Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Fall and Summer.

SECD 361 – @English Language Arts: Grades 5-12 (4) Introduction to teaching literacy (reading, writing, speaking and listening) in the English Language Arts classroom, grades 5-12. Focused studies will include: developmental considerations of middle childhood (grades 5-9) and adolescence (grades 7-12) and their relationship to language acquisition, English language arts curricula, and state and national standards at the two developmental levels. Common threads in the two areas of focused studies will include 1) student-centered literacy and 2) language arts curriculum and instruction which integrate the literacy skills of reading, writing, speaking and listening to provide for the learning needs, interests, and abilities of all students, including learners acquiring the English language arts as a second language and students with special learning needs. Resources for teaching ELA available through computer technology will be explored and criteria for evaluating these resources and software will be reviewed and applied. Prerequisites: COMM 201, COMP 202, EDLS 349, and 12 credits in Literature/Writing major. Corequisites: SECD 210. Fall.

SECD 370 – @Teaching Mathematics in Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. The students in this course will learn how to engage middle school students in meaningful mathematics, how to work with middle school students who are not meeting minimum standards and how to prepare middle school students for the abstract world of algebra. They will become knowledgeable about the current NYS Learning Standards for Mathematics and the NCTM Standards. Students will concurrently take SECD 390. Prerequisites: EDLS 349 & SECD 316. Spring.

SECD 371 – @Teaching Writing Language/Communication: Grades 5-12 (3) Second course in the sequence in teaching literacy in English Language Arts classroom, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English Language Arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of writing, language, and communication. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also examine media and technology applications, resources, software, computer-based multimedia programs, and non-print “texts” for teaching writing, language and communication. Prerequisite: Learning Community I. Corequisites: EDLS 315, COMP 402 or COMP 405, & SECD 391. Spring.

SECD 372 – @Science Instruction and Assessment: Grades 5-12 (3) This course is designed to enable future teachers to examine their own beliefs about science, learning, and teaching, as well as to develop understanding of the tenets upon which the National Science Education Standards and National Science Teacher Association Teacher Preparation Standards are based. The course will focus on standards for teaching and assessment in grades 5-8 and 9-12. Students will use technology in support of active learning throughout this course. Fall.

SECD 373 – @Middle and Secondary School Social Studies Curriculum (3) Introduction to role of social studies in curriculum of junior and senior high school. Emphasizes philosophical bases for social studies in high school program, changing roles of social studies in American high schools (including New York State) since the 1920s, and various current schools of thought as to nature of secondary social studies. Explores contributions of social studies to a liberal secondary school education within democratic society. Corequisite: SECD 393. Spring.

SECD 374 – @Introduction to First and Second Language Acquisition Grades 5-12 (3) Introduction to theory, research, and practice in the fields of first and second language acquisition; understanding of language acquisition at various developmental levels, both within and outside the classroom; and application of language acquisition theories to instructional practice in grades 5-12. Corequisite: SECD 394. Spring.

SECD 390 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Corequisite: SECD 370. Spring.

SECD 391 – @Practicum 1: Teaching the English Language Arts: Grades 5-12 (2) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisite: Learning Community I. Corequisite: SECD 371.

SECD 393 – @Classroom Observation in Middle and Secondary Social Studies (1) Students will observe the teaching of social studies in the middle and secondary school. Corequisite: SECD 373. Spring.

SECD 394 – @Observation in Foreign Language Classroom Grades 5-12 (1-12) Pre-student teaching field experience involving classroom observation of foreign language teachers and learners in grades 5-12. Corequisite: SECD 374. Spring.

SECD 410 – @Middle or Secondary Science Field Experience (3) This course provides pre-student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor, students will observe, design and deliver lessons in an assigned public school classroom. They will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by the mentor teacher, students will lead small group learning activities in the classroom. After one month and as approved by the mentor teacher, they will teach a minimum of two hours in the classroom each week. Partnership schools have been selected with three criteria in mind: 1) They have been selected because they provide mentor teachers who are actively involved in the current school reform movement; 2) They have been selected because they include diverse student populations representing multiple ethnic groups and/or include groups that traditionally have been underserved by schools; 3) They have been selected because for each, the school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the College to provide a special opportunity to apply pedagogical learning in a meaningful context. Given these criteria, by enrolling in this course students are assuming a new level of responsibility in their education. They will be engaged by participating public school teachers in a manner to enhance the education provided to their students. This course is an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre-college classroom.

SECD 411 – @Middle School Science Field Experience (3) This course provides pre-student teaching field experience in middle school science education. Under the supervision of mentor teachers and a SUNY Potsdam course instructor, students will observe, design and deliver lessons in an assigned public school classroom. Students will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by the mentor teacher, students will lead small group learning activities in the classroom. After one month and as approved by the mentor teacher, students will teach a minimum of two hours in the classroom each week. Partnership schools are selected with three criteria in mind. 1) Mentor teachers are actively involved in the current school reform movement. 2) Partnership schools include diverse student populations representing multiple ethnic groups and/or include groups that traditionally have been underserved by schools. 3) The school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the college to provide students with a special opportunity to apply pedagogical learning in a meaningful context. Given these criteria, by enrolling in this course students are assuming a new level of responsibility in their education. They will be engaged by participating public school teachers in a manner to enhance the education provided to their students. This course is an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre-college classroom. Corequisite: SECD 372.

SECD 455 – @Student Teaching in the Middle/Jr. High School (6) Half semester of student teaching in student’s academic major in grades 7-9, under guidance of sponsor teacher and college supervisor.

SECD 456 – @Student Teaching in the Senior High School (6) Half semester of student teaching in student’s academic major in grades 10-12, under the guidance of sponsor teacher and college supervisor.

SECD 457 – @Student Teaching 7-12 (6) Half semester of student teaching in student academic major in grades 7-12 under guidance of sponsor teacher and college supervisor. For Theatre Education students.

SECD 470 – @Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as an everyday citizen and to move successfully into programs that require the study of mathematics at the college level. They will become knowledgeable about the current NYS Learning Standards for Mathematics and the NCTM Standards. Prerequisites: PSYC 350, SECD 357, & SECD 370; Corequisite: SECD 490. Fall.

SECD 471 – @Teaching Reading and Literature: Grades 5-12 (4) Third course in the sequence in teaching literacy in English Language Arts classrooms, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English Language Arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of literature and reading, grades 5-12. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also work in the computer lab using and locating resources on teaching reading and literature, constructing reading databases and examine instructional uses of power point and electronic communication. Prerequisites: SECD 361 & 371. Corequisites: LITR 323, SECD 340, SECD 491. Fall.

SECD 472 – @Science Curricula: Programs and Standards (3) This course is designed to introduce future teachers to school science curricula and programs in grades 7-12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Prerequisite: SECD 372. Corequisite: SECD 410.

SECD 473 – @Middle/Secondary School Social Studies Instruction (2) Emphasizes methods and materials of instruction in junior and senior high school social studies. Opportunity to design lesson plans. Classroom observations, protocol observations or other instructional experiences included. Connections between curriculum and instruction emphasized. Prerequisite: SECD 373 & 393. Corequisite: SECD 493. Fall.

SECD 474 – @Foreign Language Instruction, Curriculum & Assessment: Grades 5-12 (3) Introduction to history of foreign language education and teaching; understanding of the role of foreign language in junior high/middle and senior high school programs; understanding and application of the national and state foreign language learning standards; introduction to and application of approaches, methods, strategies, and techniques of foreign language instruction; utilization of assessment tools to obtain information about foreign language learners' learning as well as assist them in reflecting on their own progress; selection, evaluation, development, and modification of foreign language curricula; practice in instructional planning through interdisciplinary lesson and unit development which is developmentally and proficiency level appropriate and incorporates four language skills, culture, and technology; and creation of a community of learners, including students with special needs, in the foreign language classroom. Prerequisites: SECD 374 & 394. Corequisite: SECD 494. Fall.

SECD 484 – Secondary Social Studies Content Portfolio (1) In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisite: SECD 373 & 393. Corequisites: SECD 473 & 493. For BA Social Studies 7-12 5-6 Ext students only.

SECD 490 – @Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Corequisite: SECD 470. Fall.

SECD 491 – @Practicum II: English Language Arts: Grades 5-12 (2) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisite: Learning Community I and II. Corequisite: SECD 471.

SECD 493 – @Practicum: Middle/Secondary School Social Studies Instruction (2) Students will observe and give instruction in social studies in the middle and secondary school. Prerequisite: SECD 373. Corequisite: SECD 473. Fall.

SECD 494 – @Practicum in the Foreign Language Classroom: Grades 5-12 (1) Pre-student teaching field experience involving classroom instruction and assessment of and curriculum development for foreign language learners in grades 5-12. Prerequisite: SECD 374 & 394. Corequisite: SECD 474.

Inclusive and Special Education Courses

SPED 501 – Foundations in Autism (3) This course will address the identification and needs of students with Autism and related spectrum disorders and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress. It will emphasize exploration of the four main domains of ASD in order to build a successful foundational understanding of the student with autism. Fall and Spring.

SPED 505 – @Introduction to Special Education (3) Provides an overview of the categories of disabilities; develops skills related to the identification and remediation of educational, psychological and social needs of learners who are gifted/talented and/or with disabilities, discusses the special education process and impact of state and federal special education laws and policies on the public school program; provides background for designing appropriate individualized instruction, behavioral support, and classroom management applications and interventions for students with diverse learning needs; and develops and uses effective planning, collaboration, and co-teaching practices with peers. This course also includes 15 hours of fieldwork with persons having disabilities; which with the permission of the instructor might include reported observations and volunteering at special education or identified inclusive settings within the classroom, area school districts, BOCES or other institutions. This course may be applied to the prerequisite course requirement in the MSED Special Education Program. Summer, Fall and Spring.

SPED 5955 – @Special Topics (1-6) Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Masters of Science for Teachers degree programs. Summer, Fall and Spring.

SPED 601 – Characteristics of Learners with Mild/Moderate Disabilities (3) Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners. Fall.

SPED 607 – Educational Research: Critical Issues in Special Education (3) This course will examine foundational research principles and classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues. Prerequisites: an introductory course in special education or permission of instructor. Spring.

SPED 609 – Field Experience I (1) This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies will be conducted. A philosophy of service to students with disabilities will be developed. Corequisite SPED 601 and SPED 650. Fall.

SPED 612 – Technology in Special Education (3) This is a survey of the varied applications of recent technology, particularly computer-based technology, in the field of special education. Students will work with hardware and software that allow the integration of children with special learning needs into the regular educational program. In addition, they will gain a broad understanding of the variety

of technologies designed to meet the special needs of individuals with disabilities. Prerequisite: SPED 505 or equivalent course. Fall and Spring.

SPED 637 – Diagnosis and Assessment of Educational Disabilities (3) Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or Corequisite: SPED 601. Fall and Spring.

SPED 638 – Literacy Assessment and Practices for Students with Diverse Needs (3) The purpose of this course is to prepare preservice and inservice Inclusive and Special Education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). Content includes critical evaluation of assessments and interpretation of data to inform selection of research-based instructional practices. These incorporate strategies in reading, writing, listening, and speaking in teaching content across the general curriculum; and for enhancing communication for ELL Prerequisite: SPED601, SPED650. Corequisite: SPED 607. Spring.

SPED 640 – Behavior Management for the Special Educator (3) Considers and provides practice in a range of techniques to achieve behavioral, social, and academic changes in students with disabilities; develops competencies in the formulation of behavior intervention plans; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications of various approaches in management of behavior. Prerequisite or Corequisite: SPED 601/650. Corequisite: SPED 637. Fall.

SPED 646 – Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies for use with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, 650 & 637. Corequisite: SPED649. Spring.

SPED 647 – Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies including those related, though not limited to, English, Mathematics, Science and Social Studies for use with secondary students with mild/moderate disabilities. The course also incorporates: developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; the development of competencies in the formulation of Individualized Education Programs; discussion of life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED601, 637, 640, 650. Corequisite: SPED649. Spring.

SPED 648 – Strategies of Early Childhood Special Education (3) Identifies the learning and behavioral needs of preschool children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multi-disciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601 & 637. Spring.

SPED 649 – Field Experience II (1) This course will provide pre-service special education teachers the opportunity to acquire experience in planning and conducting instruction with various groups of students with diverse learning needs to meet their academic and/or social needs. This experience will also include design and use of assessment techniques for evaluating student progress. Prerequisites: SPED 601 & 637. Spring.

SPED 650 – Collaborative Consultation with Professionals and Parents (3) Explore and develop competencies needed to work in cooperation with other special educators, general educators and families, as well as support personnel, with the

goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisites: SPED 601 & 637. Fall and Summer.

SPED 669 – Practicum in Special Education (6) Provides experience in the application of techniques for evaluation and instructional programming for learners with mild/moderate learning and behavioral disabilities; work with students shall include educational assessment, implementation of Individualized Education Programs, and planning for instructional activities designed to meet identified student needs. Prerequisites: Completion of all course requirements for the MSED Special Education. Summer (for 6 credits), Fall and Spring (3 credits).

SPED 670 – Culminating Experience (1) This culminating activity includes the completion of a portfolio including samples of work completed during the program. This process is designed to allow students and instructors to reflect on the experiences in the program and their growth as a result of their experiences. Students receive specific instructions on the assembly of the portfolio during their first semester. Prerequisite: Completion of all course requirements for the MSED Special Education. Summer, Fall and Spring.

SPED 695S – Special Topics (1-6) Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs. Summer, Fall and Spring.

CRANE SCHOOL OF MUSIC

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

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C219 Bishop, 315-267-2418, sittonmr@potdam.edu

David Heuser, Associate Dean/Director, Music Admissions
C220 Bishop, 315-267-2453, heuserdd@potdam.edu

Distinguished Teaching Professor: James Petercsak

Distinguished Service Professors: John Lindsey, Kenneth Andrews

Guest Artist In-Residence: Stephanie Blythe

Professors: Gary Busch, Mark Campbell, Nelly Case, John Ellis, Rebecca Gerber, Carleen Graham, Charles Guy, Mark Hartman, David Heinick, David Heuser, James Madeja, Jill Pearson, C. Douglas Rubio, Raphael Sanders, Michael Schaff, Paul Siskind, Michael Sitton, Jessica Suchy-Pilalis, Eugenia Tsarov, Gregory Wanamaker, Mathias Wexler, Bret Zvacek

Associate Professors: Marsha Baxter, Caron Collins, Brian Doyle, Julianne Kirk Doyle, Kelly Drifmeyer, Heather Eyerly, Donald George, Carol Heinick, Anna Hendrickson, Sarah Hersh, Christopher Lanz, Carol Cope Lowe, Deborah Massell, Peter McCoy, John McGinness, Kathleen Miller, David Pittman-Jennings, Rebecca Reames, Kirk Severtson, Kathryn Sherman, Shelly Tramposh, Jess Tyre, Paul Wyse

Assistant Professors: Carol Britt, Jeff Francom, François Germain, Julie Hunter, Ching-Chun Lai, Andre Mount, Jerod Sommerfeldt, Jonathan Stinson, Lorraine Yaros Sullivan, Timothy Sullivan, Heather Wheeler, Lonel Woods, Robert Young

Instructors: Julie Bannerman, Tracy Wanamaker

Visiting Assistant Professors: Patricia Cornett, Rosemarie Suniga

Lecturer: Jennifer Kessler

Adjunct Instructors: Kent Burchill, Stephen Button, Julie Daoust, John Geggie, Ioan Harea, Kathleen Hubbard, Guy Lamson, Tamara Madeja, Michelle Martin-Atwood, Catherine Meunier, Julie Miller, Daryle Redmond, Jill Rubio, Alan Solomon, Salvatore Somma, James Spadafore, Dan Tremblay, Brenda Vredenburg, Jeffrey Vredenburg, Robert Zolner

Professional Staff: Amy Flack, Gary Galo, Glen Grigel, Lane Miller, Lorelei Murdie

Crane Librarian: Edward Komara

Departments & Programs

- Music Education
- Performance
- Theory, History and Composition
- Business of Music

History and Background

The Crane School of Music was founded in 1886, the year Julia Etta Crane established the Crane Normal Institute and developed one of the first curricula in the United States for school music supervisors. Educating those who aim to teach music, primarily in New York State's public schools, has been the principal mission of the school ever since.

From the earliest days in the history of the School, Crane faculty members have considered it essential that music teachers be thoroughly educated musicians before being considered qualified to teach music to others. As a consequence, the curriculum has always reflected a strong emphasis on performance, balanced with requirements that Crane graduates have a substantial knowledge of the theoretical and historical aspects of music, understand the methodologies and pedagogies of music teaching, and are liberally educated.

Mission

The Crane School of Music is a community of musician-educators committed to fostering a vital musical society. Thriving programs in performance, composition, music business, and the academic disciplines of music history and theory enrich its long-standing heritage of leadership in music education. Undergraduate programs are designed to provide a strong and comprehensive foundation across all areas of study, whereas our graduate programs bring greater depth and focus within these areas. In keeping with SUNY Potsdam's mission as a student-centered institution, Crane students and faculty collaborate in pursuing a broad range of opportunities for artistic, personal, and professional growth. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, The Crane School of Music equips students with both the foundations and flexibility needed for the challenges of the 21st century.

Admission to The Crane School

In addition to meeting the standard academic admission requirements of the College, applicants to The Crane School of Music must successfully complete an entrance performance audition. The performance audition is designed to give candidates an opportunity to demonstrate their readiness to achieve performance requirements on a primary instrument during their College career. The audition is 15-20 minutes in length per medium and is administered by qualified faculty. Candidates for the Performance Major (B.M.) are expected to have a broad performance capability. Please refer to the Crane website for specific audition requirements by performance medium. In addition, all candidates for admission to The Crane School of Music are encouraged to submit recommendation forms from their private music instructor(s), high school music teachers and others on the forms available on the Crane website. The results of auditions for The Crane School of Music are communicated to each applicant by letter and to the Office of Admissions within 2-3 weeks of the audition.

The Bachelor of Music degree programs feature more comprehensive study in music than the Bachelor of Arts degree program. All programs include study on the primary instrument with the amount of study varying by major. The only program which leads to certification to teach music in the public schools is the Music Education (B.M.) degree.

Music candidates are expected to indicate a choice of degree program, major, and track in certain majors, from among the following options prior to the audition:

Degree	Major	Tracks
Bachelor of Music	Music Education	Band
		Choral
		Orchestra
		General Music
Bachelor of Arts	Musical Studies	Composition Theory/History
	Performance	
	Business of Music	
Bachelor of Arts	Music	

Students admitted to The Crane School of Music majoring in music education will automatically be placed into the following tracks based on their applied studio:

Applied Studio	Music Education Track
Winds and Percussion	Band Track
Bowed Strings	Orchestra Track
Voice	Choral Track
Piano, Guitar, and Harp	General Music Track

Students interested in following a different track (with the exception of those moving to the General Music Track) will be required to audition and be accepted on an appropriate secondary performance medium. Please contact the Crane Office of Admissions for more information.

Students may choose to major in two (or more) degrees within music, such as Music Education and Performance, contingent on approval via audition and/or Crane's Degree Major Change Form. In most situations, courses that can count in both degrees will count in both degrees, but more detailed information can be found by using the "What if" feature in BearDeN.

More information regarding admissions can be found on the Crane website at www.potsdam.edu/crane (click on "Auditions").

Transfer Admission to The Crane School of Music

Transfer students who wish to be considered for financial aid in their first semester at The Crane School of Music and are receiving scholarships from another music program accredited by the National Association of Schools of Music must request a release from their current school. Please contact the Crane Admissions Office at 315-267-2775 for the appropriate form.

Students applying for transfer to The Crane School of Music curricula are required to complete a performance audition. See "Admissions" above or the "Auditions" link on the Crane website www.potsdam.edu/crane for information about the audition process and requirements.

Transfer Credit in Area of Applied Study

1. Credit in the area of applied study for transfer students is determined through the audition process and evaluation of transcripts. Normally, credit exceeding semester limits of The Crane School of Music will be recorded as free electives.
2. Transfer students are advised that requirements in the area of applied study are based on students' capacity to develop musically and technically on their instrument in a limited amount of time. For this reason, students will be assigned to an appropriate semester of

studio determined by the audition faculty member(s) at the audition and will be informed in their acceptance letter.

3. Following completion of a Transfer Credit Evaluation by the SUNY Potsdam Office of Academic Transfer Services and a music degree audit by the Crane Office of Music Admissions, transfer students should determine whether they will be able to complete their applied study requirements in the time anticipated to degree completion. If this is not possible, students should consider the following alternatives:
 - a. Private study at another institution.
 - b. Credit by examination in area of applied study (see the Crane Undergraduate Student Handbook).
 - c. Application to take credits exceeding those offered per semester.

Transfer Credit in Theory and Music Literature Basic Musicianship Sequence

Although all college-level transfer credit will be accepted from regionally accredited colleges, placement within the basic musicianship course sequence will be determined by audit of transcripts and either the completion of a theory/aural skills placement exam or according to a formula found online in the Crane Undergraduate Student Handbook. The placement exam is given on the Sunday prior to the start of classes each semester. Credit exceeding specific curricular requirements of The Crane School of Music will be recorded as free electives. For more information, please contact the Crane Office of Music Admissions at 315-267-2775.

General Music Degree Requirements

The total number of credit hours for the B.M. degree varies according to the major and track. Information for each specific degree program can be found on the Crane website: www.potsdam.edu/Crane (click the "Departments/Programs" link then click through to a specific program). Failure to receive a 2.0 or higher in the second attempt at a music course required for a major (or majors) will result in dismissal from that major (or majors). For purposes of this policy, all studio lessons are considered to be the same course, regardless of whether they are MUCS 420 or MUCS 430. Crane students may only elect S/U for music courses that are not being used to fulfill degree requirements.

Applied Music Requirement

Applied music instruction for music majors includes a combination of private and class study leading to evaluations known as Levels A, B and C (with Pre-A Auditions required for some areas). Level requirements vary according to degree program, are listed by degree program below, and are administered by a jury of qualified faculty from the appropriate performance area (e.g., voice, strings, brass, etc.). Faculty from each area has determined the requirements of each level. In most cases, the successful completion of the required level leads to a required recital performance (also listed below). Students are not permitted to register for more credit hours in the area of applied study than are required in the degree program in which they are enrolled without the recommendation of the individual studio teacher and permission of the dean. More information regarding levels, including each performance area's specific requirements, is available in Part V of the Crane Undergraduate Student Handbook (Applied) Music and Performance Information and Policies). This document is found on the Crane website under the "Current Crane Students" link.

Applied Music Requirements by Degree Program

Bachelor of Music in Music Education

- Satisfactory completion of the Level A audition.
- The performance of a thirty-minute recital during one of the last two semesters in which the student is registered for courses offered on campus.

Bachelor of Music in Musical Studies

- Satisfactory completion of the Level A audition.
- The performance of a ten-minute or thirty-minute recital during one of the last two semesters in which the student is registered for courses offered on campus.

Bachelor of Music in Performance

- Satisfactory completion of the Level A audition by the end of the freshman year.
- Satisfactory completion of the Level B audition by the end of the sophomore year.
- Satisfactory completion of the Level C audition by the end of the junior year.
- The performance of a thirty-minute recital during the junior year
- The performance of a full hour recital for 1 credit during the senior year (register for MUCP 499).

Bachelor of Music Degree: Business of Music

- Satisfactory completion of the Level A audition.
- The performance of a ten-minute or thirty-minute recital.

Bachelor of Arts Degree

- Satisfactory completion of the Level A audition.
- No recital performance is required.

Performance Ensemble Requirements

Each music degree has specific ensemble requirements set by the faculty. These can be found on the Crane website under “Degree Programs” in the Undergraduate Student Handbook and Sequence and Curriculum Audit Sheets section. Note that only one major ensemble credit counts toward the major ensemble requirement per semester; for more on this policy, see the Crane Undergraduate Student Handbook.

Students are assigned to instrumental ensembles by the appropriate studio teacher based on the student’s interests, the judgment of the studio teacher and the needs of the school.

Ensemble Definitions

Major Ensembles

Instrumental: Concert Band, Symphonic Band, Wind Ensemble, Symphony Orchestra, String Orchestra, up to two semesters of Jazz Ensemble

Choral: Concert Choir, Hosmer Choir, Men’s Ensemble, Opera Ensemble, Phoenix Club

Chamber Ensembles

Instrumental: Brass Quintets, Chamber Music, Chamber Music with Piano, Guitar Ensemble, Guitar Quartets, Saxophone Quartets, Crane Saxophone Choir, Small Jazz Groups, String Quartets, Woodwind Quintets

Vocal: Vocal Chamber Music

Like Ensembles

Clarinet Choir, Flute Ensemble, Harp Ensemble, Horn Choir, Marimba Ensemble, Repertory Percussion Ensemble, Trombone Ensemble, Tuba/Euphonium Ensemble

Other Ensembles

Brass Ensemble, Contemporary Music Ensemble, Jazz Band, Latin Ensemble, Opera Orchestra, Percussion Ensemble, Campus/Community Band,* Potsdam Community Chorus*

*Note: Campus/Community Band cannot be used to fulfill the ensemble requirement for music majors. Potsdam Community Chorus cannot be used to fulfill the “Chamber, Like or Other” ensemble requirement for string, wind and percussion performance majors.

Basic Musicianship Sequence for Music Majors

29 credit hours required for Bachelor of Music Degrees.

27 credit hours required for Bachelor of Arts in Music majors (must complete all the Basic Musicianship Sequence except for the two Conducting courses). Regardless of major, students with a studio emphasis in piano are exempt from the two Keyboard Skills courses.

All courses are 3 credits unless noted. Credits are distributed as follows:

Semester I

MUCB 101 Keyboard Skills I (1 credit)

MUCB 103 Theory I

MUCB 104 Aural Skills I (1 credit)

Semester II

MUCB 102 Keyboard Skills II (1 credit)

MUCB 105 Theory II

MUCB 106 Aural Skills II (1 credit)

Semester III

MUCB 201 Literature and Style I

MUCB 203 Theory III

MUCB 204 Aural Skills III (1 credit)

MUCP 209 Conducting I (1 credit)

Semester IV

MUCB 202 Literature and Style II

MUCB 205 Theory IV

MUCB 206 Aural Skills IV (1 credit)

MUCP 309 Conducting II (1 credit)

Semester V

MUCB 323 Literature and Style III

General Education Requirements

16-32 credit hours required.

Candidates for the B.M. degree must satisfy the General Education requirements described below. Information for each specific degree program can be found on the Crane website: www.potsdam.edu/Crane (click on "Current Crane Students" and then "Degree Plans" and select the Academic Year for the year the student entered college).

The liberal arts courses and other College requirements must be distributed as follows:

	Credits
General Education Foundations	7-10
Communication Experience:	
[FW] First-Year Writing (1 course, 4 credits)	
Quantitative Experience:	
[FM] First-Year Mathematics (1 course, 3 credits)	
Critical Thinking Experience:	
[FC] Critical Thinking (1 course, 3 credits)	
Music Education majors:	
MUCE 205 Principles of Music Education fulfills the FC requirement	
The Modes of Inquiry	9-12
Scientific Inquiry [SP] or [SB] Physical or Biological	
(1 course, 3 credits)	
A laboratory experience (1 credit) is optional, but not required	
Social Analysis [SA] (1 course, 3 credits)	
PSYC 220: Child Development fulfills SA for Music Education majors; ECON 105 Micro- or ECON 110 Macroeconomics fulfills SA for Business of Music majors	
*Western Civilization [WC]	
(0 credits; credits in music curriculum)	
American History [AH]	
(1 course, 3 credits)	
*Cross-Cultural Perspective [XC]	
(1 course, 3 credits)	
*Aesthetic Understanding [AE] and [AC] Experiential and Critical (0 credits; credits in music curriculum)	
*These modes have music courses that can fulfill the requirements. Note that the AE or XC must be taken outside of The Crane School of Music if the other is fulfilled with a music course.	

Language Proficiency 0-9
 Modern Language requirement must be met as defined by SUNY Potsdam. See General Education Manual for more information. Modern Language courses can be counted as liberal arts electives.

Physical Education/Health and Wellness

2 experiences. See General Education section on page 57.

Music Education majors:

HLTH 230 School Health fulfills one of the PE/Health & Wellness requirements.

Music Education Major (B.M.)

124-136 credit hours required (plus one Physical Education/Health and Wellness course in addition to HLTH 230).

Contact Person:

Michael Schaff, Chair, Department of Music Education
 A328 Schuette, 315-267-3231, schaffmp@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
General Education Courses	19-26
Liberal Arts Electives	8
[includes 6 credits required for state teacher certification, see below]	
Basic Musicianship Sequence	29
MUCB 101 Keyboard Skills I (1 credit)	
MUCB 103 Theory I	
MUCB 104 Aural Skills I (1 credit)	
MUCB 102 Keyboard Skills II (1 credit)	
MUCB 105 Theory II	
MUCB 106 Aural Skills II (1 credit)	
MUCB 201 Literature and Style I	
MUCB 203 Theory III	
MUCB 204 Aural Skills III (1 credit)	
MUCP 209 Conducting I (1 credit)	
MUCB 202 Literature and Style II	
MUCB 205 Theory IV	
MUCB 206 Aural Skills IV (1 credit)	
MUCP 309 Conducting II (1 credit)	
MUCB 323 Literature and Style III	
Music Electives (limit one ensemble per semester)	3
Upper Division Music History or Theory Elective	3
Upper Division Music Education Elective	3
Required Courses for State Certification	3
EDLS 307 Literacy Education in the Arts Disciplines	
[credits included in liberal electives above]	
HLTH 230 School Health (3 credits)	
[credits included in liberal electives above; also fulfills one PE/Health & Wellness requirement]	
PSYC 220 Child Development	
Plus one of the following Tracks	59-64
Band Track (61.5 credits)	
Performance	
MUCS 420 Performance Concentration (7 @ 2 credits)	
Ensembles (7 @ 1 credit)	
Music Education	
MUCE 205 Principles of Music Education	
MUCE 306 Music Teaching and Learning I	
MUCE 307 Practicum in Elementary General Music (1 credit)	
MUCE 335, 337 Wind Practices Elementary & Secondary	
(2 @ 2 credits)	
MUCE 336 Practicum in Teaching Beginning Instruments	
(1 credit)	
MUCE 445 Special Education Music	
MUCE 467 Student Teaching in Music (15 credits)	

Technical/Professional Courses

- MUCC 161-165 Woodwinds (5 @ .5 credits)
- MUCC 330 Percussion (1 credit)
- MUCC 123-126 Brass (4 @ .5 credits)
- MUCC 203, 204 Functional Keyboard (2 @ 1 credit)
- MUCC 341 Choral Techniques (1 credit)
- MUCC 342 Orchestra Techniques (1 credit)
- MUCC 350 Vocal Techniques I (1 credit) or choral ensemble

Choral Track (59-64 credits)

Music Education

- MUCE 205 Principles of Music Education
- MUCE 306 Music Teaching and Learning I
- MUCE 307 Practicum in Elementary General Music (1 credit)
- MUCE 334 Practicum in Elementary Choir (1 credit)
- MUCE 338 Choral Practices Elementary/Middle School (2 credits)
- MUCE 339 Choral Practices Secondary/Adult (2 credits)
- MUCE 445 Special Education Music
- MUCE 467 Student Teaching in Music (15 credits)

Plus one of the following:

Vocal Majors

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)
- MUCP 131 Introduction to Diction (2 credits)

Technical/Professional Courses

- MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
- MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
- MUCC 340 Band Techniques (1 credit)
- MUCC 342 Orchestra Techniques (1 credit)

Piano Majors

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Major Choral Ensembles (6 @ 1 credit)
Elective Ensemble (3 @ 1 credit)
- MUCP 343 Art of Accompanying or MUCP 430 Art Song Repertoire (1-2 credits)
- MUCP 131 Introduction to Diction (2 credits)

Technical/Professional Courses

- MUCC 303 Functional Keyboard (1 credit)
- MUCC 350, 351 Vocal Techniques (2 @ 1 credit)
- MUCC 340 Band Techniques (1 credit)
- MUCC 342 Orchestra Techniques (1 credit)

Guitar Majors

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Major Choral Ensembles (7 @ 1 credit)
Guitar Ensemble (3 @ 1 credit)
- MUCP 131 Introduction to Diction (2 credits)

Technical/Professional Courses

- MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
- MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
- MUCC 350, 351 Vocal Techniques (2 @ 1 credit)
- MUCC 340 Band Techniques (1 credit)
- MUCC 342 Orchestra Techniques (1 credit)

Harp Majors

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Major Choral Ensembles (4 @ 1 credit)
Major Instrumental Ensembles (4 @ 1 credit)
Harp Ensemble (2 @ 1 credit)
- MUCP 131 Introduction to Diction (2 credits)

Technical/Professional Courses

- MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
- MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
- MUCC 350, 351 Vocal Techniques (2 @ 1 credit)
- MUCC 340 Band Techniques (1 credit)
- MUCC 342 Orchestra Techniques (1 credit)

Orchestra Track (60 credits)

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)

Music Education

- MUCE 205 Principles of Music Education
- MUCE 306 Music Teaching and Learning I
- MUCE 307 Practicum in Elementary General Music (1 credit)
- MUCE 140 String Seminar (.5 credit)
- MUCE 340 String Practices: Elementary (2 credits)
- MUCE 341 String Practices Secondary (2 credits)
- MUCE 342 Practicum in String Teaching (1 credit)
- MUCE 445 Special Education Music
- MUCE 467 Student Teaching in Music (15 credits)

Technical/Professional Courses

- MUCC 141-144 String Playing (3 of 4 courses @ .5 credits)
- MUCC 241-244 String Teaching (4 @ .5 credits)
- MUCC 203, 204 Functional Keyboard (2 @ 1 credit)
- MUCC 340 Band Techniques (1 credit)
- MUCC 341 Choral Techniques (1 credit)
- MUCC 350 Vocal Techniques I (1 credit) or choral ensemble

General Music Track (60.5 credits)

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)

Music Education

- MUCE 205 Principles of Music Education
- MUCE 306 Music Teaching and Learning I
- MUCE 307 Practicum in Elementary General Music (1 credit)
- MUCE 316 Music Teaching and Learning II
- MUCE 318 Practicum in General Music II (1.5 credits)
- MUCE 210 Workshops in Music Education (2 @ .5 credits)
- MUCE 445 Special Education Music
- MUCE 467 Student Teaching in Music (15 credits)

Technical/Professional Courses

- MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
- MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
- MUCC 350 Vocal Techniques I (1 credit) or an additional choral ensemble
- MUCE 211 Classroom Instruments (2 credits)
- MUCC 341 Choral Techniques (1 credit)
- MUCC 340 or 342 Band or Orchestra Tech. (1 credit)

Sophomore Evaluation

Each student pursuing a Music Education degree must successfully complete the Sophomore Evaluation for admission into the Crane Music Education Professional sequence. The sophomore evaluation will take place during the student's sophomore year, the semester following successful completion of Principles of Music Education (MUCE 205). This comprehensive review will be made by the Music Education faculty to evaluate the student's progress in relation to academic and musical growth and the feasibility of successful completion of the Music Education degree. To be admitted to advanced standing, students must show evidence of quality work and have made satisfactory progress. Other personal characteristics will be considered as well. For more information, see the Crane Undergraduate Student Handbook.

Student Teaching for Music Education Candidates

The Music Education curriculum is the only music program that includes an approved professional sequence of courses leading to New York State Initial Certification for teaching music. Student teaching is a College-supervised experience in participating schools located in several areas of New York State.

Since the student teaching experience is considered a full-time commitment the following regulations will apply:

1. No simultaneous coursework is permitted during the student teaching assignment.
2. Any employment during the student teaching assignment must be approved by the Sponsor Teacher and the Student Teaching Supervisor, and notification given to the Chair of Music Education.
3. Any volunteer activities which could interfere with the student teaching assignment must be approved by the Sponsor Teacher and the Student Teaching Supervisor, and notification given to the Chair of Music Education.
4. Participation in ensembles, performances, lessons, and competitions during the student teaching assignment requires the permission (in advance) of the Chair of Music Education, the Sponsor Teacher and the Student Teaching Supervisor.

Student Teaching in Music is a full semester course consisting, in most cases, of two distinctly different teaching experiences. These experiences must include contact with elementary students (K-6) and secondary students (7-12). A grade of S/U is issued for the semester's work. For details about planning for student teaching, see The Crane School of Music Undergraduate Student Handbook and the Crane Student Teaching Handbook.

Application for Teacher Certification

All applicants for teacher certification are required to file an official State application for teacher certification before being recommended by the College for an Initial certificate. Applications must be completed online at: www.highered.nysed.gov/tcert/teach.

In addition to successful completion of the Bachelor of Music Degree in Music Education, the New York State Education Department requires that applicants for initial teaching certification pass the following NYS Teacher Certification Exams: Academic Literacy Skills Test (ALST), Content Specialty Test in Music, Educating All Students (EAS) and Education Teacher Performance Assessment (edTPA). Student planning to become teachers in New York are required to complete 100 hours of pre-student teaching field experience and complete the fingerprint clearance process. In order to receive Institutional recommendation for certification, a grade of 2.0 or higher is required in the following courses: HLTH 230 School Health, EDLS 307 Literacy Education in the Arts Disciplines, and PSYC 220 Child Development.

Performance Major (B.M.)

124-130 credit hours required (plus two Physical Education/Health and Wellness courses).

The Performance degree is offered in percussion, piano, string instruments (including guitar and harp), wind instruments and voice.

Contact Person: Kirk Severtson, Chair
C106 Bishop, 315-267-2427, severtki@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
General Education Courses	19
Liberal Arts Electives	14
Basic Musicianship Sequence	29
MUCB 101 Keyboard Skills I (1 credit)	
MUCB 103 Theory I	
MUCB 104 Aural Skills I (1 credit)	
MUCB 102 Keyboard Skills II (1 credit)	
MUCB 105 Theory II	
MUCB 106 Aural Skills II (1 credit)	
MUCB 201 Literature and Style I	
MUCB 203 Theory III	
MUCB 204 Aural Skills III (1 credit)	
MUCP 209 Conducting I (1 credit)	
MUCB 202 Literature and Style II	
MUCB 205 Theory IV	
MUCB 206 Aural Skills IV (1 credit)	
MUCP 309 Conducting II (1 credit)	
MUCB 323 Literature and Style III	
Upper Division Music History or Theory Electives	9
Performance	25
MUCS 430 Performance Concentration (8 @ 3 credits)	
Thirty-Minute Recital (no credit)	
MUCP 499 Senior Recital (1 credit)	
Plus one of the following	29-34
<i>Piano Performance Majors</i> (30-31 credits)	
Ensembles	
Major (4 @ 1 credit)	
MUCP 366 Chamber Music with Piano (2 @ 1 credit)	
MUCP 343 Art of Accompanying and/or	
MUCP 430 Art Song Repertoire (1-2 credits)	
MUCP 324 Piano Literature (2 credits)	
MUCE 460 Piano Pedagogy and Practicum I	
MUCE 461 Piano Pedagogy and Practicum II	
Music Electives (15 credits)	
<i>String, Wind and Percussion Performance Majors</i> (29 credits)	
Ensembles	
Major (8 @ 1 credit)	
Other (2 @ 1 credit)	
MUCP 322 Instrumental Repertory and Pedagogy I (2 credits)	
MUCP 323 Instrumental Repertory and Pedagogy II (2 credits)	
Music Electives (15 credits)	

Voice Performance Majors (34 credits)

Ensembles

Major (6 @ 1 credit)

Opera (3 @ 1 credit)

MUCP 131 Introduction to Diction (2 credits)

MUCP 231, 232, 233, 234, 235, 236, 237, or 238 Diction (3@1 credit)

MUCP 303 Performance Practices for Singers I

MUCP 330 Vocal Pedagogy (2 credits)

MUAC 430 Production Techniques/Music Theatre

MUCC 201, 202, 301, and 302 Functional Keyboard (4 @ 1 credit)

MUCP 418 Vocal Coaching (2 @ 1 credit)

Music Electives (6 credits)

Guitar Performance Majors (29 credits)

Ensembles

Major (2 @ 1 credit)

Guitar Ensemble or Quartet (4 @ 1 credit)

Elective (2 @ 1 credit)

MUCH 445 Guitar History and Literature

MUCE 480 Guitar Pedagogy

Music Electives (15 credits)

Harp Performance Majors (29 credits)

Ensembles

Major (8 @ 1 credit)

Harp Ensemble (2 @ 1 credit)

MUCE 378 National String Project (4 @ 1 credit)

Music Electives (15 credits)

Business of Music Major (B.M.)

122 credit hours required (plus two Physical Education/Health and Wellness courses).

Contact Person: Carol Britt, Coordinator
C210 Bishop, 315-267-2103, brittch@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
General Education Courses	19-22
Liberal Arts and Free Electives	6
Basic Musicianship Sequence	29
MUCB 101 Keyboard Skills I (1 credit)	
MUCB 103 Theory I	
MUCB 104 Aural Skills I (1 credit)	
MUCB 102 Keyboard Skills II (1 credit)	
MUCB 105 Theory II	
MUCB 106 Aural Skills II (1 credit)	
MUCB 201 Literature and Style I	
MUCB 203 Theory III	
MUCB 204 Aural Skills III (1 credit)	
MUCP 209 Conducting I (1 credit)	
MUCB 202 Literature and Style II	
MUCB 205 Theory IV	
MUCB 206 Aural Skills IV (1 credit)	
MUCP 309 Conducting II (1 credit)	
MUCB 323 Literature and Style III	
Performance	21
MUCS 420 Performance Skills Concentration (7 @ 2 credits)	
Ensembles (7 @ 1credit)	

Note: Guitar Majors in this degree will take seven semesters (7 cr) of ensembles, four of which must be Guitar Ensemble, taken in any semester they choose. For all others, four of the 7 required semesters of ensemble must be Major Ensembles, taken during the student's first two years.

Music Business 29

- MUAI 327 Business of Music I
- MUAI 328 Business of Music II
- MUAI 329 Essential Practices in Music Business
- MUAI 395 Music Business Technology
- MUAI 400 Legal Aspects of the Music Industry
- MUAI 421 Practicum in Music Business (2 credits)
- MUAI 422 Music Business Internship (12 credits)

Music Business Electives 6

- MUAI 300 level or higher (excepting those courses listed above):
- MUAI 401 Arts Administration and Grant Writing
- MUAI 410 Music Merchandising and Retail
- MUAI 431 Recording and Production Techniques
- MUAI 432 Advanced Recording & Production Techniques
- MUAI 433 Inside a Record Label
- Special Topics courses (MUAI 395/495)

Business and Economics 15

- ECON 105 Principles of Microeconomics
- ECON 110 Principles of Macroeconomics
- (One of these courses counts as general education SA requirement.)
- ACCT 201 Principles of Accounting I
- MGMT 301 Principles of Management
- MKTG 301 Principles of Marketing

Special Notes

1. Students are accepted for admission who demonstrate by audition the potential to accomplish Level A in area of applied study by the end of the fourth semester. If the Level A is not satisfactorily completed by the end of the fourth semester, a change of applied area or curriculum may be recommended.
2. The minimum performance requirement for the major in Business of Music is satisfactory completion of Level A and the performance of a ten-minute or thirty-minute recital.
3. Students who meet Level A requirements early may, with permission, study a second applied area. If a second applied area is chosen, the requirements for performance ensembles remain as stipulated for the first area of study.

Musical Studies Major (B.M.)

123-124 credit hours required (plus two Physical Education/Health and Wellness courses).

Contact Person: Nelly Case, Chair
C306 Bishop, 315-267-2759, casenm@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses for both Tracks **Credits**

General Education Courses 19

Basic Musicianship Sequence 29

MUCB 101 Keyboard Skills I (1 credit)

MUCB 103 Theory I

MUCB 104 Aural Skills I (1 credit)

MUCB 102 Keyboard Skills II (1 credit)

MUCB 105 Theory II

MUCB 106 Aural Skills II (1 credit)

MUCB 201 Literature and Style I

MUCB 203 Theory III

MUCB 204 Aural Skills III (1 credit)

MUCP 209 Conducting I (1 credit)

MUCB 202 Literature and Style II

MUCB 205 Theory IV

MUCB 206 Aural Skills IV (1 credit)

MUCP 309 Conducting II (1 credit)

MUCB 323 Literature and Style III

Upper Division Music Courses 21
(depending on track, see below)

Plus one of the following Tracks 54-55

Theory/History Track (54 credits)

Performance

MUCS 420 Performance Concentration (8 @ 2 credits)

Ensembles (8 @ 1 credit)

Research and Orchestration

MUCR 410 Music Bibliography (2 credits)

MUCR 488 Research Project in Musical Studies (2 credits)

MUCT 421 Orchestration

Liberal Arts Electives (14 credits)

Free Electives (music or non-music courses) (9 credits)

Upper Division Music Courses

MUCT 414 or 415 Modal Counterpoint or Tonal Counterpoint

MUCT 417 or 420 Analytical Techniques or Theory and Analysis of 20th Century Music

Music History Electives (9 credits)

Upper Division Music History or Theory Electives (6 credits)

Composition Track (55 credits)

Performance

MUCS 420 Performance Concentration (6 @ 2 credits)

Ensembles (6 @ 1 credit)

Composition

MUCT 430 Studio Composition (Electronic or Non-Electronic) (7 @ 3 credits)

Note: Must include at least 1 semester of Studio Composition (Electronic)

MUCT 411 Electronic Composition I

MUCT 490 Composition Capstone Portfolio & Jury (1 credit)

Liberal Arts Electives (12 credits)**Upper Division Music Courses**

Instrumentation, Orchestration, or Arranging Elective (3 credits)*

Counterpoint Elective (3 credits)

Jazz, Pop, Ethnomusicology Elective (3 credits)

Theory/Analysis Elective (3 credits)*

Music History Elective (3 credits)**

Free Upper Division Music Electives (6 credits)

* Must be non-jazz/pop. MUCT 330 Jazz Theory & Arranging cannot be used to fulfill this requirement.

** Any upper-level MUCH course except those that would satisfy the Jazz, Pop, Ethnomusicology category.

Special Notes

1. Students are accepted for admission who demonstrate by audition the potential to accomplish Level A in area of applied study by the end of the fourth semester. If the Level A is not satisfactorily completed by the end of the fourth semester, a change of applied area or curriculum may be recommended.
2. The minimum performance requirement for the major in Musical Studies is satisfactory completion of Level A and the performance of a ten-minute or thirty-minute recital.
3. Students who meet Level A requirements early may, with permission, study a second applied area. If a second applied area is chosen, the requirements for performance ensembles remain as stipulated for the first area of study.
4. To transfer into this degree program from another major or from another institution, and to remain in the program beyond the sophomore year, it is necessary to have a minimum overall grade point average of 3.0 and an average of 3.0 in those subjects included in the Basic Musicianship Sequence.
5. Details about specific ensemble requirements can be found in the Crane Undergraduate Student Handbook and are dependent on the student's instrument and track.
6. For students in the Composition track, the Crane Undergraduate Student Handbook includes details about specific requirements in the degree, including:
 - a. elective requirements,
 - b. composition studio assignments,
 - c. the genres of student works composed,
 - d. the Composition Sophomore Evaluation, and
 - e. the capstone portfolio and performance requirement.

Music Major (B.A.)

126 credit hours required (plus two Physical Education/Health and Wellness courses).

Note: some Health and Wellness courses will also count towards the 70 credit hours of non-music courses.

Contact Person: Nelly Case, Chair
C306 Bishop, 315-267-2759, casenm@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses Credits

General Education Courses 29-32

The General Education requirements for the B.A. in Music degree students are the same as for all other B.A. programs at the College. Students must complete at least 70 credit hours of non-music courses (excluding PE courses).

Liberal Arts Electives 31-32

Basic Musicianship Sequence 27

- MUCB 101 Keyboard Skills I (1 credit)
- MUCB 103 Theory I
- MUCB 104 Aural Skills I (1 credit)
- MUCB 102 Keyboard Skills II (1 credit)
- MUCB 105 Theory II
- MUCB 106 Aural Skills II (1 credit)
- MUCB 201 Literature and Style I
- MUCB 203 Theory III
- MUCB 204 Aural Skills III (1 credit)
- MUCB 202 Literature and Style II
- MUCB 205 Theory IV
- MUCB 206 Aural Skills IV (1 credit)
- MUCB 323 Literature and Style III

Performance 12

- MUCS 420 Perf. Concentration (4 @ 2 credits)
 - Ensembles (4 @ 1 credit)
- Ensembles must be taken during the student's first two years. Guitar Majors in this degree will take four semesters (4 cr.) of Guitar Ensemble. For all others the four semesters of ensemble must be Major Ensembles.

Upper Division Music History or Theory Electives 6

Music Electives 11

Special Notes

1. Level A in area of applied study must be satisfied within the first four semesters of study.
2. Up to 6 credit hours of additional applied study may be earned in the category of free electives on a space available basis.

Business of Music Minor

23 credit hours required.

Although the Business of Music Minor is open to all students of the College except for B.S. in Business Administration majors (see page 168 for the appropriate minor), this minor is most applicable for students majoring in Music, Theater, Dance, Arts, Creative Writing, or Communications programs.

Contact Person: Carol Britt, Coordinator
C210 Bishop, 315-267-2103, brittch@potdam.edu

The Business of Music minor is designed as a flexible course of study which will lead participants into career interest areas in the music business. The required courses investigate the many areas relative to the music business, including arts administration, recording industry, music publishing, music criticism, copyright law, broadcast industry, unions and guilds, and music merchandising. Additional courses, which complement these areas, are recommended in consultation with the adviser of the program. This program enables students to seek entry-level positions in the areas of study, as well as to pursue advanced study in such areas as arts administration and music merchandising.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses 8

- MUAI 327 Business of Music I
- MUAI 328 Business of Music II
- MUAI 421 Practicum in Music Business (2 credits)

Music Electives: two of the following 6

- MUAH 301 History of Rock Music
- MUAH or MUCH 340 The Music of the Beatles
- MUAI 395 Music Business Technology
- MUAI 400 Legal Aspects of the Music Industry
- MUAI 401 Arts Administration and Grant Writing
- MUCE 533 Band Instrument Maintenance for Wind Educators
- MUCE 534 String Fleet Maintenance for String Educators
- MUAI 431 Recording and Production Techniques
- MUAI 432 Advanced Audio Techniques
- MUAI 433 Inside a Record Label
- MUAI 410 Music Merchandising and Retail
- MUCH 440 Historical Development of Jazz
- MUCT 330 Jazz Theory and Arranging

Other related courses in consultation with Coordinator of Music Business.

Business Electives: three of the following 9

- ACCT 201 Principles of Accounting I
- ACCT 202 Principles of Accounting II
- MGMT410 Operations Management
- MGMT 301 Principles of Management
- MKTG 301 Principles of Marketing
- MGMT 340 Information Systems for Business
- ECON 105 Principles of Microeconomics
- ECON 110 Principles of Macroeconomics
- ECON 460 Industrial Organization
- EMRE 330 Human Resource Management
- STAT 100 Statistics

Jazz Studies Minor

22 credit hours required.

Contact Person: Bret Zvacek, Director
C306 Bishop, 315-267-2423, zvacekbr@potsdam.edu

The Jazz Studies minor is open to all students in music degree programs. In special circumstances, students outside The Crane School of Music may be accepted for study. An entrance examination demonstrating sufficient performance and theoretical skills must be passed by potential candidates outside of The Crane School of Music.

The Jazz Studies minor will provide students with guided experiences in improvisation, performance, history, arranging and pedagogy. Upon completion of the Jazz Studies minor, a student's educational and experiential backgrounds are enhanced as follows:

1. The student will possess a comprehensive understanding of a sophisticated contemporary art music form. The understanding gained will enhance the individual performance skills of the student, enhance the mastery and application of general music theory principles, and encourage personal growth, creativity and problem-solving skills.
2. Students will possess a background that will allow him/her to successfully teach jazz concepts and direct jazz ensembles in the public school setting.
3. Students will possess a background that provides an adequate foundation for successful graduate level jazz study, leading to potential employment as a performer, arranger, or teacher.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

MUCC 420 Jazz Techniques (2 credits)
 MUCT 330 Jazz Theory and Arranging
 MUCT 335 Jazz Improvisation I
 MUCT 422 Jazz Styles and Analysis
 MUCT 424 Advanced Jazz Improvisation (2 credits)
 MUCH 440 Historical Development of Jazz

One of the following:*

MUAI 327 Business of Music I
 MUAI 328 Business of Music II
 MUCE 450 Global Music Education

Performance Stipulation

Minimum of 2 semesters of the following in any combination:

MUCP 374 Jazz Ensemble (1 credit)
 MUCP 392 Jazz Band (1 credit)

Minimum of 1 semester of the following:

MUCP 393 Small Jazz Group (1 credit)

*Other courses may be chosen in consultation with the Director of Jazz Studies.

Concentrations

A concentration is a grouping of courses (generally 12–18 credit hours) designed to allow the student to emphasize a specific area of study. These courses may fall within the credit-hour requirements of the selected degree program.

Piano Pedagogy Concentration

10 credit hours required.

Open to students enrolled in any music degree program.

Contact Person: Kathryn Sherman, Coordinator
C102 Bishop, 315-267-3230, shermakd@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

MUCE 460 Piano Pedagogy and Practicum I
 MUCE 461 Piano Pedagogy and Practicum II
 MUCE 462 Piano Pedagogy and Practicum III
 MUCC 303 Functional Keyboard (1 credit)

(Non-keyboard majors must successfully complete MUCC 204 or 302. In addition, a piano audition administered by the Coordinator of Piano Pedagogy may be substituted for MUCC 303.)

Jazz Studies Concentration

12 credit hours required.

Open to students enrolled in any music degree program.

Contact Person: Bret Zvacek, Director
C306 Bishop, 315-267-2423, zvacekbr@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

MUCC 420 Jazz Techniques (2 credits)
 MUCT 330 Jazz Theory and Arranging
 MUCT 335 Jazz Improvisation I

One of the following:

MUCH 440 Historical Development of Jazz
 MUCT 422 Jazz Styles and Analysis
 MUCT 424 Advanced Jazz Improvisation (2 credits)

Performance Stipulation

One semester, either of the following:

MUCP 374 Jazz Ensemble (1 credit)
 MUCP 392 Jazz Band (1 credit)

19

3

10

11

1

Special Education – Music Concentration

14-15 credit hours required.

Open to Music Education majors.

Contact Person: Tracy Wanamaker, Coordinator
A334 Schuette, 315-267-2433, wanamats@potdam.edu*All courses are 3 credits unless noted. Credits are divided as follows:***Required Courses**

8

- MUCE 445 Special Education Music
 MUCE 446 Practicum in Special Music Education (2 credits)
 MUCE 447 Strategies for Teaching Music in the Self-Contained
 Special Education Classroom

Options

6-7

A minimum of six hours to be chosen from the following options:
 (alternate courses can be substituted with the approval of the Special
 Music Education Adviser).

Option 1 (6 credits)

- PSYC 100 Introduction to Psychology
 SOCI 101 Introduction to Sociology

Option 2 (6-7 credits)

- PSYC 100 Introduction to Psychology

Plus one of the following:

- PSYC 300 Research Methods in Psychology (4 credits)
 PSYC 321 Psychology of Adolescence
 PSYC 322 Mental Retardation
 PSYC 361 Elements of Behavior Modification
 PSYC 375 Abnormal Psychology

Option 3 (6 credits)

- SOCI 101 Introduction to Sociology

Plus one of the following:

- SOCI 380 Family Violence
 SOCI 385 The Sociology of Troubled Youth

Option 4 (6 credits)

- MUCE 448 Psychology of Music

Plus one of the following:

- PSYC 100 Introduction to Psychology
 SOCI 101 Introduction to Sociology

Note: All courses listed can count towards Liberal Arts elective hours,
 with the exception of MUCE 448 which can count as a Music Elective.

Crane School of Music Course Descriptions

Note: 600 level courses not listed in this catalog.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a
 description of non-liberal arts credits.

Courses are offered each semester unless otherwise designated.

Music Course Subject Codes

- MUCC Technical/Professional courses for Crane students (music majors) only
 MUCE Music education courses for Crane students (music majors) only
 MUAP Performance courses for all students of the College
 MUCP Performance-related courses for Crane students (music majors) only
 MUCR Music research courses and projects for Crane students (music majors) only
 MUCS Studio/Performance concentration for Crane students (music majors) only
 MUAI Music business courses for all students of the College
 MUCB Basic Musicianship Sequence courses for Crane students (music majors) only
 MUCH Music history and literature courses for Crane students (music majors) only
 MUCT Music theory and composition courses for Crane students (music majors) only
 MUAC Music-related technical courses for all students of the College
 MUAH Music history and literature courses for all students of the College
 MULH Music history and literature for students majoring in disciplines other than
 music
 MULP Performance courses for students majoring in disciplines other than music
 MULT Music theory for students majoring in disciplines other than music
 MUPD Music courses providing professional graduate level in-service or
 development experiences which cannot be applied to any formal degree
 program at The Crane School of Music.

MU__ 195, 295, 395, 495 – Special Topics (1-12)

MU__ 198, 298, 398, 498 – Tutorial (1-3)

Technical/Professional Courses (Music Majors Only)

MUCC 101 – @Oboe Reed Making (1) An overview of oboe reed making with an
 emphasis on the skills and techniques necessary to independently make oboe
 reeds. May be repeated for credit. Fall & Spring.

MUCC 102 – @Bassoon Reed Making (1) This course is designed to develop skills in
 bassoon reed making. May be repeated for credit. Fall & Spring.

MUCC 123 – @Trumpet Techniques (.5) Intended for future music educators.
 Students learn to play and teach trumpet for instruction in public school with an
 emphasis on teaching and demonstration for group lessons. For Music Education
 Majors. Fall and Spring.

MUCC 124 – @Horn Techniques (.5) For Music Education Majors. Students will learn
 to explain and demonstrate the fundamentals of playing the horn, and accurately
 use pedagogical techniques and materials for teaching horn in the public schools.
 Fall and Spring.

MUCC 125 – @Trombone Techniques (.5) Intended for future music educators.
 Students learn to play and teach trombone for instruction in public school with an
 emphasis on teaching and demonstration for group lessons. For Music Education
 Majors. Fall and Spring.

MUCC 126 – @Tuba Techniques (.5) Intended for future music educators. Students
 learn to play and teach tuba for instruction in public school with an emphasis on
 teaching and demonstration for group lessons. For Music Education Majors. Fall
 and Spring.

MUCC 141 – @Violin Playing (.5) Intended for future music educators. Students
 learn to play violin for instruction in public school with an emphasis on teaching
 and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 142 – @Viola Playing (.5) Intended for future music educators. Students
 learn to play viola for instruction in public school with an emphasis on teaching
 and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 143 – @Cello Playing (.5) Intended for future music educators. Students learn to play cello for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 144 – @Bass Playing (.5) Intended for future music educators. Students learn to play string bass for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 161 – @Flute Techniques (.5) Intended for future music educators. Students learn to play and teach flute for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 162 – @Oboe Techniques (.5) Intended for future music educators. Students learn to play and teach oboe for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 163 – @Clarinet Techniques (.5) Intended for future music educators. Students learn to play and teach clarinet for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 164 – @Saxophone Techniques (.5) This course will focus on how to teach the saxophone through discussions on fundamentals, equipment, and study material. Students will also learn trouble shooting techniques for common problems that arise with young saxophone students. Students will learn how to play the saxophone on a fundamental level. Fall & Spring.

MUCC 165 – @Bassoon Techniques (.5) Intended for future music educators. Students will learn to play all chromatic pitches Bb1 up through F4. Students will also explore the fundamental techniques needed for proper tone production and articulation and will create materials for addressing these techniques in the classroom. Majors. Fall & Spring.

MUCC 200 – @Guitar Techniques (1) Intended for future music educators. Students learn to play and teach guitar for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Even year Falls.

MUCC 201 – @Functional Keyboard–Choral/General Music I (1) This course provides students with sufficient functional skills to use the piano proficiently in various teaching and performance situations. Prerequisite: MUCB 102. Fall.

MUCC 202 – @Functional Keyboard–Choral/General Music II (1) This course provides students with sufficient functional skills to use the piano proficiently in various teaching and performance situations. Prerequisite: MUCC 201. Spring.

MUCC 203 – @Functional Keyboard–Band/Orchestra I (1) This course provides students with sufficient functional skills to use the piano proficiently in various teaching and performance situations. Prerequisite: MUCB 102. Fall.

MUCC 204 – @Functional Keyboard–Band/Orchestra II (1) This course provides students with sufficient functional skills to use the piano proficiently in various teaching and performance situations. Prerequisite: MUCC 203. Spring.

MUCC 241 – @Violin Teaching (.5) Intended for future music educators. Students learn to teach violin for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Prerequisite MUCC 141 or violin as primary instrument. Fall & Spring.

MUCC 242 – @Viola Teaching (.5) Intended for future music educators. Students learn to teach viola for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Prerequisite MUCC 142 or viola as primary instrument. Fall & Spring.

MUCC 243 – @Cello Teaching (.5) Intended for future music educators. Students learn to teach cello for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Prerequisite MUCC 143 or cello as primary instrument. Fall & Spring.

MUCC 244 – @Bass Teaching (.5) Intended for future music educators. Students learn to play string bass for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Prerequisite MUCC 144 or bass as primary instrument. Fall & Spring.

MUCC 301 – @Functional Keyboard–Choral/General Music III (1) This course provides students with sufficient functional skills to use the piano proficiently in various teaching and performance situations. Prerequisite: MUCC 202. Fall.

MUCC 302 – @Functional Keyboard–Choral/General Music IV (1) This course provides students with sufficient functional skills to use the piano proficiently in various teaching and performance situations. Prerequisite: MUCC 301. Spring.

MUCC 303 – @Functional Keyboard–Piano (1) This course provides students with functional skills needed to use the piano effectively in various public school and piano teaching situations, to broaden students' ability to apply theoretical concepts to keyboard playing, and to improve students' keyboard sight reading skills. Fall.

MUCC 330 – @Percussion Techniques (1) Intended for future music educators. Students learn to play and teach percussion instruments for instruction in public school with an emphasis on teaching and demonstration for group lessons. For Music Education Majors. Fall & Spring.

MUCC 340 – @Band Techniques (1) Fall & Spring.

MUCC 341 – @Choral Techniques (1) Techniques for teaching K-12 choir for Crane students whose performing emphasis is instrumental (not vocal/choral).teaching and demonstration for group lessons. Fall & Spring.

MUCC 342 – @Orchestra Techniques (1) Fall & Spring.

MUCC 350 – @Vocal Techniques I (1) This course examines the anatomical and physiological components of healthy vocal production. The students will identify, analyze and discuss the basic mechanics of the singing voice, as it pertains to healthy vocal techniques, vocalizes, body & breathing awareness, tone production and word formation. The students will discuss, experience and perform appropriate solo & choral repertoire with musical maturity, clear diction, style, and artistic communication. As this course is designed for future music educators, the students will also identify and discuss methods for teaching all learned concepts in both applied voice and choral settings. Fall.

MUCC 351 – @Vocal Techniques II (1) This course is a continuation of the examination of the fundamentals of healthy vocal production introduced in Vocal Techniques I. The students will also continue to explore a variety of approaches to teaching healthy, efficient vocal production in choral and applied settings, with its major focus on K-12 education. Prerequisite: MUCC 350. Spring.

MUCC 370 – @Harp Techniques (1) Technique for pedal and non-pedal harps. Enrollment by permission of instructor only. As warranted.

MUCC 420 – @Jazz Techniques (2) Survey of pedagogical sources and techniques for the prospective teacher of jazz. Large and small ensemble rehearsal techniques, literature, and educational publications are discussed. Prerequisite: Sophomore standing. Odd year falls.

Music Education Courses (Music Majors Only)

MUCE 140 – @String Seminar (.5) The first course in the string music education sequence focusing on the principles of string playing and setting a vision for string study. Other topics include issues in performance, essential string repertoire, resources for the string player, and the expectations and components of the string education program. Orchestra track only. Required for freshman string music education majors; open to all string majors. Fall.

MUCE 205 – @Principles of Music Education (3) Introduction and topical discussion of the foundations and principles of music education. Emphasis is placed on developing a personal view of teaching, surveying educational history and philosophy, understanding current education contexts, describing the status of contemporary children, interpreting classroom learning theories, establishing successful classroom environments, teaching lessons in today's classrooms, outlining school organization and leaderships, examining schools and their partners. Topic understanding is facilitated by student special interest groups and field-based experiences and activities that are faculty guided. Fall & Spring.

MUCE 210 – @Workshops in Music Education (.5) As warranted.

MUCE 211 – @Classroom Instruments (2) The purpose of this course is to acquaint each student with a variety of instructional approaches, materials, and activities for using classroom instruments in the general music program. Topics will include the developmental sequence for playing instruments, rhythm instruments, simple

melody instruments, harmony (accompanying) instruments, assessment of playing instruments, and composition and improvisation using classroom instruments. As warranted.

MUCE 306 – @Music Teaching and Learning I (3) Research and study of the social music thinking process with application of pedagogical principles to achieving musical goals across diverse educational contexts. Emphasis is given to projects focused on researching content and pedagogical knowledge needed for (a) instructional design aimed at early, middle, and late childhood learners; (b) curricular and cultural concerns related to teaching and learning; and (c) developmental issues related to student achievement and musical learning. Fall & Spring.

MUCE 307 – @Practicum in Elementary General Music (1) This course is designed to acquaint students with the professional world of music education while providing teaching experiences. Emphasis is placed on developing teacher competencies in planning, organizing, evaluating, and teaching with elementary students.

MUCE 314 – @Suzuki Teaching Principles (3) Spring.

MUCE 316 – @Music Teaching and Learning II (3) Fall & Spring.

MUCE 318 – @Practicum in General Music II (1-3) As warranted.

MUCE 334 – @Practicum in Elementary Choir (1) This course provides the undergraduate choral music education student the opportunity to conduct and rehearse young artists in a choral context. Students will gain practical understanding of the developing child's voice as they observe, study, rehearse, conduct, and perform a wide variety of choral literature for children's voices. Prerequisite: MUCE 338. Fall & Spring.

MUCE 335 – @Wind Practices-Elementary (2) Development of the skills and understandings to organize and direct an elementary wind band program in a comprehensive and effective manner. Primary focus on instructional procedures and strategies for teaching the private/small group lesson and full band rehearsal, elementary wind band literature and related instructional materials, curriculum development and assessment, and administrative tasks associated with the elementary band program. Prerequisite: MUCE 309. Fall & Spring.

MUCE 336 – @Practicum in Teaching Beginning Instruments (1-5) Development of the organizational, pedagogical and administrative skills to operate and direct a school band program. Topics include curriculum planning, rehearsal and lesson strategies, recruiting procedures, scheduling, programming, repertoire and student evaluation. Focuses on elementary methods and practices. Fall & Spring.

MUCE 337 – @Wind Practices-Secondary (2) Development of the skills and understandings to organize and direct a secondary wind band program in a comprehensive and effective manner. Primary focus on instructional procedures and strategies for teaching in the middle school/high school band rehearsal, the systematic development of performance and non-performance skills, secondary wind band literature and related materials, curriculum development and assessment, and administrative tasks associated with the secondary band program. Prerequisite: MUCE 309. Fall & Spring.

MUCE 338 – @Choral Practices-Elementary/Middle School (2) This course develops students' musical and teaching competencies to effectively teach in elementary and middle school vocal music programs. Students engage in a variety of learning experiences including reading, analyzing, presenting, collaborating, peer teaching, reflecting, and researching, plus they are provided with opportunities to observe/participate in a public school middle school chorus. Prerequisite: MUCE 309. It is recommended that students co-register for MUCE 334. Fall & Spring.

MUCE 339 – @Choral Practices-Secondary/Adult (2) Development of practical knowledge, skills, and understanding to organized and direct a middle school/high school band program. Focus on rehearsal techniques and strategies, the impact of state learning standards on the band curriculum, secondary wind band repertoire, and miscellaneous administrative tasks associated with the secondary instrumental music program. Prerequisite: MUCE 309. Fall & Spring.

MUCE 340 – @String Practices: Elementary (2) Focus on practical organization and development of public school string organizations. Topics include curriculum planning, rehearsal and lesson strategies, recruiting procedures, scheduling, programming, repertoire, and student evaluation. Course emphasizes elementary methods and practices. Fall.

MUCE 341 – @String Practices: Secondary (2) Focus on practical organization and development of public school string organizations. (See MUCE 340). Course emphasizes secondary methods and practices. Spring.

MUCE 342 – @Practicum in String Teaching (2) Focus on practical organization and development of public school string organizations. Topics include curriculum planning, rehearsal and lesson strategies, recruiting procedures, scheduling, programming, repertoire, and student evaluation. Course emphasizes elementary methods and practices. Fall & Spring.

MUCE 345 – Introduction to Music Therapy (3) Examines the historical context and theoretical premises of music therapy, populations served by music therapists, the relationship between music education and music therapy, music therapy in special education, professional issues in music therapy, and the role of research. Fall and Spring.

MUCE 378 – @National String Project (1-2) Prerequisite: MUCE 340. Fall & Spring.

MUCE 410 – @Music Education in Early Childhood (3) This course is designed to help students develop ways of thinking about teaching and learning that will serve students throughout their career as music educators. Specifically, students will develop skills and techniques essential for planning delivering, and evaluation general music instruction for young children in ages Pre-2. Students will become familiar with the philosophical, physiological and pedagogical foundations for general music education in early childhood. Fall & Spring.

MUCE 417 – @Teaching Opera to Children (3) New York State boasts a rich heritage of opera from the Metropolitan, to Lake George, and Glimmerglass. Opera incorporates all of the performing and visual arts, as well as many other disciplines. Opera belongs in the music education curriculum because of its intrinsic social value as well as its conceptual and pragmatic connections across the academic disciplines. Prerequisite: MUCE 306. As warranted.

MUCE 431 – @String Pedagogy (3) Advanced shifting, vibrato and bowing techniques. Materials for advanced classes and individual instruction employing the concepts of Suzuki, Galamian, Havas and Rolland. Prerequisites: MUCE 340, 341 & permission. As warranted.

MUCE 435 – @Orff/Kodaly Techniques and Materials (3) Music education principles and practices developed in Germany by Carl Orff and in Hungary by Zoltan Kodaly. Prerequisite: MUCE 201. As warranted. As warranted.

MUCE 445 – @Special Education Music (3) Planning music objectives and activities in special education programs for children who are mentally retarded, behavior disordered, or who have learning disabilities or speech impairments. Adaptation of standard materials and techniques and use of music to teach basic skills and concepts. Practical experience provided. Prerequisite: MUCE 306. Fall & Spring.

MUCE 446 – @Practicum in Special Music Education (1-2) Advanced course for music education majors with concentration or high degree of interest in special music education. Weekly music planning and teaching experience with classes of special learners. Prerequisites: MUCE 445 or 447. Fall & Spring.

MUCE 447 – @Strategies for Teaching Music in the Self-Contained Special Education Classroom (3) is a three-semester hour course designed to acquaint music education students with planning music goals, objectives and activities in self-contained special education programs for children with a variety of disabilities including mental retardation, physical handicaps, autism, behavior disorders, learning disabilities, speech impairments and multiple disabilities. Adaptation of standard materials and techniques and use of music to teach basic skills and concepts will be discussed. Readings, music activities and originally designed materials are part of this class. Fall & Spring.

MUCE 448 – @Psychology of Music (3) Examination of the psychoacoustic parameters of music; the perception of melody, harmony, rhythm and form; affective responses to music; musical preference and ability; neuro-physiology and musical behavior; learning theory and music; functional music; and measurements and evaluation of musical behavior. An introduction to basic research methods is included. As warranted.

MUCE 450 – @Global Music Education (3) The purpose of this class course is to provide a theoretical, practical and analytical frame work for understanding global music education. Teaching strategies that acknowledge and make constructive use of cultural diversity will be examined. Format of this course will include a combination of lecture, discussion, workshop activities, and student presentation. As warranted.

MUCE 451 – @Music Teachers and the Law (3) The purpose of this course is to equip each student with a basic understanding of current educational law. Topics will include the legal frameworks affecting public schools students' constitutional rights, individuals with disabilities, teachers' legal rights and teacher and school district liability. As warranted.

MUCE 456 – @Practicum in Early Childhood Music (1) Students interact directly with preschool children, providing musical experiences that engage the children in singing, moving, and exploring a variety of age-appropriate musical instruments. Prerequisite: MUCE 306. As warranted.

MUCE 460 – @Piano Pedagogy and Practicum I (3) Introduction to the field of piano pedagogy with an emphasis on teaching beginning piano students. Course topics include career opportunities in piano teaching, managing an independent studio, survey of average-age beginning piano methods and repertoire, techniques of group and private piano teaching for beginners, technique and musicianship skills for elementary students, preparing students for recitals, technological resources for piano teachers, and the application of learning theories to piano teaching. Students gain supervised group and private teaching experience for elementary and/or intermediate students. Fall.

MUCE 461 – @Piano Pedagogy and Practicum II (3) Emphasis in teaching intermediate piano students. Course topics include survey of intermediate-level piano and duet repertoire and materials, writing lesson plans and assignments for the intermediate student, teaching repertoire, technique, and musicianship skills, preparing students for competitions, teaching transfer students, and resources for piano teachers. Students gain supervised group and private teaching experience for elementary and/or intermediate students. Prerequisite: MUCE 460. Spring.

MUCE 462 – @Piano Pedagogy and Practicum III (3) Teaching adult students, early-age students, group piano, and late intermediate to advanced students. Course topics include survey of standard repertoire and materials for late intermediate and advanced students, survey of group piano methods, group teaching techniques, adult and senior citizen methods and teaching strategies, early-age methods, materials, and teaching strategies, teaching master classes, adjudicating competitions and festivals, and directed readings in education and piano pedagogy. Students gain supervised group and private teaching experience for adult students. Prerequisite: MUCE 461. Fall.

MUCE 467 – @Student Teaching in Music. (1-15) Fall & Spring.

MUCE 477 – @Senior Seminar in Music Education (3)

MUCE 480 – @Guitar Pedagogy (3) The art and science of teaching as it applies to the guitar. Students will explore strategies for teaching both studio and class guitar, and will obtain a working knowledge of commercially available method books. Students will also become acquainted with the business aspects of teaching, including job hunting, bookkeeping, tax law, and copyright law. As warranted.

MUCE 501 – @Curriculum Development in the School Music Program (3) Examination of the systematic process of program development. Focus upon the development of general goals, program objectives, and instructional objectives, as well as the design and sequence of musical experiences and materials. Final project involves the development of a program for a specific course of study; school music teachers are encouraged to gear projects toward their own specific teaching situations. As warranted.

MUCE 503 – @Music Teachers and The Law (3) The purpose of this course is to equip each student with a basic understanding of current educational law. Topics will include the legal frame works affecting public schools, students' constitutional rights, individuals with disabilities, teachers' legal rights and teacher and school district liability. Broad legal concepts such as separation of church and state, freedom of expression, search and seizure, due process, equal protection, discrimination, and tenure and dismissal will be examined through constitutional law, statues, case law and commissioner's decisions. Fall and Spring.

MUCE 505 – @Action Research for Music Educators (3) This course is designed to help school band directors, choir directors, and music teachers learn user-friendly action research techniques to find answers to nagging problems that plague their music programs. Techniques will be applied during the course in a mini research project. As warranted.

MUCE 508 – @Advanced Woodwind Techniques (3) Performance on each of the primary woodwind instruments - flute, oboe, bassoon, clarinet, alto saxophone. Discussion of pedagogical issues and survey of instructional materials for the school instrumental music teacher. Students should bring a supply of reeds; instruments will be provided. As warranted.

MUCE 509 – @Advanced Brass Techniques (3) Performance on each of the primary brass instruments - trumpet, horn, trombone, euphonium, tuba. Discussion of pedagogical issues and survey of instructional materials for the school instrumental music teacher. Instruments will be provided. As warranted.

MUCE 520 – @Topics in Music Technology (3) A seminar exploring computer, MIDI and Multimedia technology as it might be applied in a music education setting. The hands-on sessions in the Crane MIDI Lab will include the following: use of generic office software for managing classroom records, tasks and class presentations; MIDI sequencing and auto-accompaniment generating software, and possible uses in music education; utilization of music notation software; introduction to multimedia programming for creating interactive classroom materials; and accessing and creating simple documents for the musical World Wide Web. Although prior knowledge of computer/MIDI technology will be helpful, it is not required. Spring.

MUCE 523 – @Advanced Issues in Music Education (3) Examination of critical issues which impact music in the schools, including curriculum development, the use of technology in the music class, multicultural music, and classroom management skills. Students will have an opportunity to evaluate instructional techniques and develop program goals for their particular teaching situation. As warranted.

MUCE 524 – @Rehearsal Techniques and Repertoire for the Instrumental Ensemble (3) Examination of methods and materials for the development of the school band or orchestra program. Areas of concentration include score study and analysis, rehearsal procedures, and repertoire. As warranted.

MUCE 533 – @Band Instrument Maintenance for Wind Educators (3) This course will permit the band educator to gain experience in diagnosing and correcting common mechanical problems of wind instruments in a "hands-on" setting, and will cover woodwinds and brass. Percussion maintenance will be covered as well, with special attention given to head replacement and drum tuning. As warranted.

MUCE 534 – @School String Fleet Maintenance for String Educators (3) This course combines lecture, demonstration, and hands-on practical experience in a supervised shop setting. The workshop has been developed to allow string educators to learn the basics of string instrument design and construction. Fractional sized instruments will be included in the mix of instruments used in the course. A primary goal will be to develop a familiarity with the instruments that allows the student to gain confidence in assessing the condition and potential of typical school grade Stringed Instruments. As warranted.

MUCE 540 – @Wind Band Literature (3) Examination of wind band literature appropriate for study in elementary, secondary, and collegiate/professional wind band programs. Focus on masterworks and works of serious artistic merit. Examination of a comprehensive musicianship approach to exploring wind band literature in the context of rehearsal and performance. Class activities will include examination of scores, sound recordings, reference resources, and related materials. Projects will be tailored to students' specific areas of interest. As warranted.

MUCE 541 – @Marching Band Technique (3) This "hands-on" course is designed for the teacher with some or no experience with marching band. It will cover such topics as program development, teaching/rehearsal methods, marching fundamentals for parade, traditional style and competitive corps style marching, and an introduction into contemporary computer show design and charting techniques. Basic mouse and Windows skills are a prerequisite: As warranted.

Performance Ensembles

Note: Ensembles are conducted and/or coached by faculty members and usually give scheduled public performances. Membership in performance ensembles is by audition except where indicated (*).

MUAP 115 – @Campus/Community Band* (1) Non-auditioning concert band for Crane music majors, Liberal Arts students, college faculty and staff, and community members who play wind, brass, percussion, electronic, keyboard, or non-traditional instruments. Weekly rehearsals on a variety of concert band music of different genres culminate in a final exam informal performance. All students collaborate in teams by designing, delivering, or assisting in music projects to investigate meaningful understandings of our chosen literature. The course is especially helpful for Crane music majors who wish to gain leadership experience utilizing the Curious, Collaborative Creativity (CCC) approach of instruction on secondary instruments. Fall & Spring.

MUAP 310 – @Potsdam Community Chorus (1) A non-auditioned choral ensemble for liberal arts students, college faculty and staff, community members and music majors. Quality literature representing the wide choral spectrum is studied and performed at one major concert each semester. All music majors must also concurrently rehearse weekly and perform in Crane Chorus to fulfill the required ensemble credit. Fall & Spring.

MUAP 336 – @Saxophone Quartets (1) Permission of instructor required. This course will include weekly coaching sessions through the semester discussing and implementing elements of chamber music playing through an ensemble experience. Proper attention to intonation, blending, phrase shaping and performance etiquette will be addressed. Ensembles are expected to arrive at each coaching session prepared and having rehearsed a minimum of once between coachings. Ensembles will perform at least once during the semester of the course. Fall & Spring.

MUAP 338 – @Repertory Percussion Ensemble (1) Open to percussion students and to those who successfully audition for the ensemble. The ensemble performs in concert standard literature representing the functional and aesthetic styles of compositions. The ensemble rehearses in a workshop setting where student can guest conduct and perform, as well as in chamber music settings. Fall & Spring.

MUAP 341 – @Crane Marimba Ensemble (1) Composed of percussion students and those who play marimba and to those who successfully audition for the ensemble. The ensemble learns and performs music composed for the marimba band and is featured on the percussion ensemble concert, as well as in informal settings. Fall & Spring.

MUAP 355 – @Phoenix Club* (1) A non-auditioned choral ensemble open to all female students on campus; required of new female vocal majors. Several concerts are scheduled each semester. A commitment for both fall and spring semesters is expected. Students must also concurrently rehearse weekly and perform in Crane Chorus to fulfill the required ensemble credit. Fall & Spring.

MUAP 356 – @Hosmer Singers (0-2) One of two select mixed voice choral ensembles (SATB) offered at SUNY Potsdam. The Hosmer Singers is predominantly comprised of sophomore and junior level Crane vocal principals, but remains open for audition to any singer enrolled at SUNY Potsdam or the Associated Colleges. Repertoire spans a wide spectrum from before Bach to Rock, with special commitment to explore the music of diverse cultures. Commitment to both fall and spring semesters is expected. All music majors must also concurrently rehearse weekly and perform in Crane Chorus to fulfill the required ensemble credit. Fall & Spring.

MUAP 357 – @Men's Ensemble* (1) A non-auditioned choral ensemble open to all male students on campus; required of new male vocal majors. Several concerts are scheduled each semester. A commitment for both fall and spring semesters is expected. Students must also concurrently rehearse weekly and perform in Crane Chorus to fulfill the required ensemble credit. Fall & Spring.

MUAP 358 – @Crane Concert Choir (1) A select mixed-voiced choral ensemble with an active performance schedule. A commitment for both fall and spring semesters is expected. Singers must also concurrently rehearse weekly and perform in Crane Chorus to fulfill the required ensemble credit. Fall & Spring.

MUAP 360 – @String Orchestra (1) The String Orchestra concentrates on the study and performance of repertoire written for string ensemble, ranging from baroque to contemporary. Membership is drawn from qualified students on campus. For non-

music majors, contact orchestra director for registration and audition information. Attendance at all rehearsals and concerts is required. As warranted.

MUAP 362 – @Crane Symphony Orchestra (1) The Crane Symphony Orchestra draws its membership from qualified students on campus. This is a large ensemble that concentrates on the study and performance of orchestral, concerto, opera and choral/orchestra masterworks. Attendance at all rehearsals and concerts is required. Fall & Spring.

MUAP 363 – @String Quartets (1) Weekly coachings in selected string quartet repertoire, culminating in a final performance. Interested students should seek to form a group prior to registering for the course, or contact the instructor for assistance. Appropriate repertoire will be selected in collaboration with the coach. Fall & Spring.

MUAP 364 – @Brass Quintets (1) Weekly coachings in selected brass quintet repertoire, culminating in a final performance. Interested students should seek to form a quintet prior to registering for the course, or contact the instructor for assistance. Fall & Spring.

MUAP 365 – @Crane Brass Ensemble (1) Preparation and performance of standard works in the brass ensemble repertoire. Instrumentation comprised of 6 trumpets, 4 horns, 4 trombones, 2 euphoniums, 2 tubas, and 5 percussion. Fall.

MUAP 367 – @Harp Ensemble (1) The Crane Harp Ensemble plays original compositions and transcriptions for multiple harps, sometimes in collaboration with other instruments. This ensemble is open to all harp majors and also to non-music majors and community members by audition/permission of instructor. Fall & Spring.

MUAP 368 – @Chamber Music (1) Designed for chamber music ensembles not covered by other course numbers. Membership in ensemble is by audition or selection by instructor. Topics vary. May be repeated for credit. As warranted.

MUAP 369 – @Vocal Chamber Music (1) Weekly coachings in selected vocal chamber music repertoire, culminating in a final performance. Interested students should seek to form a group prior to registering for the course, or contact the instructor for assistance. Appropriate repertoire will be selected in collaboration with the instructor and student's voice instructor. As warranted.

MUAP 370 – @Crane Wind Ensemble (1) The Crane Wind Ensemble (CWE) includes approximately 56 musicians who perform as a full wind band and also in smaller chamber wind groups. The CWE comprises the most outstanding wind and percussion majors in the Crane School of Music who are selected by studio faculty through semesterly audition. The group is further augmented by members of the double bass, piano and harp studios as repertoire necessitates. This ensemble is dedicated to the performance of the finest wind repertoire, regardless of period or disposition of instrumental forces. The CWE is also dedicated to the music of our time, commissioning and premiering the latest works for wind band by contemporary composers. Flexible instrumentation and player rotation provide members of the ensemble with a variety of responsibilities, challenges, and playing experiences. In addition to tours, the CWE performs at least three programs per semester. As warranted.

MUAP 371 – @Tuba-Euphonium Ensemble (1) Rehearsal, study and performance of standard repertoire, including original and transcribed works, for the tuba and euphonium ensemble. Prerequisite: permission. Fall.

MUAP 372 – @Crane Trombone Ensemble (1) The Crane Trombone Ensemble studies and performs original music and transcriptions/arrangements of music from virtually every musical genre. Music for trombone groupings from 3 to 16 parts will be used in the class. Fall.

MUAP 373 – @Horn Choir (1) Prepare and perform diverse styles of horn ensemble repertoire for group sizes 4 - 20+ players. Prerequisite for non-horn majors: permission. Fall.

MUAP 374 – @Crane Jazz Ensemble (1) Large, big band jazz ensemble, performing a wide variety of literature. Fall & Spring.

MUAP 375 – @Guitar Ensemble (1) The preparation and performance of chamber music for multiple guitars and for guitar with other instruments. Although primarily directed toward Crane guitar majors, the course is open to non-music majors with classical guitar experience by audition. Fall & Spring.

MUAP 376 – @Crane Percussion Ensemble (1) Composed of percussion students at The Crane School of Music, the Crane Percussion Ensemble specializes in the united performance of percussion instruments. The ensemble performs, in concert,

music composed and written for percussion ensemble. The ensemble is a setting for learning literature representative of functional, aesthetic, and extremist styles of composition, as well as new music composed by today's contemporary composers. Fall & Spring.

MUAP 377 – @Crane Latin Ensemble (1) This ensemble is intended to provide an introduction to the musical styles and forms known as salsa. These genres and styles are investigated through performing a wide variety of musical compositions from the Latin and Latin jazz repertory. Fall & Spring.

MUAP 380 – @Crane Flute Ensemble (1) Fall.

MUAP 381 – @Clarinet Quartets (1) The study and performance of repertoire for clarinet quartet. This course will include weekly coaching sessions throughout the semester discussing and implementing elements of chamber music playing through an ensemble experience. Proper attention to intonation, blending, phrase shaping and performance etiquette will be addressed. Ensembles are expected to rehearse a minimum of once between coachings. Ensembles will perform at least once during the semester of the course. Fall & Spring.

MUAP 382 – @Woodwind Quintets (1) This course will include weekly coaching sessions throughout the semester discussing and implementing elements of chamber music playing through an ensemble experience. Proper attention to intonation, blending, phrase shaping and performance etiquette will be addressed. Ensembles are expected to arrive at each coaching session prepared and having rehearsed a minimum of once between coachings. Ensembles will perform at least once during the semester of the course. Fall & Spring.

MUAP 383 – @Clarinet Choir (1) Rehearsal, study and performance of standard repertoire, including original and transcribed works, for an ensemble of instruments in the clarinet family, including Eb soprano, Bb soprano, Eb alto, Bb bass, Eb contralto, Bb contra-bass clarinets, string bass, and percussion. Participation is open to all qualified clarinetists after consultation with instructor. Fall.

MUAP 384 – @Guitar Quartets (1) The preparation and performance of music for guitar quartet. Enrollment is restricted by invitation of the instructor only. Fall & Spring.

MUAP 386 – @Crane Saxophone Choir (1) Permission of instructor required. The ensemble studies and performs original music for saxophone ensemble, as well as transcriptions/arrangements, from a wide variety of musical genres. Fall.

MUAP 387 – @Crane Symphonic Band (1) The Symphonic Band and Concert Band are co-equal ensembles of approximately 72 musicians each. Placements are made by studio faculty through auditions taking place at the beginning of each semester. These bands consist primarily of instrumental music majors and perform a broad range of wind band repertoire, representative of all historical periods and styles. The Symphonic and Concert Bands perform two concerts each semester, with the first being a shared program. Fall & Spring.

MUAP 388 – @Crane Concert Band (1) The Symphonic Band and Concert Band are co-equal ensembles of approximately 72 musicians each. Placements are made by studio faculty through auditions taking place at the beginning of each semester. These bands consist primarily of instrumental music majors and perform a broad range of wind band repertoire, representative of all historical periods and styles. The Symphonic and Concert Bands perform two concerts each semester, with the first being a shared program. Fall & Spring.

MUAP 391 – @Contemporary Music Ensemble (1) Spring.

MUAP 392 – @Jazz Band (1) Large jazz ensembles (big band) performing wide variety of literature. Admission by audition. Fall & Spring.

MUAP 393 – @Small Jazz Groups (1) Class members form small groups, perform for evaluation in laboratory situation. Previous jazz performance experience required. Prerequisite: Beginning Jazz Improvisation, or permission of instructor. Fall & Spring.

MUAP 394 – @Opera Ensemble & Production (1) Offers students who are cast in the production and/or scenes workshop the opportunity to synthesize a variety of artistic, performing and expressive experiences that may greatly enhance their overall technical skills in music, singing, dramatic skills and movement. Productions are typically cast during the first week of each semester by competitive audition. A variety of repertoire continues to be explored from early and classical period opera, to operetta and contemporary genres (20th century opera and new works). A rigorous rehearsal schedule, participation in technical support aspects, and education

outreach activities provide plentiful opportunities for deeper appreciation of all forms of fine and performing arts. Fall & Spring.

MUAP 396 – @Opera Orchestra (1) Preparation and performance of a fully-staged operatic work. Size of instrumental ensemble depends on specific work being performed, which is drawn from Baroque through contemporary operatic and musical theatre repertoire. Fall.

Performance Courses (Music Majors Only)

MUCP 131 – @Introduction to Diction (2) Introduction to Diction is a course designed to introduce students to the International Phonetic Alphabet (IPA); to offer experience in recognizing the IPA symbols and producing the appropriate sounds that the symbols represent; and to gain practical experience in transcribing the symbols. As this course is a prerequisite course for all other lyric diction courses, gaining ease and fluency with the IPA as well as with the anatomy and physiology necessary to make the sounds is its major goal. Fall & Spring.

MUCP 209 – @Conducting I (1) Non-verbal communication, beat patterns, use of the left hand, entrances and releases, dynamics, styles of articulation, baton technique. Prerequisite: MUCB 103. Fall.

MUCP 231 – @English Diction I (1) The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Spring.

MUCP 232 – @English Diction II (1) The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUCP 231. Spring.

MUCP 233 – @Italian Diction I (1) The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Fall.

MUCP 234 – @Italian Diction II (1) The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUCP 233. Fall.

MUCP 235 – @French Diction I (1) The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Fall.

MUCP 236 – @French Diction II (1) The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUCP 235. Fall.

MUCP 237 – @German Diction I (1) The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Spring.

MUCP 238 – @German Diction II (1) The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUCP 237. Spring.

MUCP 301 – @The Art of Practicing (3) Do you ever feel frustrated or bored in the practice room? Do you wish you had better practice strategies? This course will explore effective and expressive practice methods that will help you get the most out of your practice sessions. You will learn to analyze problems and find technical

and musical reasons behind difficulties, and learn how to approach solving them. You will learn to analyze others' practice techniques and your own through performances in class, and will keep a detailed practice log that will reveal trends in your practice time and effectiveness. Open to instrumentalists only. As warranted.

MUCP 303 – @Performance Practices for Singers I (3) Development of professional and interpretive aspects of singing and vocal arts within a collegial and supportive environment. Primary attention is given towards the preparation and performance of solo audition material (individual arias and musical theatre songs) and professional portfolio. Readings and discussion of current topics relevant to vocal performance also addressed along with some attention to performance in small groups/scenes. Though this course is required for Vocal Performance majors, all music majors (and theatre or dance majors with permission of instructor) are welcome to enroll. A class limit of 15 is strictly enforced to ensure that participants enjoy adequate performance time. The ability to independently prepare music is required to successfully participate in this course. Fall & Spring.

MUCP 305 – @Performance Practices for Singers II (2) Development of professional and interpretive aspects of singing and vocal arts within a collegial and supportive environment. Primary attention is given towards the preparation and performance of an entire solo audition package for a specific venue. Readings and discussion of current topics relevant to vocal performance. Development of professional portfolio. Prerequisite: MUCP 303. Spring.

MUCP 309 – @Conducting II (1) Continuation of MUCP 209. Rehearsal technique, musical terminology, transposition, a symmetrical meters, mixed meters, left hand independence, error detection, fermatas, and more specific conducting problems. Students will be expected to combine conducting skills with clear verbal communication in simulated rehearsal situations. Prerequisite: MUCP 209. Spring.

MUCP 311 – @Conducting III (2) Non-verbal communication concepts designed to evoke specific timbres, improved intonation, rhythmic accuracy, phrasing, and dynamics, methods of score study, critical listening, and rehearsal techniques as they apply in a range of performance settings. Prerequisite: MUCP 309. Upper division elective only. Fall & Spring.

MUCP 322 – @Instrumental Repertory & Pedagogy I (2) This course will explore a breadth of repertoire, resources, and pedagogical approaches specific to the student's primary instrument/voice. As warranted.

MUCP 323 – @Instrumental Repertory & Pedagogy II (2) Continuation of MUCP 322, Instrumental Repertory & Pedagogy I. As warranted.

MUCP 324 – @Piano Literature (2) Classes consist of a general survey of the major works for the piano by the major composers of all eras. This course can be repeated for credit one time, by permission of the instructor. As warranted.

MUCP 330 – @Vocal Pedagogy (2) Vocal Pedagogy introduces students to both the art and science of teaching voice. This is accomplished through defining terms, learning basic vocal anatomy and understanding and communicating the fundamentals of vocal technique and vocal health. Approximately two-thirds of this course utilizes a lecture and discussion format. The other one-third is dedicated to the practical application of information presented in the form of mock voice lessons. Prerequisite: Sophomore standing. Spring.

MUCP 331 – @Vocal Coaching Seminar (1) Weekly performance seminar for performance majors deals with all musical aspects of the art of singing: musical phrasing and interpretation, meaning of the text, correct and proper lyric and expressive diction, and ensemble between pianist and singer. Fall & Spring.

MUCP 332 – @Russian Diction (2) The student will develop and demonstrate a basic understanding of Russian lyric diction, including familiarity with the Cyrillic alphabet, pronunciation, enunciation, articulation and expression, utilizing the International Phonetic Alphabet (IPA). The student will achieve basic proficiency in transcribing text to IPA and will apply these skills to singing in the Russian vocal repertoire. Prerequisite: MUCP 131. As warranted.

MUCP 342 – @Russian Diction II (1) The student will build on basic skills acquired in Russian Diction I to further refine their pronunciation, enunciation, articulation and expression of Russian lyric diction. The student will demonstrate these skills by preparing and performing at least one work for the final recital. Prerequisite: MUCP 332. As warranted.

MUCP 343 – @Art of Accompanying Seminar (1) The student will have the opportunity to begin to develop collaborative skills essential for successful musical partnerships at the keyboard, including sight reading, sense of ensemble, process of rehearsing with vocalists and instrumentalists, communication on stage, and work on different styles of music. Coaching, short presentation of the piece, listening, and discussing the recordings is involved. Final recital performance requires 10 minutes of music. Fall & Spring.

MUCP 345 – @Piano Lessons (1) Students take weekly half-hour lessons with Crane student instructors enrolled in Piano Pedagogy and Practicum III. Lessons are supervised by the instructor of Piano Pedagogy and Practicum III. Prerequisite: MUCC 204 or 302. Fall & Spring.

MUCP 346 – @Bassoon Orchestral Studies (1) Designed primarily for bassoon majors to develop their skills as orchestral performers and study some of the most requested bassoon excerpts. Fall & Spring.

MUCP 347 – @Oboe Orchestral Studies (1) Designed for primarily oboe performance majors to study the major oboe and English horn excerpts from orchestral literature. Fall & Spring.

MUCP 348 – @Flute Orchestral Studies (1) Designed primarily for flute majors to study ensemble concepts and major flute and piccolo excerpts from orchestral literature through the study of complete parts, scores and various recordings. Orchestral routine and the job of each section member to be discussed. Some memorization of materials required. Fall & Spring.

MUCP 349 – @Clarinet Orchestral Studies (1) Provides an opportunity for students to learn the art of auditioning, examine selected excerpts and scores, critique others, and be critiqued in a master class setting. Fall & Spring.

MUCP 366 – @Chamber Music With Piano (1) Weekly coachings in selected chamber music repertoire for piano with one or more instruments, culminating in a final performance. Interested students should seek to form a chamber ensemble prior to registering for the course, or contact the instructor for assistance. Repertoire will be chosen in consultation with the instructor. As warranted.

MUCP 405 – @Teaching Instruments to Non-Majors (1-2) Students teach a weekly instrumental lesson to a college non-major. Student teachers are responsible for writing a studio policy and developing an individualized plan of student learning for the semester. Students may teach one student for one credit, or two students for two credits. Fall & Spring.

MUCP 407 – @Teaching Voice to Non-Majors (1-2) Students provide private vocal instruction to non-music majors in order to develop skills needed to teach voice lessons in public school music programs. Students may teach one student for one credit, or two students for two credits. Prerequisite: 4 semesters of college level vocal study or successful completion of a Level A in voice. Fall & Spring.

MUCP 418 – @Vocal Coaching (1) Coaching for advanced vocal students. In-depth musical work on interpretation and performance of vocal repertoire. Fall & Spring.

MUCP 430 – @Art Song Repertoire (0-3) This performance course explores the output of the major song composers chronologically, with a balance between historical overview in the form of lecture and readings with in-class performances and discussion by participants. Particular attention is paid to the concurrent literary and artistic movements as they relate to the songs of the period. Each offering will focus on a specific topic within the repertoire, such as American/English, French, or German, as announced. As warranted.

MUCP 499 – @Senior Recital Performance (1) Required for performance majors during fourth year of study. Prerequisite: MUCP 399. Fall & Spring.

MUCP 518 – @Vocal Coaching (1) Coaching for advanced vocal students. In-depth musical work on interpretation and performance of vocal repertoire. As warranted.

MUCP 541 – @Advanced Conducting Techniques (2) Study of advanced conducting problems. Special emphasis on 20th century works and recitatives. As warranted.

Music Research Courses (Music Majors Only)

MUCR 410 – @Music Bibliography (1) Previously MUCH 410. Introduction to library resources, including narratives, bibliographies, archives, and the World Wide Web. Application of research methods, including bibliographic citation in notes and

reference lists. Presentation of the research process from topic formulation to scholarly publication. Prerequisites: MUCB 205, 206, & 323. Fall.

MUCR 488 – Research Project in Musical Studies (2) Written research project that, with the aid of a faculty adviser will allow the Musical Studies major to draw together knowledge and experience. Previously MUCH 488. Fall & Spring.

Studio Courses (Music Majors Only)

MUCS 210 – Secondary Applied [instrument] (1) Applied studio instruction for Crane students on instruments other than their major instrument, or, in limited circumstance, for non-music majors. Weekly lessons (30 minutes per week) with faculty instructor. Concurrent registration in a major ensemble may be additionally required. By permission of the instructor only. As warranted.

MUCS 420 – @Performance Class (2) Studio instruction on a specific performance medium for those degrees requiring two credits. Fall & Spring.

MUCS 430 – @Performance Class (3) Studio instruction on a specific performance medium for those degrees requiring three credits (B.M. Performance). Fall & Spring.

Music Business Courses

MUAI 327 – @Business of Music I (3) Study of songwriting, licensing and copyright laws, promotion, publishing, and music unions. Fall.

MUAI 328 – @Business of Music II (3) Discussion of radio production, artist management, concert promotion, theatrical production, music merchandising, and arts administration. Nonsequential with MUAI 327. Spring.

MUAI 329 – @Essential Practices in Music Business (3) For Crane School of Music Business of Music Majors. Seniors only. Prerequisites: MUAI 327 & 328. Odd year falls & odd year Springs.

MUAI 400 – @Legal Aspects of the Music Industry (3) In-depth investigation of students' topics of choice. Final document detailing students' work is required. Prerequisites: MUAI 327 & 328. Spring.

MUAI 401 – @Arts Administration and Grant Writing (3) An in-depth study of arts organizations and how their structure differs from the popular market. Prerequisites: MUAI 327 & 328. As warranted.

MUAI 410 – @Music Merchandising and Retail (3) As warranted.

MUAI 421 – @Practicum in Music Business (2) Independent study at a site related to the student's specific area of interest in the music industry. May be completed during the summer. Prerequisites: MUAI 327 & 328. Fall, Spring & Summer.

MUAI 422 – @Music Business Internship (1-12) Fall, Spring & Summer.

MUAI 431 – @Recording and Production Techniques (3) An introduction to recording techniques including multi-track recording, sound reinforcement and applying effects. Prerequisites: MUAI 327 & 328. Fall.

MUAI 432 – @Advanced Recording & Production Techniques (3) The continuation of recording techniques including multi-track recording, sound reinforcement, and applying effects in more advanced situations and within more in depth attention. Spring.

MUAI 433 – @Inside a Record Label (3) As warranted.

Basic Musicianship Courses (Music Majors Only)

MUCB 101 – Keyboard Skills I (1) Basic keyboard skills, including scales, chord progressions, improvisation, and beginning-level repertoire. Provides an introduction to the keyboard for students with little or no piano background. Fall.

MUCB 102 – Keyboard Skills II (1) Provides an introduction to the keyboard for students with little or no piano background. Keyboard Skills 102 reinforces and extends the concepts covered in 101 with progressively more advanced material. Prerequisite: MUCB 101. Spring.

MUCB 103 – Theory I (3) Fundamentals of pitch and rhythm, melodic analysis and diatonic harmony. Corequisite: MUCB 104. Fall.

MUCB 104 – Aural Skills I (1) Development of aural acuity through exercises in dictation and solfege. Corequisite: MUCB 103. Fall.

MUCB 105 – Theory II (3) Continuation of MUCB 104, modulation, secondary function, small forms and an introduction to counterpoint. Prerequisites: MUCB 103 & 104. Corequisite: MUCB 106. Spring.

MUCB 106 – Aural Skills II (1) Continuation of MUCB 104, with longer dictation examples and introducing simple chromatic elements. Prerequisites: MUCB 103 & 104. Corequisite: MUCB 105. Spring.

MUCB 201 – Literature & Style I (3) Survey of Western musical styles from antiquity through the mid-Baroque. Prerequisites: MUCB 103 & 104. Fall.

MUCB 202 – Literature & Style II (3) Survey of Western musical styles from the high Baroque through the late Romantic. Prerequisites: MUCB 105 & 106. Spring.

MUCB 203 – Theory III (3) Continuation of MUCB 105; chromatic harmony; 18th and 19th century forms and styles. Prerequisite: MUCB 105 & 106. Corequisite: MUCB 204. Fall.

MUCB 204 – Aural Skills III (1) Continuation of MUCB 106, incorporating modulation, modal mixture, and other chromatic usages. Prerequisites: MUCB 105 & 106. Corequisite: MUCB 203. Fall.

MUCB 205 – Theory IV (3) Materials and analysis of selected styles of the 20th and 21st centuries. Prerequisites: MUCB 203 & 204. Corequisite: MUCB 206. Spring.

MUCB 206 – Aural Skills IV (1) Continuation of MUCB 204, incorporating such 20th-Century vocabulary as whole tone and modal scales, octatonic material, as well as more challenging tonal exercises. Prerequisites: MUCB 203 & 204. Corequisite: MUCB 205. Spring.

MUCB 323 – Literature and Style III (3) Survey of Western styles from 1900 to the present. Prerequisite: MUCB 203. Fall & spring.

Music History Courses (Music Majors Only)

MUCH 302 – Music of the Baroque (3) Style, form and historical development in vocal and instrumental music from Monteverdi to J. S. Bach. Prerequisites: MUCB 201, 203, & 204. As warranted.

MUCH 311 – Choral Literature (3) Style, structure and historical background of great choral works of all periods. Prerequisite: MUCB 205, 206, & 323. As warranted.

MUCH 331 – Chamber Music Survey (3) Study of the development of chamber music, focusing primarily on works from the Baroque Period through the twentieth century. Special emphasis on the history of the string quartet as a genre from Bocherini to the present. Prerequisites: MUCB 202, 205, & 206. As warranted.

MUCH 340 – The Music of the Beatles (3) An in-depth exploration of the music, lives, and times of the Beatles. Songs will be analyzed and discussed in terms of musical style and structure, lyric content, compositional process, and technological innovation. The course will also examine the historical and cultural environment in which their music was created, and how this environment influenced, and was influenced by, the Beatles. Odd year falls.

MUCH 360 – World Music Cultures (3) This course explores the musics of the world's peoples, considering music as a human phenomenon. The course will examine how people make the sounds we call music in various parts of the contemporary world, including how people organize music, what the sounds mean and signify to them and how music embodies and reflects the cultures and places from which it comes. Fall & Spring.

MUCH 405 – The German Lied (3) Development of the German Lied from Reichardt to Webern. Style characteristics of the major exponents of the German lied with emphasis on the interrelationship among poetic scansion, literary content, and musical analysis. Prerequisites: MUCB 202, 203, & 204. As warranted.

MUCH 412 – Opera Literature (3) A survey of opera literature from its Baroque era beginnings through the present day. As warranted.

MUCH 414 – Symphonic Literature (3) Symphonies in standard repertoire. Emphasis on aesthetic, stylistic and historical aspects. Prerequisite: MUCB 202, 203, & 204. As warranted.

MUCH 423 – Music of the Viennese Classicists (3) Musical styles from 1750 to 1830. Music of Mannheim School. Haydn, Mozart, Gluck and Beethoven in relation to preceding and following periods. Prerequisite: MUCB 202, 203, & 204. As warranted.

MUCH 425 – Music of the 19th Century (3) Music literature from Beethoven to Debussy. Consideration of stylistic and formal elements together with aesthetic principles and historical perspectives. Prerequisites: MUCB 202, 203, & 204. As warranted.

MUCH 430 Johannes Brahms (3) Study of the life and works of Brahms through discussion of reading assignments, analysis of musical scores, live and recorded performances, and lecture. Prerequisite: MUCB 202. As warranted.

MUCH 431 – J. S. Bach (3) Music of J.S. Bach. Historical and biographical factors influencing his music. Emphasis on performance in class. Prerequisites: MUCB 201, 202, 203, & 204. As warranted.

MUCH 433 – @Rhetoric and Music (3) Explores connections between the concepts of Classical rhetoric and those of music. Students will have the opportunity to compare musical issues to those raised by the Classicists, including the importance to society of rhetorical skills, of rhetoric as a science, and of developing knowledge from many subjects, as well as studying the basic tenets of rhetorical elements and relating them to music. Prerequisites: MUCB 202, 203, & 204. As warranted.

MUCH 434 – Renaissance Culture and Music (3) Musical styles from 1400 to 1600, including sacred and secular genres within a cultural context. Prerequisites: MUCB 201, 203, & 204. As warranted.

MUCH 437 – @European Folk Music (3) Provides a survey of folk or traditional music in Europe. The approach is necessarily contextual and historical. Issues covered may include nationalism, authenticity, urban and modern folk, and the changing roles of gender, class, and race awareness. Prerequisite: MUCB 202. As warranted.

MUCH 438 – Music in America (3) Surveys the variety of musical experiences in the United States, including Native American music, early American psalmody, and respective developments leading to jazz and to the commercial genres. Special analytical concentration upon major movements and composers of the cultivated tradition and the avant-garde. As warranted.

MUCH 439 – The Concerto (3) Study of the historical development of the concerto genre from the earliest use of the term in the Renaissance to the present day through discussion, analysis of musical scores, performances, and lectures. Prerequisites: MUCB 202, 205, & 206. As warranted.

MUCH 440 – Historical Development of Jazz (3) In-depth study of historical and stylistic characteristics of major jazz style periods and movements. Analysis of harmonic, rhythmic and melodic innovations. Prerequisite: Junior standing. Spring.

MUCH 441 – @The American Musical (3) The historical and stylistic study of the development of the American musical. As warranted.

MUCH 445 – Guitar History and Literature (3) An exploration of the history and literature of the guitar, lute, and vihuela, from the first Italian publications of the early 16th century, to the recent works of Carter, Berio, and Crumb. Projects include the transcription of tablature notation systems from the Renaissance and Baroque. Prerequisites: MUCB 202, 203, & 204. Spring.

MUCH 455 – Ludwig van Beethoven (3) Music of Ludwig van Beethoven. Historical and biographical factors affecting his music and his influence on the composers who followed him.. Prerequisites: MUCB 202, 205, 206. As warranted.

MUCH 461 Gender & Music in Cross-Cultural Perspective (3) This course explores the fascinating relationship between music and gender across the world, including how social, economic, and political circumstances influence gender roles and behavior, including an examination of representations of gender in various musical contexts. During the course, students will have the opportunity to consider how social institutions, media, and political organizations embrace, construct, subvert, and re-enforce gendered practices and identities. Major topics may include music and masculinity, gender performance, gender in jazz, re-gendering tradition, dance and the body, non-Western female composers, and gender in world music media and marketing. Fall.

MUCH 470 – Post-Romantic Music: 1870-1914 (3) European art music and its cultural content at the turn of the twentieth century. Emphasis on the stylistic features and aesthetics that informed late-romanticism, impressionism, exoticism, expressionism and primitivism. Listening, analysis, papers, presentations required. Prerequisites: MUCB 201, 202, 203, & 204. As warranted.

Music Theory and Composition Courses (Music Majors Only)

MUCT 330 – @Jazz Theory and Arranging (3) In depth exploration of jazz harmonic practices, including functional harmony, chord construction, and chord relationships. Students apply theoretical concepts by writing arrangements for small and large jazz ensembles. Prerequisite: Sophomore standing. Even year falls.

MUCT 335 – @Jazz Improvisation I (3) Introduction to the basics of jazz improvisation. Participants perform in every class. Emphasis on basic tonal systems for improvisation, stylistic and rhythmic concepts, developing creative improvisational thinking. Prerequisite: Sophomore standing. Fall.

MUCT 401 – @Composition I (3) Composing for solo instruments and small chamber ensembles and voice in a variety of contemporary non-vernacular styles. Prerequisite: all components of Musicianship Core Sequence. Fall.

MUCT 411 – @Electronic Composition I (3) Art of composing with electronically generated sound. Major works and independent compositions. Open to all students with permission. Fall.

MUCT 414 – @Modal Counterpoint (3) 16th Century contrapuntal techniques, including species counterpoint exercises and imitative vocal procedures. As warranted.

MUCT 415 – @Tonal Counterpoint (3) Contrapuntal music of the Baroque era with emphasis on works of J. S. Bach. The study of two- and three-voice counterpoint, invention, forms based on the chorale, invertible counterpoint, and fugue. Prerequisite: MUCB 203 & 204. As warranted.

MUCT 416 – @Counterpoint (3) Survey of 16th-Century and 18th-Century contrapuntal techniques and genres, including both written exercises and examples. Prerequisites: MUCB 205 & 206. As warranted.

MUCT 417 – @Analytical Techniques (3) Study of selected analytic approaches to tonal music, including issues of form, harmony, and style. As warranted.

MUCT 420 – @ Theory and Analysis of 20th Century Music (3) Study of selected analytic approaches to 20th Century music, including pitch-class set theory and twelve-tone (serial) theory. Prerequisites: MUCB 205 & 206. As warranted.

MUCT 421 – @Orchestration (3) Techniques of orchestration for various instrumental ensembles at an advanced level culminating in the scoring of a work for full orchestra or wind ensemble. As warranted.

MUCT 422 – @Jazz Styles and Analysis (3) In depth analysis of recorded improvised solos by recognized jazz musicians. Students transcribe solos from recordings and present to class with analysis. Prerequisite: Junior standing. Odd year springs.

MUCT 424 – @Advanced Jazz Improvisation (2) Continuation of skills mastered in Improvisation I. Emphasis on advanced tonal systems and harmonic structures for improvisation, further development of creative techniques. Prerequisite: MUCT 335. Even year springs.

MUCT 425 – @Analysis of Rock Music (3) By the end of the course, students will be able to discover and critique aspects of phrase rhythm, key, mode, cadences, harmonic palettes, and harmonic succession that differentiate rock music from common-practice art music. They will also be able to identify and discuss some aspects of rock music that are similar or identical to aspects of art music. Finally, they will learn some of the issues and skills involved in the study of popular music. Prerequisites: MUCB 201, 202, 205, 206, & 323. As warranted.

MUCT 426 – @Pedagogy of Music Theory (3) This course encompasses the study and development of teaching approaches necessary for the music theory class. Both college and pre-college curricula are examined, as well as the inclusion of computer-assisted instruction. Prerequisites: MUCB 205 & 206. As warranted.

MUCT 430 – @Studio Composition (3) Studio instruction in composition. Prerequisite: Music Studies Major with concentration in composition. Fall & spring.

MUCT 455 – Music of Beethoven (3) A study of Beethoven's life and works, involving harmonic, formal, and stylistic analysis. Prerequisites: MUCB 202, 203, & 204. As warranted.

MUCT 490 – @ Compositions Capston Portfolio & Jury (1) For senior composition majors only, to be taken in their final semester of composition study. Student will present their final composition portfolio to a jury of at least two members of the composition faculty. Must be taken S/U. Prerequisite and corequisite: MUCT 430. As warranted.

MUCT 499 – @Recital of Compositions (2) Senior composition majors organize and present recital of original works that reflect variety of style and genre. Prerequisites: MUCT 401, 411, & 430. As warranted.

Music Courses for Both Music Majors and Non-Music Majors

MUAC 430 – Production Techniques/Music Theatre (3) Development of basic skills in music theatre production management. Includes practical hands-on experience working on a Crane School of Music opera production. The course is designed for music performers, as well as music educators.

MUAH 301 – History of Rock Music (3) Survey of historical and stylistic characteristics of major rock genres and movements. As warranted.

MUAH 350 – Women in Music (3) History of women in music, including teachers, administrators, and patrons, as well as composers, performers, and conductors from ancient Greece to the present. Prerequisites: MUCB 201, 202, 205, & 206. As warranted.

Non-Music Majors Courses

MULH 101 – Crane Live! (3) Focus on a variety of concerts and recitals in The Crane School of Music. Students gain understanding of all that goes into preparation for public performance. Prerequisite: Non-music major. Gen Ed: AC credit. Fall & Spring.

MULH 110 – Music Through the Ages (3) Prerequisite: Non-music major. Gen Ed: AC credit. Fall & Spring.

MULH 201 – Topics in Music History for Non-Majors (3) Instruction designed for non-music majors in topics related to music history. Topics may include Film Music History, History of Jazz, History of Rock Music, Opera, composer, period or genre specific studies and others. May be repeated for credit when topics vary. Prerequisite: Non-music major. As warranted.

MULH 204 – Introduction to Musical Theater (3) Music in a theatrical setting. Emphasis on American stage: Broadway musicals and American opera. Development of music-drama medium. Prerequisite: Non-music major. Gen Ed: AC credit. As warranted.

MULH 201 – Topics in Ethnomusicology for Non-Majors (3) Instruction designed for non-music majors in topics related to ethnomusicology. Topics may include Music of Africa, Latin American Music, World Music, and others. May be repeated for credit when topics vary. Prerequisite: Non-music major. As warranted.

MULH 261 – Music of Africa (3) This course provides an introduction to a variety of musics in Africa, exploring how diverse people make and perform music on the continent and in the African diaspora. Through topical and regional case studies such as Shona mbira music, Anlo-Ewe drumming and dancing, and a type of Nigerian popular music known as jùjú, students will have the opportunity to become familiar with particular pieces of music and the contexts, instruments, forms, and practices surrounding them. Topics may include the role of music in African communities, the relationship between music and traditional ceremonies and rituals, the politics of music during the colonial and post-colonial periods, and the globalization of African music. Special attention will be paid to the political and ethical dimensions of music making in an increasingly global world. Although some meetings will be devoted to music performance, students do not need to have any prior musical experience. Prerequisite: Non-music major. Gen Ed: XC credit. Fall.

MULH 340 – The Music of the Beatles (3) An in-depth exploration of the music, lives, and times of the Beatles. Songs will be analyzed and discussed in terms of musical style and structure, lyric content, compositional process, and technological innovation. The course will also examine the historical and cultural environment in which their music was created, and how this environment influenced, and was influenced by, the Beatles. As warranted.

MULP 101 – @Class Piano I (2) Class instruction for beginning piano. Prerequisite: Non-music major. Gen Ed: AE credit. As warranted.

MULP 102 – @Class Piano II (2) Class instruction for beginning piano. Prerequisite: MULP 101 & Non-music major. Gen Ed: AE credit. As warranted.

MULP 103 – @Class Voice I (2) For students interested in developing better singing voices. Includes vocal literature suitable to stage of development of individuals in class. Prerequisite: Non-music major. Gen Ed: AE credit. Fall.

MULP 104 – @Class Voice II (2) Continuation of MULP 103. Prerequisite: MULP 103 & Non-music major. Gen Ed: AE credit. Spring.

MULP 105 – @Instrumental Lessons for Non-Music Majors (2) Private or small class instruction in instruments of band and orchestra by qualified music majors under faculty supervision. Prerequisite: Non-music major. Gen Ed: AE credit. May be repeated for credit. Admission dependent upon availability of Crane student teachers. Fall & Spring.

MULP 106 – @Piano Lessons for Non-Music Majors (2) Prerequisite: Non-music major. Gen Ed: AE credit. Fall & Spring.

MULP 107 – @Voice Lessons for Non-Music Majors (2) Private vocal instruction by qualified music majors under faculty supervision. Prerequisite: Non-music major. Gen Ed: AE credit. May be repeated for credit. Admission dependent upon availability of Crane student teacher. Fall & Spring.

MULP 129 – @Beginning Guitar (2) Class instruction in beginning guitar. Both chords and note-reading will be explored and applied to a variety of guitar styles. No previous musical experience is necessary. You must supply your own guitar. Prerequisite: Non-music major. Gen Ed: AE credit. As warranted.

MULT 101 – Music Theory for Non-Majors I (3) This course provides an introduction to understanding the basic elements of music - rhythm, note-reading, melody and harmony – through reading, writing and listening. No prior knowledge of music theory is required. Fall & Spring

MULT 102 – Music Theory for Non-Majors II (3) A continuation of MULT 101, with emphasis on more challenging listening and writing skills. Prerequisite: MULT 101 & Non-music major. Gen Ed: AE credit. Spring

MULT 201 – Topics in Music Theory for Non-Majors (3) Instruction designed for non-music majors in topics related to music theory. Topics may include Accelerated Music Theory for Non-Majors, Songwriting, genre specific studies, and others. May be repeated for credit when topics vary. Prerequisite: Non-music major. As warranted.

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