
UNDERGRADUATE 2008 • 2010 CATALOG

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Potsdam



Potsdam
THE STATE UNIVERSITY OF NEW YORK



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 University of the State of New York.

The College represents that the information in this publication is accurate as of September 2006. Names of instructors for courses, and days or times of class sessions are given in the Class Schedule booklet, available to students at 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 for financial aid, 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 Director of Human Resources (315) 267-2170, the campus officer assigned the administrative responsibility for reviewing such matters.

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 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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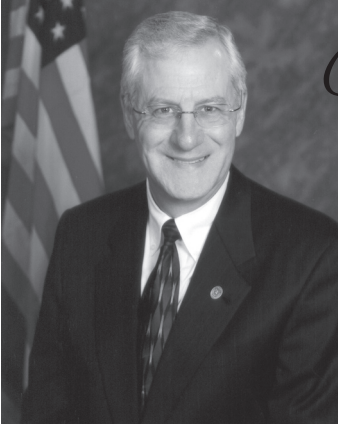
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For more information, please contact the Office of Admissions by calling (315) 267-2180 direct, 1-877-POTSDAM toll free or visit our Web site at: www.potsdam.edu.



Dr. John F. Schwaller, President, SUNY Potsdam

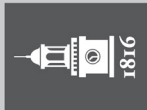
Welcome to The State University of New York at Potsdam and to many exciting opportunities as you pursue your educational goals. I am extremely proud of our fine institution, the oldest in The State University of New York, and envy your task of choosing from an array of quality programs that prepare you for leadership in an increasingly complex global world.

SUNY Potsdam is the place to explore both the bases of our current world and the directions for the future. 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 to a successful career: critical thinking, writing, speaking, 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 time to learn about important issues that may have been simply words or abstract concepts to you before you arrived here. You will have opportunities, for example, to explore collaborative and interdisciplinary study in many of our programs. You will want to participate in intramural athletics and recreational activities; cultivate leadership skills in student government, community service projects and academic honor societies; and gain a competitive edge in the future job market in 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.

The courses and programs described in this catalog reflect our collective decisions of what is required in order to be successful in your personal and professional life. The sum total of your experience at SUNY Potsdam will undoubtedly change your life, and lead to an understanding that YOU can change our world. The faculty, staff, and administration are all here simply to help you find the most meaningful way to make a profound difference in our world, be it in the classroom, business, community, nation or the whole world. This catalog is your guidebook to the future: please use it as a special tool to assist you in getting the most out of your time with us. Seek the advice of those around you. We pride ourselves on offering you a handcrafted education: one in which you take an active role in working with faculty and staff in developing the unique features of your time here at Potsdam.

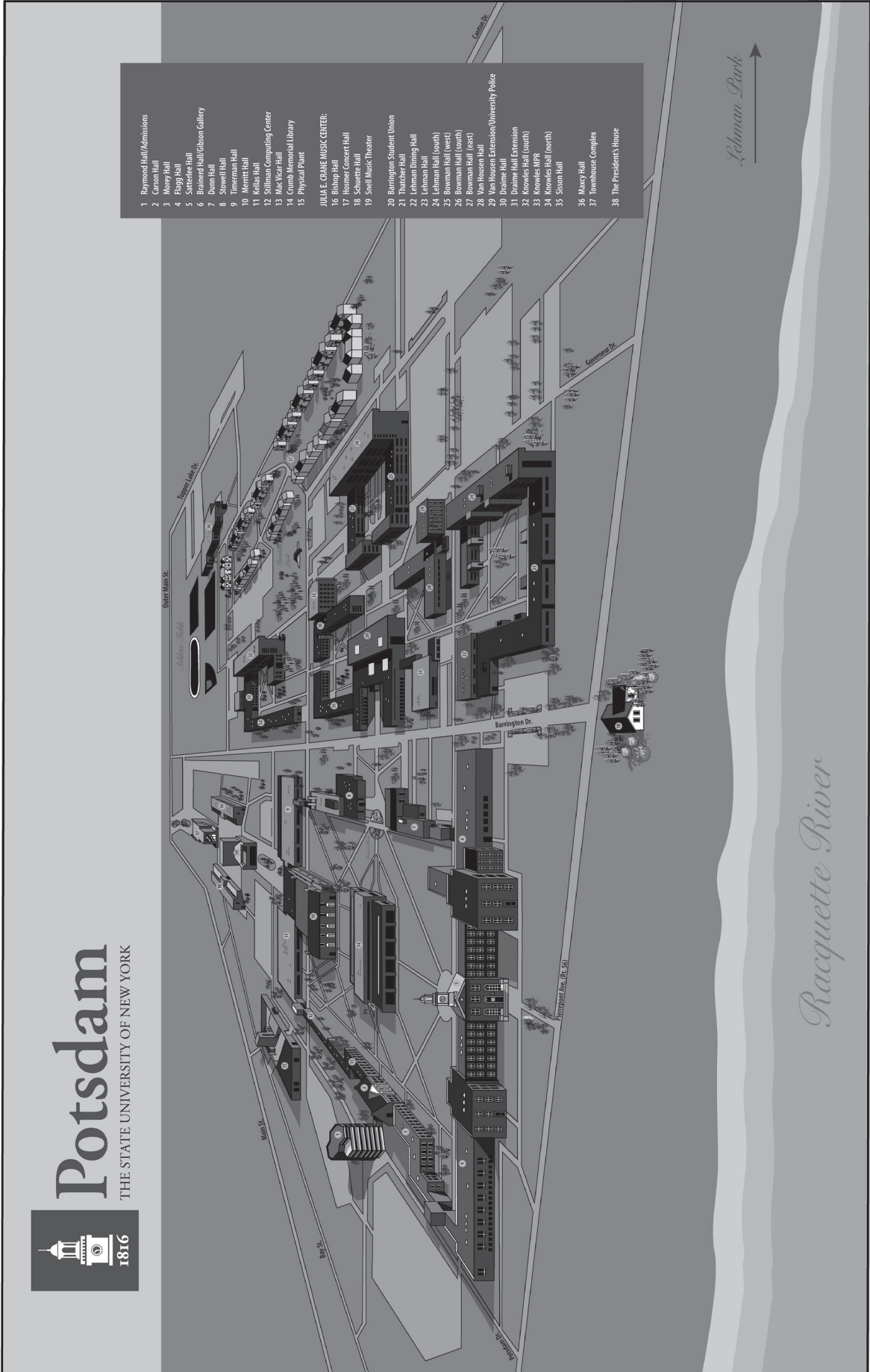
Welcome to this remarkable campus community! My colleagues and I are genuinely interested in your involvement here and dedicated to providing you with the very best education.



Potsdam

THE STATE UNIVERSITY OF NEW YORK

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6 Academic Calendar

Fall 2008

New Students Move In.....	Friday, August 22
Welcome Week Activities	Sat.-Fri., Aug. 23-29
Returning Students Move In	Sat. & Sun., Aug. 23 & 24
Classes Begin.....	Monday, August 25
Last Day to Add/Drop	Friday, August 29
Early Alerts Due.....	Friday, October 3
Fall Recess Begins.....	Friday, October 10 (10 pm)
Classes Resume.....	Wednesday, October 15 (8 am)
Last Day to Withdraw.....	Wednesday, October 22
Last Day to Elect S/U.....	Wednesday, October 22
Thanksgiving Recess Begins	Tuesday, November 25 (10 pm)
Classes Resume.....	Monday, December 1 (8 am)
Last Day of Classes.....	Monday, December 8
Academic Preparation.....	Tues. & Wed., Dec. 9-10
Final Examinations.....	Thurs.-Wed., Dec. 11-17
Final Grades Due	Monday, December 22 (10 am)

WINTERIM: Tentatively, January 2-14, 2009

Spring 2009

Students Move In.....	Sat. & Sun., Jan. 17 & 18
Classes Begin.....	Monday, January 19
Last Day to Add/Drop	Friday, January 23
Winter Recess Begins	Friday, February 13 (10 pm)
Classes Resume.....	Wednesday, February 18 (8 am)
Early Alerts Due.....	Friday, February 27
Last Day to Withdraw	Tuesday, March 17
Last Day to Elect S/U.....	Tuesday, March 17
Spring Recess Begins	Friday, March 20 (10 pm)
Classes Resume.....	Monday, March 30 (8 am)
Last Day of Classes.....	Friday, May 8
Academic Preparation.....	Sat. & Sun., May 9 & 10
Final Examinations.....	Mon.-Fri., May 11-15
Honors Convocation.....	Saturday, May 16
Bachelor's Commencement	Sunday, May 17
Final Grades Due	Wednesday, May 20 (10 am)

Fall 2009

New Students Move In.....	Friday, August 28
Welcome Week Activities	Sat., Aug. 29-Fri., Sept. 4
Returning Students Move In	Sat. & Sun., Aug. 29 & 30
Classes Begin.....	Monday, August 31
Last Day to Add/Drop	Friday, September 4
Early Alerts Due.....	Friday, October 9
Fall Recess Begins.....	Friday, October 9 (10 pm)
Classes Resume.....	Wednesday, October 14 (8 am)
Last Day to Withdraw	Tuesday, October 27
Last Day to Elect S/U.....	Tuesday, October 27
Thanksgiving Recess Begins	Tuesday, November 24 (10 pm)
Classes Resume.....	Monday, November 30 (8 am)
Last Day of Classes.....	Friday, December 11
Academic Preparation.....	Sat. & Sun., Dec. 12-13
Final Examinations.....	Mon.-Fri., Dec. 14-18
Final Grades Due	Tuesday, December 22 (10 am)

WINTERIM: Tentatively, January 4-15, 2010

Spring 2010

Students Move In.....	Sat. & Sun., Jan. 23-24
Classes Begin.....	Monday, January 25
Last Day to Add/Drop	Friday, January 29
Early Alerts Due.....	Friday, March 5
Spring Recess Begins	Friday, March 5 (10 pm)
Classes Resume	Monday, March 15 (8 am)
Last Day to Withdraw	Friday, March 26
Last Day to Elect S/U.....	Tuesday, March 26
April Recess Begins.....	Friday, April 2 (10 pm)
Classes Resume.....	Wednesday, April 2 (8 am)
Last Day of Classes.....	Friday, May 14
Academic Preparation.....	Sat. & Sun., May 15 & 16
Final Examinations.....	Mon.-Fri., May 17-21
Honors Convocation.....	Saturday, May 22
Bachelor's Commencement	Sunday, May 23
Final Grades Due	Wednesday, May 26 (10 am)

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.

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 that ranges from scenic tranquility to cultural and recreational activities.

The Adirondack Mountains to the southeast 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.

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 4,300 – including about 3,600 undergraduate and 700 graduate students.

Our students are an interesting and diversified group. They come to us from all over the United States with a small number from 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 in mid-stream).

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 their lives. 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

Being 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 Roland Gibson Art Gallery and dance and theater productions.

Over the years, the College has increased, diversified and made more accessible a variety of educational services to the North Country, including the Fort Drum Consortium and the St. Lawrence Valley Teachers' Learning Center. A special educational service is offered to migrant farm workers and their families through the North Country Tutorial Outreach Program.

The College also has provided vital leadership and direct service to assist in the economic development of the North Country. Through our participation in agencies and organizations such as the Council for International Trade, Technology, Education and Communication (CIT-TEC), Adirondack North Country Association (ANCA), North Country Alliance (NCA) and St. Lawrence Seaway Project, we have provided leadership in revitalizing the economy of the North Country.

In 1990, SUNY Potsdam established the Rural Services Institute to marshal the available resources and expertise of the College's faculty, staff and students in order to assist local communities in meeting their challenges and responsibilities. Renamed the William C. Merwin Rural Services Institute in 1996, MRSI has provided valuable service to the community in such areas as assistance to local governments, economic development agencies, rural health care and grant writing.

FACILITIES

Academic Building Hours

Regular academic building hours during the fall and spring semesters: Monday through Friday – 7:00 a.m. to 11:00 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 8:00 a.m. to 5:00 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.

Many of the 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 nearly \$500,000, students organize concerts, outings, speakers, coffee houses and lots more.

The campus is also alive with cultural opportunities. In addition to offering over 300 concerts each year, The Crane School of Music in cooperation with the Community Performance Series brings to campus national and international performers. The art gallery mounts a dozen different exhibitions each year.

Add to all this the student theatre, dance and opera performances, and the breadth and depth of the College's commitment to education outside the classroom becomes apparent.

Multicultural goals and objectives permeate every aspect of campus life and have been infused into student activities, materials, training programs and curricular offerings at the College. Diversity programs include workshops for all faculty, staff and students on a variety of diversity issues as well as multicultural programming that is conducted jointly between the Center for Diversity and student organizations.

SUNY Potsdam's membership in the Associated Colleges of the St. Lawrence Valley multiplies these opportunities. Not only may students attend the cultural programs at SUNY Canton, Clarkson University and St. Lawrence University, but the faculties of these institutions also join SUNY Potsdam professors in sponsoring numerous colloquia that open new intellectual areas for exploration.

Some of the most memorable out-of-the-classroom learning experiences center on one or more of over 80 student organizations:

1. Academic clubs, including national honor societies that may influence career opportunities;
2. Diversity organizations, such as the Black Student Alliance (BSA); Caribbean Latino American Student Society (CLASS); Jewish Cultural Club (JCC); Lesbian, Gay, Transgender, Bi-Sexual 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), International Association of Jazz Educators (IAJE) and Music Entertainment Industry Student Association (MEISA);
4. Performance and exhibit groups in such arts as theater, dance and painting;
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.
8. Five social fraternities and eight social sororities.

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 8:00 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, wrestling room, dance studio, therapy and training room and saunas. 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, lacrosse, softball, soccer, horseback riding, swimming, tennis 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.

Barrington Student Union Hours

Regular building hours during the fall and spring semesters:

Monday through Friday – 7:30 a.m. to 1:00 a.m.

Saturday and Sunday – 9:00 a.m. to 1:00 a.m.

Building hours during breaks and the summer recess:

Monday through Friday – 7:30 a.m. to 5:00 p.m.

Closed Saturday and Sunday

Semester building hours are posted on all exterior doors in the Barrington Student Union.

For more information, or to reserve space in the Student Union, please visit the Web site at www.potsdam.edu/bsu or call (315) 267-2579.

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, the 130-seat Wakefield Lecture and Recital Hall as well as classroom/office buildings all connected by a first-floor plaza area.

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 Spring 2007, 142 pianos were replaced with new Steinway instruments included three new concert grands (Steinway Model D). In addition, Crane has more than 1,200 band and orchestra instruments, a forte piano, four harpsichords, six organs, plus a Wicks concert organ and a collection of Renaissance string and wind instruments.

One digital and two analog synthesizer studios, fully equipped (including a Synclavier), enable students to experiment with composition, arranging, performance and recording techniques. In addition, a 20-workstation MIDI and digital audio/video computer classroom serves the technology needs of all music students. There are dressing rooms, costume rooms, scenery rooms and support areas for the performance halls; piano and instrument repair shops; a music library; and a highly sophisticated audio center.

Every classroom, rehearsal hall and faculty studio is equipped with tape and cassette decks, CD players, turntables and speakers. There are more than 75 practice rooms, a student commons, a curriculum lab for music education students and separate band, orchestra and choral library collections.

Crane Building Hours

Regular building hours during the fall and spring semesters:

Monday through Friday – 7:00 a.m. to 11:00 p.m.

Saturday and Sunday – 8:00 a.m. to 11:00 p.m.

Building hours during breaks and the summer recess:

Monday through Friday – 7:00 a.m. to 5:00 p.m.

Closed Saturday and Sunday

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

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 the Crane Music Center.

Spacious, comfortable, and friendly, the Frederick W. Crumb Memorial Library is an important avenue to knowledge in the educational environment. Working in collaboration with academic departments, librarians select a wide range of traditional and non-traditional information sources to make available to the College community. The library faculty assist students to develop their ability to identify, evaluate, and retrieve appropriate information to support their academic endeavors or their personal interests by working informally with students at the Reference Desk or in formal instruction class sessions. Class instruction is provided in two venues—the main library classroom that shares space with the College's Learning and Teaching Excellence Center (LTEC) and a smaller seminar room. Both include wireless networking and laptop computers to enable hands-on instruction. Computer workstations in the main floor reference area provide word processing and Internet access to the Libraries' wide variety of electronic databases, many of which can be accessed through the library Web site from

home or dormitories as well as from any College computer lab. The main collection is accessed through a web-based online public access catalog. Crumb Library supports student and faculty research needs with an efficient interlibrary loan service and is a selective depository for United States and New York State documents and for maps from the U.S. Geological Survey. Crumb Library also has Minerva's Café, which offers unique beverages, sweet treats and Internet browsing stations during the academic year.

The Julia E. Crane Memorial Library, located in Schuette Hall, primarily serves The Crane School of Music but is open to members of the College community. It houses the most extensive collection of music library resources – books, journals, scores and sound recordings in Northern New York. Collection strengths are in classical music, musical theater, and jazz, but also include examples of various styles of popular and world music. The Crane Library has computers offering Internet access to the Libraries' electronic databases and houses a recently upgraded MIDI Lab. A wide variety of listening and study facilities are also available in the 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 in Crumb Library 107, in 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.

There are two rooms in the LTEC suite. One room features a Gateway windows computer used primarily for Center administration, including publications and web page management; a dedicated GIS (global information systems, including mapping station); and a Macintosh computer used mainly for digital video projects. These computer facilities are available for projects related to the LTEC mission. This room is also furnished with a board table, modular tables, and comfortable chairs and is adaptable to a variety of program sizes and seating configurations including use as a wireless laptop computer classroom. The other room is the Library Classroom with recently upgraded video and data projection equipment.

Roland Gibson Gallery

SUNY Potsdam's art museum is professionally staffed by a full-time director, collections curator, registrar/preparator, secretary, museum studies students and student workers. The museum's physical plant consists of 4,745 square feet of designated and secured space, including three gallery spaces with 3,250 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 1,600 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 offices throughout the campus to provide a pleasant learning environment.

Charles T. Weaver Museum

An educational museum and scholarly archives housed in the Department of Anthropology, the Weaver Museum is run under faculty advisement. Students research, design and build all exhibits, construct and manage the museum's archival systems, deal with student and public requests for data retrieval, 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 and photography.

Theaters

The College Theater is the oldest performance facility on the SUNY Potsdam campus. It is the principal performance venue for the Department of Theatre and Dance. The Mainstage is a 300-seat proscenium arch stage with a new counter-weight fly system and computerized light board system.

The Black Box Theater is a flexible performance space with an audience capacity of up to 88 people. The flexible grid allows for creative design and staging options. It serves as the laboratory for student directors and designers to create and explore theatrical and performance art from a range of styles.

The Dunn Dance Theater serves as a third performance space for the department. A modified proscenium theater with lighting capabilities, it also serves as one of the three large studios for the dance program.

The Department of Theatre and Dance has fully equipped scene and costume shops where faculty, guest artists and students work together to create the lighting, scenic and costume elements of productions and course assignments.

Technology Classrooms and Labs

Throughout the campus you will have the opportunity to experience numerous technology-enhanced facilities that include Macintosh and Window computer labs, projection classrooms, and distance learning facilities. The facilities allow for Internet connections, productivity software, e-mail, multimedia, Blackboard, and specialty software utilized by the various disciplines. Descriptions of our evolving technology-enhanced facilities can be explored at www.potsdam.edu/cts/facilities.

The department hires many students throughout the year. Computing and Technology Services (CTS) student employees are essential in providing valuable assistance to our department and to the entire campus. We encourage students with work study to apply, as well as

students without work study awards. Applications can be obtained at the Helpdesk in 100 Kellas Hall or from the Levitt Center.

Levitt Center

The James H. Levitt Memorial Computer Center is located in Merritt Hall and is managed by CTS. Computing resources are provided to our students in support of the educational mission of the College. These resources include access to software such as Microsoft Word, PowerPoint, Excel, SPSS statistical analysis software and many other discipline-specific academic software programs. There is high-speed access to e-mail, the Internet and other instruction related computing activities, such as Blackboard and BearPAWS. Wireless access is also available. The Levitt Center is equipped with a total of 65 computers (both Windows and Macintosh) two scanners and both a color and a black and white laser printer. The lab is open 90 hours per week and is staffed by student lab assistants at all times.

Carson 101 Multimedia Technology Classroom

This “multimedia technology classroom” is a faculty-designed facility with a unique and flexible layout. It has 12 dual-boot Macintosh (Mac OS/Windows) computers and open cluster seating at one end, with a flexible seating/conference table area at the other end. Both areas have a large-screen LCD projector. The room provides access to a DVD, VCR, a document camera, laser printing and high-capacity storage capabilities. It has state of the art, curricular-specific software for mathematics, chemistry, anthropology, modern languages, desktop publishing, graphic arts and a variety of other disciplines. It is connected to the campus network and to the Internet. Campus television services are also available.

Satterlee 300 Computer Classroom and Lab

This large “hands-on classroom” is equipped with 22 Macintosh computers, laser printer, scanners, a large-screen LCD projector and dozens of software titles for classroom use, and instructional multimedia development. The computers are connected to the campus network and to the Internet. Students use these resources to conduct research; prepare assignments, reports, projects and term papers; obtain information not available on campus; and communicate with other students, student teachers and faculty. When not being used for instructional activities, this laboratory-classroom is available for general student use during regular business hours (8:00 a.m. to 4:30 p.m.).

Satterlee 325 Computer Classroom and Lab

This “hands-on classroom” has been set up with 25 dual-boot Macintosh (Mac OS/Windows) computers and both a color and a black and white laser printer. It has a large-screen LCD projector for classroom presentations, as well as connections to the campus network and the Internet. Available software includes Microsoft Office, VectorWorks (Mac OS only), web browsers, as well as a variety of communications and other curricular-based packages. This facility is used for classes in art, drama, political science, history, education and sociology, as well as for training, development and laboratory use outside of classroom hours. When not being used for instructional activities, this laboratory-classroom is available for general student use during college business hours.

Dunn 210 Computer Classroom

This “hands-on classroom” is equipped with 26 Windows computers, a large-screen LCD projector and laser printing services. Programming languages, spreadsheets, word processing and communications software are available. This classroom has connections to both the campus network and the Internet.

Flagg 162 Computer Classroom and Lab

This “hands-on classroom” has been set up with 25 Windows computers and a laser printer. It has a large-screen LCD projector for classroom presentations, as well as connections to the campus network and the Internet. Available software includes Microsoft Office, SPSS statistical analysis software, web browsers, and a variety of communications and other curricular-based packages. This facility is used for classes in economics, computer science, and sociology, as well as for training, development, and laboratory use outside of classroom hours.

School of Arts and Sciences Special-Purpose Computer Labs

A wide-variety of other small computer labs that 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, a library of language learning software, and a DVD and VCR
- Physics, Biology, Chemistry and Geology (all sciences): Macintosh, Windows and Linux computers for simulation, research and instrument control
- Anthropology: Macintosh computers, a scanner for research and curricular software development
- Dance and Drama: 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

Originally an amphitheater-style lecture hall this space was, through the generosity of emeriti faculty, faculty, staff, and alumni, extensively remodeled in 2002 for use as a formal performance space, recording facility and projection classroom. This project was 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.

Yamaha Music in Education Lab

This lab is a specialized technology-assisted music education program lab with Yamaha synthesizers connected to a Macintosh music program instruction server.

Crane MIDI Technology Classroom

This state-of-the-art “hands-on classroom” features 20 Macintosh computers and Korg Triton LE keyboard synthesizers with a wide assortment of professional grade music notation and sequencing software, World Wide Web and multimedia development software, and digital audio/video editing and mastering software. Additional hardware includes a DVD burner, scanner, laser printer, and LCD projection system. SmartMusic accompaniment hardware and software is also available. The lab is open 90 hours per week and is staffed approximately 50 hours per week.

Electronic Music Composition Lab

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. In addition, color laser printing and a computer scanner are available. The lab is open approximately 100 hours per week and is staffed at all times.

School of Education and Professional Studies Technology Centers

Rebecca B. Sheard Literacy Center

This state-of-the-art facility has a 25-station iMac computer lab, two “smart classrooms,” a curriculum resource room, and a library of award-winning children and adolescent fiction and nonfiction literature. 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.

The Center also employs many Federal Work Study students each academic year. If interested in gaining employment as an undergraduate student, please contact the Center’s director, Tina Wilson Bush at (315) 267-3492.

Thomas E. O’Shaughnessy Center for Assistive Technology

The Thomas E. O’Shaughnessy Center for Assistive Technologies in the Sheard Literacy Center sports a hands-on computer classroom facility with 24 computers and both a color and a black-and-white laser printer. The facility houses a projector and the instructional podium includes a Mac and a PC, a document camera, and VHS/DVD playback. 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.

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

PACES is a not-for-profit corporation established in 1950 by the College to operate Dining Services, The College Store Complex, Vending Services (washers, dryers, vending machines) the SUNYCard office, and Administrative Services.

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.

Dining Services

To meet the dining needs of our campus customers PACES operates restaurants at six campus locations. Traditional all-you-can-eat meals are provided in Lehman Dining Center and are a great value. Students who eat in the Student Union Dining Court have seven distinct units to choose from offering unique menus and restaurant concepts. Other convenient and popular campus dining units include: Dexter’s Café in Thatcher Hall, Minerva’s Café in the Crumb Library, the Crane Snack Bar in the Crane Complex and our newest restaurant, Becky’s Place at Pratt Commons.

Meal Plans

PACES offers a wide variety of meal plans from the all you care to eat traditional residential plan to a townhouse/commuter all Flex Plan. Meal Plans are designed to meet the diverse needs of our student body and feature different combinations of Guaranteed Meals, FLEX Dining Credits & Be-My-Guest passes. All students who live on campus (with the exception of the townhouses) must be enrolled in a meal plan. For more details, terms and conditions, please visit our web site at www.potsdam.edu/paces.

PACES Dining Services has consistently ranked in the highest percentile in the national customer service benchmark survey. Our campus commissary bakes breads, cookies, and pastries daily. We purchase local products as much as possible; our eating units offer dishes prepared and cooked to order as well as grab and go items. Healthy eating is an important aspect of our menus. PACES employs a student Health and Nutrition Advocate as well as a dietician. Quality service accompanies the quality food served at PACES units. Dining Services’ employees, many of whom are students, take pride in their work and are eligible for PACES scholarships and awards.

Current prices can be confirmed by visiting our Web site, or by contacting the PACES SUNYCard Office. Meal plan prices and their structure are subject to change annually. Information concerning terms and conditions, frequently asked questions, menus and dining service events is available on line at www.potsdam.edu/paces.

The College Store Complex

PACES owns and operates The College Store and the campus convenience store, The Union Market. These two stores are the core retail operations on campus. The College Store offers pre paid textbook ordering. The online ordering system is available prior to the start of every semester. For information about how to order books or merchandise online visit: <http://bookstore.potsdam.edu>.

The College Store also carries a line of SUNY logo clothing, gift items, trade books, CD & DVDs, computers and accessories, school and art supplies, alumni memorabilia and room decorations. The Store sponsors a gift program “Bear Care” for students’ families which includes clothing items, balloons, candy-filled mugs, cakes, brownies and ice cream, and all-occasion gift baskets. Check cashing and money order services are also available at the store.

The Union Market convenience store offers hot and cold beverages, a large variety of snack items and bulk candy, frozen meals, ice cream, health and beauty aids, electronics, dorm “houseware” items, newspapers, postage stamps, mailing supplies, magazines, film processing, DVD and video rentals. The Market is open seven days a week.

SUNYCard

The SUNYCard is the multi-purpose identification, debit transaction card which also provides keyless entry to the residence halls. The SUNY-Card is the official college photo/ID card and is required on campus.

Bear Express Account

A Bear Express account is your personal debit account for use on and off campus. Money placed on account may be deferred to your college bill for the first weeks of the semester. After that time money can be added to the account with cash, check or credit card at the PACES Business office. You can check your account balance at any time through BearPAWS.

Bear Express allows you to go cashless; you can do laundry, buy snacks from the vending machines, food in campus restaurants and textbooks or convenience items at The College Store and Union Market. It is also accepted at participating merchant businesses in the Potsdam community.

Bear can be used to purchase tickets from the SGA and CPS box offices as well as buy prescription drugs from Student Health Services. Bear Express can be used as a form of payment at any Dining unit, but we recommend that you use your meal allowances and flex dining credits first, because any items purchased with Bear Express are subject to NYS sales tax. Any unused Bear balances will rollover from fall to winterim to spring semester. Bear Express balances of \$20 or over will be credited to your student account and barring any outstanding balances, will be refunded at the end of the academic year.

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, Barrington Student Union.

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, Barrington Student Union.

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. The detailed regulations and appeal procedures are available from the University Police Department, Van Housen Hall. For more information, call (315) 267-2222.

DEGREE PROGRAMS

SUNY Potsdam offers bachelor's and master's degrees in the following areas of liberal studies, music professional studies and teacher education. In addition, there are special academic programs available which are explained in detail in the Special Academic Opportunities section of this catalog. For more information on the approved inventory of academic programs at SUNY Potsdam, please go to: www.nysed.gov/heds/IRPSL1.html.

School of Arts and Sciences

Programs	Degree Level(s)	HEGIS*
Anthropology	BA	2202
Archaeological Studies	BA	2203
Art History	BA	1003
Art Studio	BA	1002
Art - Visual Arts	BFA	1002
Biochemistry	BS	0414
Biology	BA, BS	0401
Business Economics	BA	0517
Chemistry	BA, BS	1905
Computer Science	BA	0701
Criminal Justice	BA	2105
Dance	BA	1008
Drama	BA	1007
Economics	BA	2204
Employment Relations	BA	0516
English	BA, MA	1501
Environmental Studies	BA	4903
French	BA	1102
Geology	BA, BS	1914
History	BA	2205
Interdisciplinary Natural Science	BA	4902
Mathematics	BA, BA/MA, MA	1701
Philosophy	BA	1509
Physics	BA	1902
Political Science	BA	2207
Psychology	BA	2001
Sociology	BA	2208
Spanish	BA	1105
Speech Communication	BA	1506

Interdisciplinary Studies

Programs	Degree Level(s)	HEGIS*
Student-Initiated Interdepartmental (SIIM)	BA	4901
Women's and Gender Studies	BA	4903

The Crane School of Music

Programs	Degree Level(s)	HEGIS*
Business of Music	BM	1099
Music	BA in Music	1004
Music Composition	MM	1004.10
Music Education K-12	BM, MM	0832
Musical Studies (Composition or Theory/History Concentration)	BM	1004
Music Performance	BM, MM	1004

*Classification code for The State University of New York. For official use only.

School of Education and Professional Studies

Programs	Degree Level(s)	HEGIS*
Business Administration	BS	0506
Community Health	BS	1201
Early Childhood Education (Birth-2)	BA	0823
Childhood Education (1-6)	BA, MST	0802
Middle and Secondary School Education		
<i>Certification in:</i>		
English	BA, MS in Ed., MST	1501.01
French	BA, MST	1102.01
Spanish	BA, MST	1105.01
Mathematics	BA, MS in Ed., MST	1701.01
Social Studies	BA, MS in Ed., MST	2201.01
Secondary School Education		
<i>Certification in:</i>		
Biology	BA, MST, BA/MST	0401.01
Chemistry	BA, MST, BA/MST	1905.01
Earth Science	BA, MST, BA/MST	1917.01
Physics	BA, MST, BA/MST	1902.01
Graduate Programs	Degree Level(s)	HEGIS*
Curriculum and Instruction	MS in Ed.	0829.00
Information and Communication Technology	MS in Ed.	0899.02
Educational Technology Specialist	MS. in Ed.	0899.02
Literacy Educator	MS in Ed.	0830
Literacy (Birth-6)	MS in Ed.	0830
Literacy (5-12)	MS in Ed.	0830
Special Ed. (Birth-2)	MS in Ed.	0808
Special Ed. (1-6)	MS in Ed.	0808
Special Ed. (5-9)	MS in Ed.	0808
Special Ed. (7-12)	MS in Ed.	0808
Technology Educator	MS in Ed.	0899

Joint Degree Programs

	Degree Level(s)
Accounting, Engineering and Management with College of Technology at Utica Rome	BA/BS
Business Administration with Canton College of Technology (articulation with SUNY Potsdam)	AS, BS
Business Administration with Jefferson Community College (articulation with SUNY Potsdam)	AS, BS
Criminal Justice with Jefferson Community College	AS/BA
Early Childhood and Childhood Education with Jefferson Community College	AA, AS/BA
Engineering with Clarkson University or SUNY Binghamton	BA, BS
Joint Degree Program with Alfred University 4+1	MBA
Joint Degree Program with Clarkson University 4+1	MBA, MS
Joint Degree Program with Indiana University of Pennsylvania 4+1	BA, MA
Joint Degree Program with Rochester Institute of Technology 4+1	MBA
Joint Degree Program with SUNY Oswego 4+1	MBA
Joint Degree Program with Union University 4+1	MBA
Joint Degree Program with SUNY College of Optometry	BA/OD
K-12 Certification in Art with St. Lawrence University	BA
MBA 4 + 1 with Clarkson University or SUNY Binghamton	BA/BS/MBA
Middle Secondary Education with Jefferson Community College	AA, AS/BA
Various Applied Sciences with Canton College of Technology	AAS/BA

MINORS

Acting
Africana Studies
Anthropology
Archaeology
Art History
Art Studio
Biological Anthropology
Biology
Business Administration
Business of Music
Chemistry
Classical Studies
Communication
Community Health
Computer and Information Sciences
Criminal Justice
Dance
Design and Technical Theatre
Economics
Employment Relations
Environmental Science
Environmental Studies
Film Studies
French Studies
Geology
History
Information Technology
Jazz Studies
Journalism
Language/Linguistics
Literature
Mathematics
Medical Anthropology
Museum Studies
Native American Studies
Philosophy
Physics
Politics
Pre-Creative Arts Therapy
Pre-Law
Psychology
Human Services
Spanish
Sociology
Theatre Studies
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. Applications are judged on the basis of objective criteria such as grade-point average, class rank and SAT or ACT scores. Letters of recommendation are encouraged.

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

Office of Admissions, Raymond 104, (admissions@potsdam.edu)

The State University of New York Application Guidebook (available September 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, or toll free at 1-877-POTSDAM (1-877-768-7326).

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

Official SAT or ACT scores submitted directly to the Office of Admissions from the issuing agency are required for all first-year applicants. (Also acceptable if included on an official high school transcript.)

Official TOEFL (Test of English as a Foreign Language) scores submitted directly to the Office of Admissions from the issuing agency are required for all international applicants – minimum score of 550 required on the paper version of the test or 213 on the computerized version.

Range of Requirements for Regular Freshman Admission

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

Students entering as freshmen at SUNY Potsdam typically have high school averages that range from 80 to 100; SATs* that range from 1000 to 1500; and ACTs that range from 21 to 30.

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 SAT* composite of 1100.

**SUNY Potsdam only looks at the critical reading and math sections of the SAT and averages are based only on those two sections.*

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 personal counseling, learning skills, academic advising, and workshops.

To be considered for Bridges admission the student 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.

Students entering as freshmen at SUNY Potsdam, typically have high school averages that range from 78 to 84; SAT scores that range from 900 to 1000; and 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 44.

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;
- Have earned a New York State high school diploma or its equivalent;
- Be ineligible for admission under regular standards but able to demonstrate the potential for completing a college program;
- Meet the program's economic guidelines;
- Participate in the EOP academic enhancement and review process for a maximum of five years.

Students entering as freshmen at SUNY Potsdam typically have high school averages that range from 75 to 82; SATs that range from 850 to 1000; and ACTs that range from 17 to 20.

For more information about EOP, please see page 44.

Transfer Admission to Undergraduate Programs

Office of Admissions, Raymond 104, (admissions@potsdam.edu)
(315) 267-2180 or toll free 1-877-POTSDAM (1-877-768-7326)

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 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.

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 composite score of 2500 with each part greater than 500. Although official high school and/or college transcripts are required, greater emphasis is placed on current potential.

Students registered as non-traditional students at SUNY Potsdam must maintain a 2.0 GPA in order to register for future classes. Students must have a current and overall minimum 2.0 GPA to continue taking classes.

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 the following information:

- 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 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.

Non-matriculated Undergraduate Admission

Contact Person:

Kathie Pierce, Office of Extended Education
Raymond 206, (315) 267-2590 (piercekm@potsdam.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 **8 hours or two courses per semester**. Non-matriculated students may register for courses 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.
 - c. If under age 18, completion of the first page and last page of the Student Health Report.
2. High School Graduate:
 - a. A copy of the high school diploma or GED Certificate.
3. College Graduate:
 - a. A 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 Universities are required to complete the non-matriculated registration packet.

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.

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 187.

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 188.

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. Contact the Office of the Registrar, (315) 267-2154 to obtain a readmission application and forward completed forms and transcripts from any other colleges attended (if applicable);
2. Complete applications by July 15 for the fall semester and December 15 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;
4. Students planning to be readmitted to a teacher education program must contact the Teacher Education Department, Satterlee 302, (315) 267-3083 for advising.

See also Readmission after Dismissal, see page 52.

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.

Health Requirements

Compliance with all health requirements **must** be met by completing a Health Report that can be downloaded from the Web at www.potsdam.edu/shs. This form must be returned **prior to the first day**

of classes. All information necessary for compliance and submission can be found on the Health Report form.

New York State law requires the following health information for all students taking 6 or more credits:

1. Proof of immunization or immunity against measles, mumps and rubella (MMR) for all students born on or after January 1, 1957. You may request these records from your high school or your primary care provider.
2. Complete Meningococcal Meningitis vaccination response form; or documentation signed by a health care provider indicating receipt of the vaccine.

Failure to comply with New York State health laws will result in disenrollment 30 days from the first day of class for New York State residents and 45 days from the first day of class for out of state residents.

Please call Student Health Services at (315) 267-2377 with questions. Information may also be faxed to (315) 267-3260.

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.

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.

FEES AND FINANCIAL AID

Cost of Attendance

Following is the 2007-2008 semester tuition and fee schedule for undergraduate students. All charges are subject to change by the SUNY Board of Trustees.

Tuition for full-time students

(12 semester hours or more)	Semester
New York State Residents	\$2,175
Out-of-State Residents	\$5,305

Tuition per hour for part-time students

New York State Residents	\$181
Out-of-State Residents	\$442

Comprehensive Fees

The following fees will appear on the Student Billing Statement as one total called “Comprehensive Fee.”

College Fee

A fee imposed by SUNY	
Full-time	\$12.50
Part-time (per credit hour)85

Student Government Association Fee (SGA)

The student body periodically votes on the assessment of a mandatory SGA fee for undergraduate students. The monies collected are allocated to such things as student social programs, student publications and student organizations.

Full-time	\$70
Part-time (per credit hour)	\$5.85

Health Fee

A student fee which provides access to a nationally accredited health care facility on campus. This is not health insurance. Having health insurance does not exempt you from this fee.

Full-time	\$136
Part-time (per credit hour)	\$11.50

Intercollegiate Athletic Fee

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

Full-time	\$140
Part-time (per credit hour)	\$11.75

Fitness Center Fee

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

Full-time	\$12.50
Part-time (per credit hour)	\$.85

Educational Technology Fee

A fee that supports student technological needs: including computing, networking, video and other services.

Full-time	\$152
Part-time (per credit hour)	\$12.50

Transcript Fee

A fee which provides official transcripts to students and former students upon written request (per semester).....\$5

Field Experience Fee

A fee that supports activities to the development and implementation of field-based teacher and music-education programs.

Full-time	\$25
Part time (per credit hour).....	\$2

Studio Art Fee

A laboratory fee charge for studio courses within the art curriculum.

Per course (fee varies per course).....	\$40
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Geology Fee

A fee that supports Geology courses.

Per course.....	fee varies
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Wilderness Education Fee

A fee that supports Wilderness Education courses.

Per course.....	fee varies
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Music Equipment Maintenance Fee

A student-assessed charge for all music majors that provides for maintenance of musical equipment inventory and other music services.

Per semester.....	\$150
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Concert Ticket Fee

A student-assessed charge for all music majors that provides tickets to Community Performance Series concerts.

Per semester (average amount).....	\$150
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Applied Music Fee

A fee to all music majors who are enrolled in applied music (private studio lessons: MUCS 420 or 430).

Per semester.....	\$250
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Other Fees

Orientation Fee

A one-time fee charged to all first time students for social, cultural and educational activities related to entering the College.....\$165

Transfer student fee	\$25
Transfer students (on-line orientation).....	\$25

Vehicle and Traffic Regulations

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**.

Parking Fee

All vehicles parked on campus must display a valid parking decal or permit. The fee schedule is as follows:

Full-time students (12 or more credit hours)	\$95/academic year
Part-time students (11 or less credit hours)	\$47.50/academic year
Student teachers (full time on campus fall semester; off campus student teaching spring semester).....	\$70/academic year
Summer students.....	\$20/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.

Room

Contact Residence Life for detailed information and costs at (315) 267-2350.

Standard Double Occupancy (per semester 2007-2008).....	\$2,460
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Board

Current prices and information can be found at **www.potsdam.edu/paces**, or by contacting the PACES SUNYCard Office at (315) 267-2658. Meal plan prices are subject to change annually.

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.

Our meal plans have two accounts: Meals & Flex. Flex is a declining balance account that can be used at any dining location at any time. It is allocated per semester. Meals are allocated per week and may be used for access to Lehman Dining Center or as a \$5.75 credit towards purchases made at selected campus restaurants. Meals per week provides the security of knowing that you will not run out before the semester is over.

Optional Fees

Alumni Fee

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

Per semester.....	\$10
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Student Accident and Sickness Health Insurance

Appears on the bill as “Accident and Sickness Insurance.” See Health Services section. Offered through Niagara National, Inc., (800) 444-5530.

Per semester.....	\$685
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Semester Residential Meal Plans

Lehman Value Plan

The Lehman Value Plan allows constant access to Lehman Dining Center, our all-you-care-to-eat dining hall open from 7:00 a.m. until 8:00 p.m. daily. Stop as often as you wish. Note: There are no meal allowances with this plan. All meals are at Lehman Dining Center only. We do not recommend this plan for Crane students, especially those living in Knowles.

19MEAL

Nineteen meal blocks per week (approximately 300 meals per semester) that can be used for an all-you-care-to-eat meal at Lehman Dining Center or as a \$5.75 credit towards food purchased in selected restaurants across campus.

14MEAL

Fourteen meal blocks per week (approximately 225 meals per semester) that can be used for an all-you-care-to-eat meal at Lehman Dining Center or as a \$5.75 credit towards food purchased in selected restaurants across campus. A great blend of convenience and value; this is our most popular plan.

9MEAL

Access to Lehman Dining Center nine times per week (approximately 150 meals per semester) or as a \$5.75 credit towards food purchased in selected restaurants across campus. A great plan for those who expect to eat dinners and weekend brunches at Lehman Dining Center but want the flexibility of eating lunches and snacks at any dining unit.

5MEAL

Access to Lehman Dining Center five times per week (approximately 85 meals per semester) or as a \$5.75 credit towards food purchased in selected restaurants across campus. A good plan for those who expect to be off campus most weekends but plan to eat weekday dinners at Lehman Dining Center.

All Flex

A minimum meal plan for students living on campus. It provides the lowest entry price to Lehman Dining Center plus guest passes. You can eat in any dining unit using your flex credits.

Semester Townhouse/Commuter Meal Plans

Lehman50 or 75: These two plans provide entry for 50 or 75 visits to Lehman Dining Center for an all-you-care-to-eat meal to be used any time during the semester

Commuter100/300/500: Choose one of these three all flex plans, which may be used in any dining location. Save the 7% NYS sales tax and receive a 10% discount for the Lehman Dining Center cash price.

All terms and conditions apply to these meal plans.

Estimated Cost of Similar Community Accommodations

Room	\$1,565/semester
Board	\$1,335/semester

Personal Expenses (estimated for full-time)

Books and Supplies	\$500/semester
Transportation: In-state	\$300/semester
Miscellaneous living costs	\$600/semester

Miscellaneous Charges

Late Payment Fee (monthly) \$50
 Definition of Late Payment: Any payment not completed at the appropriate time established by the Bursar's Office for each academic term.

Late Registration Fee (maximum)..... \$50
 Definition of Late Registration: Any registration not completed at the appropriate time established for each registration period.

Returned Check	\$20
Student Alumni Fee (optional)	\$10
SUNY Application Fee (per college)	\$40
Parking Fine	\$15
Handicapped Zone Fine.....	\$50

Payment of College Bill

SUNY Potsdam will mail a Student Billing Statement with a respective due date for the semester of enrollment. The Student Billing Statement will reflect the cost of attendance based on the credit hours of enrollment at the time of billing. Late fees may be applied to student accounts that are considered past due. State regulations require interest to be charged on past due accounts.

Payments may be made by cash, check, MasterCard or Visa. Tuition may be deferred to confirmed financial aid awards. 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.

To assist students, the College bill may be paid through the SUNY Potsdam Time Payment Plan. The SUNY Potsdam Time Payment Plan allows the semester cost to be spread over three payments: one-half due by the billing due date as indicated on the Student Billing Statement, with two subsequent quarterly bills due within the semester of enrollment. Information may be obtained by contacting the Bursar's Office at (315) 267-2137 or by e-mail: bursar@potsdam.edu.

If financial aid exceeds the student's College bill, a refund will be issued in the student's name. The Bursar's Office will e-mail students at their respective SUNY Potsdam e-mail address upon availability of the refund check.

Refund Policy

Students who withdraw from the College will be refunded tuition and room and board payment in accordance with the following schedule:

Official Withdrawal During	Semester 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. No money shall be refunded unless application of refund is made within one year after the end of the term for which the tuition to be refunded was paid. For refund purposes, the first day of the class session shall be the first day of the semester or other term: 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 if at least one course in the term is attended.

A tuition schedule for any term other than the above is available at the Bursar's Office, Raymond Hall.

The College Fee, Intercollegiate Athletic Fee and Fitness Center Fee are not refundable under ordinary circumstances. The SGA Fee is refunded in accordance with the organization's rules and only upon request. Application should be made directly to the SGA Office in the Barrington Student Union.

The Musical Equipment Maintenance Fee and Applied Music Fee are refunded only if students do not register and have previously paid the fee. Board (food service) refunds are made in accordance with the policies of PACES Dining Service. The Health Fee, Technology and Field Experience Fee may be waived in special circumstances by written request to the respective Offices. Studio Art, Wilderness Education and Geology fees are subject to approval from the Department of Art Chairperson, Wilderness Education Director and Department of Geology Chairperson, respectively.

If financial aid exceeds the student's College bill, a refund will be issued to the student.

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 guidelines are available in the Bursar's Office.

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 money to be used toward educational expenses). Please note that to be considered for government aid, a student must be matriculated (that is, accepted into a degree program).

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's 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 is accurately determined. To that end, the office randomly 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. (Costs – EFC = Need). The College Financial Aid Office attempts to coordinate meeting 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 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) is an orphan or ward of the court; d) has legal dependents other than a spouse; 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.

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 1. You/your parent will need a PIN number to act as electronic signature. You can apply for a PIN at www.pin.ed.gov.
2. 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 providing funds are still available.
3. 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.
4. Notify the Financial Aid office, in writing, of any funding awarded from private/outside sources.
5. 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:

1. be a U.S. citizen or permanent resident alien;
2. be enrolled (or accepted for enrollment) in an undergraduate degree program;
3. demonstrate financial need. Federal Pell Grant awards are paid for undergraduate study at approved institutions as long as the student meets academic progress requirements;
4. be working toward a first bachelor's degree.

Once the FAFSA is processed, a Student Aid Report is mailed or e-mailed 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.

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 Academic Competitiveness Grant

Available to first and second year undergraduate students (maximum award is \$750 for first year recipients and \$1,300 for second year recipients). To be eligible you must:

1. maintain a B average in the freshman year;
2. be a U.S. citizen;
3. be eligible for a Federal Pell Grant;
4. be a full-time student who graduated from a rigorous high school curriculum after 1/1/2006 (as determined by NY State guidelines);
5. demonstrate financial need.

National SMART Grant

Available to third and fourth year undergraduate students (maximum award is \$4,000). To be eligible you must:

1. be a U.S. citizen;
2. be eligible for a Federal Pell Grant;
3. be a full-time student who majors in mathematics, science, technology, and certain foreign languages deemed important to national security;
4. have at least a 3.0 GPA;
5. demonstrate financial need.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

1. be a U.S. citizen or permanent resident alien;
2. be enrolled (or accepted for enrollment) in an undergraduate degree program;
3. demonstrate financial need;
4. be PELL eligible.

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, students must complete the FAFSA to receive a pre-printed TAP application, which may need to be completed, signed and returned to HESC. New York State scholarship recipients must also complete the TAP application annually to renew the scholarship. 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. Graduate students may receive awards for four years. No student (including opportunity students) may receive awards for more than a total of eight years of undergraduate and graduate study.

As of June, 1996, New York State law requires that, in order to maintain TAP eligibility, a student must have a cumulative C/2.0 grade point average to receive TAP for the fifth semester payment. *Standards of academic progress for TAP eligibility are described on page 26.*

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 HESC-guaranteed 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 26.

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 and Firefighters
- Vietnam Veterans and Persian Gulf Veterans Tuition Award
- Regents Professional Opportunity Scholarship
- Regents Health Care Opportunity Scholarships
- Robert C. Byrd Honors Scholarship Program
- Scholarships for Academic Excellence
- Regents Award for Child of a Veteran
- Primary Care Services Corps

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

Vocational Rehabilitation

Application Procedures: Details may be obtained from the Office of Vocational Educational Services for Individuals with Disabilities (VESID). Request a list of local offices from VESID, New York State Education Department, Albany, NY 12230.

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. VESID 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, 155 Washington Avenue, 3rd floor, Albany, NY 12243.

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, New York State Education Department, Room #465EBA, 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. official transcript of high school record or photostat of General Equivalency Diploma;
2. personal letter, clearly setting forth educational plans;
3. signatures of the parents of minor applicants, approving education plans;
4. official tribal certification form;
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 \$2,000 per year for a maximum of four years of full-time study (five years, where a fifth year is required for completion of degree requirements), a minimum of 12 credit hours per semester. Students registered for fewer than this number will be funded approximately \$85 per credit hour. 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 a fall orientation program.

Interested students should contact the Director of Special Programs, Sisson 208 at (315) 267-2335.

Loans

Federal Perkins Loan

Depending on financial need, students may qualify to borrow through the Federal Perkins Loan Program. *To apply, refer to the General Financial Aid Procedures on page 22.*

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.

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, accept the loan(s) on the financial aid package Award Confirmation Form.

Upon acceptance of a Federal Direct Loan on the Award Confirmation Form, 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.

When planning loan financing, students should expect a deduction of funds for an origination and insurance fee (a two percent fee, plus an automatic rebate of 1.5 percent), at the time of disbursement.

Federal Direct Subsidized Stafford Loans

Federal Direct Subsidized Stafford Loans are need-based and are interest-free while the student is enrolled in college on at least a half-time basis. Repayment with interest begins six months after the student leaves school or drops below six credit hours. The interest rate for new borrowers is as follows:

- 6.8 percent for loans first disbursed July 1, 2006 to July 1, 2008
- 6 percent for loans first disbursed July 1, 2008 to July 1, 2009
- 5.6 percent for loans first disbursed July 1, 2009 to July 1, 2010
- 4.5 percent for loans first disbursed July 1, 2010 to July 1, 2011

Federal Direct Unsubsidized Stafford Loans

The Federal Direct Unsubsidized Stafford Loan program has similar terms, interest rates and annual loan limits to the Subsidized Federal Stafford Loan program. Unlike the Federal Direct Stafford Loan, the unsubsidized loan is not need-based; interest will accrue while the student is in school. Students may choose to pay accrued interest while in school or may allow interest to accrue and be capitalized (added to the principal balance), as a means of deferring payment. To obtain a Federal Direct Unsubsidized Loan you must first be evaluated for federal need-based funds.

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

\$3,500.....	freshmen	\$5,500	juniors, seniors
\$4,500.....	sophomores	\$8,500	graduate students

Students who have been deemed independent for purposes of Federal financial aid may be eligible for the following additional unsubsidized funds:

\$4,000....	freshmen, sophomores	\$12,000	graduate students
\$5,000.....	juniors, seniors		

The cumulative total for undergraduate loans for dependent students cannot exceed \$23,000. The cumulative total for independent undergraduate students cannot exceed \$46,000 (no more than \$23,000 subsidized/\$23,000 unsubsidized). Graduate students may borrow up to a combined total of \$138,500 with subsidized funding limited to \$65,500.

Federal Direct Graduate PLUS Loan

Federal Student Loan for Graduate or Professional students that works just like a Federal 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 of 7.9%.

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. The current interest rate is fixed at 7.9 percent. 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 are eligible will receive Promissory Note materials in the mail after the Financial Aid Office has reviewed all records. Once the Promissory Note is completed the College will request the disbursement of funds from the United States Department of Education.

Responsibilities of Recipients: A student may borrow at a relatively low interest rate with no repayment as long as he or she remains enrolled at least half-time. Payment of principal may further be deferred during study in a graduate fellowship program approved by the U.S. Commissioner of Education. In addition, a student can defer payment if in rehabilitation training, unemployed, or experiencing economic hardship.

Other deferments are available to students who, at the time of obtaining a Direct Loan, have an outstanding balance on a Federal Stafford Loan, Guaranteed Student Loan, Federal Insured Student Loan, Federal SLS Loan, ALAS Loan or Federal Consolidation Loan made prior to July 1, 1993.

Six months after a student drops below half-time status, the borrower must make formal arrangements with the Direct Loan service to begin repayment. The following regulations apply:

1. Depending on the amount of the loan, the minimum monthly payment will be \$50 plus interest. Under unusual and extenuating circumstances, the lender, on request, may permit reduced payments.

2. Standard repayment period is 10 years.
3. Extended payment plans vary from 12 to 30 year periods. Other options include Graduated and Income Contingent repayment plans.
4. Repayment in whole or part may be made at any time without penalty.

Standards of academic progress for Stafford Loan eligibility are described at the end of this section.

Sources: *William D. Ford Federal Direct Loan Exit Counseling Guide* and the *1999-00 Federal Student Aid Handbook*.

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 refund 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 loan.

Employment

All on campus student employment opportunities are posted online at: www.potsdam.edu/HR/StudentEmploy.

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 be:

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 our Web site at: www.potsdam.edu/HR/StudentEmploy.

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 22.

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, PACES, Temporary Service and the Potsdam College Foundation are posted on our Web site at: www.potsdam.edu/HR/StudentEmploy.

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 toll free at (888) 442-4551 or see the G.I. Bill Web site: www.gibill.va.gov.

If you are planning to use GI benefits at SUNY Potsdam, please contact the campus coordinator of Veteran's Education Benefits in the Registrar's Office, toll free (877) 768-7326 or (315) 267-2154. The Potsdam Web site is: www.potsdam.edu/REG/veterans.htm.

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 per semester
 2nd year of State aid fundingfinish 9 hours per semester
 Subsequent years of State aid funding.....finish 12 hours per 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 chart below shows requirements for satisfactory academic progress, which 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 students who first received TAP in 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	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

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.

Please Note: students who do not have a 2.0 GPA are not eligible to receive payment for their fifth and subsequent semesters of TAP. This also applies to re-admitted students.

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 Stafford Loan) make satisfactory progress toward the completion of a degree to maintain eligibility for that funding. Progress must be reviewed, on a cumulative basis, after each term of enrollment, including periods for which the student did not receive financial aid.

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" on page 52.

Credit Hour Requirement

Federal aid recipients are required to earn a minimum of 67 percent of all *attempted* credit hours. Transfer credits will be included in the evaluation of this requirement. Withdrawals, Incompletes and Repeated coursework must also be considered in the analysis, and will be included in the calculation of cumulative attempted credit hours.

Maximum Time Frame

Undergraduate students may receive aid for a maximum of 150 percent of the degree program requirements. The average length of an undergraduate program of study at SUNY Potsdam is 124 credit hours (120 academic hours plus four physical education credits). The maximum time frame for most SUNY Potsdam students to receive aid is 186 *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 will be reviewed on a case-by-case basis. Students enrolled in dual degree programs and double majors are bound by the same maximum limitations as students in standard programs.

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.

Appeals

Students who have been deemed ineligible for federal aid, on the basis of this policy, may appeal the status through the Financial Aid Office. *Ineligibility based on maximum time frame may not be appealed.* Appeals will be considered on the basis of mitigating circumstances, such as personal illness or injury, or the death of an immediate family member. The Satisfactory Academic Progress Committee will review appeals; decisions of the committee will be forwarded to each appellant in writing, and will be final.

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;
- information on completion/graduation rates for student athletes;
- Equity in Athletics Disclosure Act;
- drug and alcohol abuse prevention information;
- Cleary (Campus Security) Act;
- Family Educational Rights and Privacy Act (FERPA);
- availability of employees for information dissemination.

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.

SUNY POTSDAM SCHOLARSHIPS

Thanks to the generosity of many SUNY Potsdam alumni, employees, businesses, foundations and friends, the Potsdam College Foundation is able to award nearly \$1.8 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.

The following is a list of scholarships available to undergraduate students at SUNY Potsdam, organized by the general category of students who are eligible to receive the scholarship.

An asterisk (*) denotes scholarships awarded to incoming students upon admission.

Scholarships for Freshman Students

Potsdam Scholars Program (First Year Students)* application required

The Potsdam Scholars Program provides scholarship awards to incoming first-year fall applicants based on academic excellence as measured by high school grade point average in conjunction with standardized test scores. Consideration is given to participation and leadership in extracurricular activities as well as community service. Students earning at least a 90 GPA or combined SAT Math and Critical Reading scores of 1100 (ACT composite of 24) and higher may apply for a 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 some fees, a \$500 book stipend, residence hall fee waiver and board are awarded each year. These

awards are renewable for three additional years of undergraduate study with the attainment of a 3.25 minimum GPA. The value of these awards may be adjusted based upon other grants and scholarships a student receives. A scholarship application and interview are required.

Alumni Association Scholarship – application required

Awarded to a child or grandchild of a SUNY Potsdam graduate. Student must be nominated by said SUNY Potsdam graduate and must be an incoming freshman, incoming transfer or a current student. 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.

Penny Thompson Barshied Scholarship*

Open to all incoming students based on achievement.

Class of 1948 Scholarship (either freshman or transfer)*

Awarded to any first-time student (either first-year or transfer) who exhibits a strong academic background and the potential for future academic excellence, the financial need for support, 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. The scholarship may be renewed if the student maintains at least a 2.5 cumulative grade point average and continues to exhibit evidence of the qualities above.

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. The award may be renewed for up to four additional years providing the student maintains a cumulative grade point average of 2.5 or higher.

McCue Memorial Scholarship*

Awarded to a student with a sincere desire to achieve completion of an undergraduate degree at SUNY Potsdam. Recipient should have significant financial need and an appreciation for the value of higher education. This award may be renewed annually with a minimum cumulative grade point average of 3.0.

Minerva Scholarship*

Awarded to incoming first-year students based on academic achievement, special abilities, and demonstrated talents. This award is renewable for up to four years.

Frances Aust Silbereisen Scholarship*

Awarded to students based on financial need.

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.

Scholarships for Transfer Students, All Majors

Potsdam Scholars Program (Transfer Student)* application required

The Potsdam Scholars Program provides scholarship awards to incoming transfer fall applicants based on academic excellence as measured by the previous college grade point average. 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, one recommendation letter and current FAFSA application are required. Awards start at \$1,000 a year.

Alumni Association Scholarship

(see above for description)

Sylvia Levitt Angus Scholarship*

Awarded to incoming sophomore transfer students based on academic achievement in any academic major at the College. May be renewed for subsequent undergraduate years if need and academic qualifications continue.

Joy Bernetta Ortel Memorial Scholarship*

Awarded to transfer students.

David Petty Memorial Scholarship*

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

Quentin Reutershan Memorial Scholarship (non-traditional transfer students)*

Awarded to non-traditional transfer students who, at minimum, have achieved second semester sophomore standing and demonstrate academic excellence and leadership potential through activities at the previous institution. Recipients must achieve a 3.5 cumulative GPA, show leadership in activities in their department or in campus-wide programs while at their previous institution, and have high financial need.

Scholarships for Non-Traditional Students

Alfred and Fadwa Aseel Scholarship*

Awarded to non-traditional students who are balancing family and/or work obligations. Will be used to support a student whose pursuit of higher education is allowing them to “re-invent” themselves and their future. This award may be renewed on an annual basis if the student maintains eligibility.

Dorothy C. and John P. Flynn Fellowship

Awarded to a matriculated, full-time non-traditional student aged 25 years or older who has completed a bachelor's degree and was previously a student in an EOP program at the baccalaureate level. Candidates will be enrolled in a teacher preparation program at the college.

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. Scholarship is renewable until graduation, as long as the recipient maintains good academic standing.

Quentin Reutershan Memorial Scholarship (non-traditional transfer students)*

(see above for description)

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. This award may be renewed as long as the 3.0 average is maintained.

Ellen Smith Memorial Scholarship*

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

Scholarships for Returning Students, All Majors**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.

Class of 1977 Scholarship

Awarded to two students (one of each gender) who meet the following criteria: must be entering their second year at SUNY Potsdam having demonstrated both academic and leadership abilities at the College and/or in the community during their first year at SUNY Potsdam. Student must have completed one full year at SUNY Potsdam prior to being nominated. 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.

Fallon Family Leadership Award

Awarded annually to a sophomore or junior student who demonstrates significant leadership and service. This award is intended for the student leader who demonstrates by action the value of service and commitment. The Fallons wish to recognize and encourage subtle and quiet leadership.

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 Gamma Sorority Executive Board in consultation with their adviser.

PACES Scholarship

Awarded to a matriculated student who is a PACES student employee or the child of a PACES employee. Students must have a minimum cumulative grade point average of 2.75 and show leadership in campus and/or community programs while at SUNY Potsdam. Financial need will be considered but will not be the primary determining factor.

Russ Persson Memorial Award/Delta Kappa Theta

Awarded to a member of the Delta Kappa Theta fraternity who exhibits clear financial need.

Prometheus Alumni Scholarship

Awarded to an outstanding member of Prometheus.

Prometheus Fallen Brothers Scholarship

Awarded to an exceptional leader of Prometheus who exhibits service to the community and his fraternity.

Rebecca R. 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.

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.

Scholarships for International Students, All Majors**Foreign Student Scholarship**

Awards for international students.

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.

Region-Specific Scholarships**Dr. Thomas M. Barrington Scholarship***

Awarded to incoming students who are residents of the North Country. Renewable for up to four years.

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

Awarded to an incoming SUNY Potsdam student who is enrolled in a teacher-preparation program at either the bachelor's or master's level. Preference shall be given to students who have graduated from Northville Central High School, Northville, Fulton County, NY, but the selected recipient may also be from any of the following counties: Fulton, St. Lawrence, Franklin, Clinton, Essex, Warren, Washington and Hamilton.

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.

Carbary Scholarship – application required

Awarded to matriculated students enrolled in an education major who have attained junior status, maintained a 3.0 or better average, and have legal residence in Clinton, Essex, Hamilton, Franklin, St. Lawrence or Jefferson County.

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. This award may be renewed for up to three additional years as long as the student remains in good academic standing.

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.

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.

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.

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.

Norman Halprin Scholarship*

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

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.

Bernadine Howe Scholarship*

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

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.

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. All candidates being equal, financial need may be a factor.

Darlene Kerr/Niagara Mohawk Scholarship*

Awarded to incoming female 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. This award may be renewed throughout the undergraduate years as long as the student remains in good academic standing.

KeyBank Scholarship

Awarded to North Country students with financial need.

Gloria B. Misnick Scholarship*

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.

Verna M. Mulvana and Margaret Ann Mulvana Nicola Scholarship*

Awarded to a student who attended Salmon River Central High School.

North Country Merwin Scholarship*

For students from the North Country who have an 85 high school GPA and/or 900 Board scores. Leadership and significant student activities will also be included.

North Country Newell Scholarship*

For students from the North Country who have an 85 high school GPA and/or 900 Board scores. Leadership and significant student activities will also be considered.

North Country Savings Bank Scholarship

Awarded to a deserving student who demonstrates financial need, resides in St. Lawrence, Franklin, or Jefferson Counties and whose chosen field of study is economics or mathematics.

Tony Peterson Memorial Scholarship

Awarded to a sophomore, junior or senior who is in good academic standing and who is a former student of Clifton Fine Central High School. Preference shall be given to students in one of the following areas of academic interest (in order of preference): music education, a bachelor of music program not directed at teacher education, theatre, art or other humanities area as defined by the National Endowment for the Humanities. If no students are eligible according to these criteria, the scholarship shall be awarded to a sophomore, junior or senior in good academic standing who is a former student of Clifton Fine Central High School, regardless of his or her area of academic interest.

Renzi Brothers Scholarship

One \$2,000 scholarship will be awarded to a student from St. Lawrence County and one \$2,000 scholarship to a student from Jefferson County. One of the two scholarships will be based on financial need and the other will be merit-based.

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.

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.

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 or Croghan.

St. Lawrence River Patrons of the Arts Scholarship – Art

These scholarships will be awarded to students who reside in Central and Northern New York. A scholarship committee from 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

The Dean of the Crane School of Music shall select scholarship recipients in the spring each year. Students to be considered for selection 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. These scholarships will be awarded to students who reside in Central and Northern New York.

The Struthers Scholarship *

The scholarship shall be awarded to an entering freshman who intends to major in Business Administration who exhibits financial aid need. The recipient must be from Clinton County.

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. Recipients must exhibit clear financial need and show promise that higher education will make a significant difference in their professional, personal, and community lives.

Max W. Templeton Memorial Scholarship*

To be awarded to a student from Oswego County who is in need of financial assistance. Will be awarded through the annual Scholarship Golf Classic.

Wallace-Saranac Lake Scholarship*

Awarded to an incoming student from Saranac Lake High School who demonstrates financial need in meeting the cost of a residential undergraduate experience at SUNY Potsdam. This award may be renewed annually for four years as long as the student maintains a 3.0 grade point average as a full-time student.

Waste Stream, Inc. Scholarship*

Awarded to a St. Lawrence County student.

Watkins North Country Scholarship*

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

Jerry and Catherine Welsh Scholarship

Awarded to a matriculated education major who has achieved second semester sophomore standing and who demonstrates high financial need, academic excellence through achievement of a 2.75 cumulative grade point average, and leadership in campus and/or community programs while at SUNY Potsdam. Candidate must be a graduate of a St. Lawrence or Franklin County high school and be enrolled in the coaching certification program.

**Scholarships for Arts and Sciences Majors
Not region-specific**

Please see the previous section on Region-specific Scholarships for information on scholarships available to arts and sciences majors from particular geographic regions.

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.

Robert and Katherine Briggs Scholarship

Awarded to two students each year who have achieved an average of 3.25 in history. Priority will be given to St. Lawrence County students who have just finished the freshman year. This award may be renewed each year as long as a 3.25 history average and 3.0 cumulative average is maintained.

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's achieving junior or senior status.

The 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.

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. Renewable for up to two additional years. Candidates must submit an essay describing why they wish to be considered for the scholarship.

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.

Dr. Poeliu Dai Scholarship

Awarded to a sophomore or junior political science major who is experiencing financial need and has maintained a GPA at the Dean's List level or higher. First preference will be given to foreign students with exceptional abilities. This award will be renewable for three years (until graduation) contingent upon the maintenance of a GPA at the Dean's List or higher.

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.

Allen Danks Memorial Award

Awarded to politics majors with a 3.5 average in at least 16 hours in the major at the time the award is made and a cumulative average of 3.3. Candidates will show evidence of active involvement in social, community, and/or political causes. This award may be renewed if basic criteria are met each subsequent year.

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.

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.

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 as determined by faculty recommendations shall all be considered.

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 who 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.

George R. Isenberg Award

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

Thomas Jones-Tavano Memorial Scholarship

Awarded to a full-time student studying economics in his or her fifth or sixth semester. Selection to be based on academic merit.

Dr. Alexander G. Major Scholarship

Awarded to a biology or chemistry major who has completed the first semester of the senior year. Candidates should demonstrate significant competence in biochemistry.

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.

Father James Pennock Memorial Scholarship

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

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.

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.

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. 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 the second time. The award is to be presented at the annual Arts and Sciences Honors Convocation.

Scott Powell Memorial Scholarship

The purpose of this scholarship is to provide financial assistance to a student for field work in Archaeology/Anthropology.

Mary Powers Miller Scholarship

Awarded to a student majoring in drama at the College.

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. The scholarship is renewable for up to three additional years with a 3.0 grade point average.

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. The scholarship is renewable for one additional year as long as the recipient maintains good academic standing.

The Ramage Art History Travel Award

The award shall be granted to an Art History major 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.

Dr. John "Jack" Rezelman Award

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

Thomas L. and Jane D. Russell Distance Education Scholarship

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.

John F. and Anne C. Schwaller Scholarship for Study Abroad

The scholarship will be awarded to a student planning to study abroad (excluding Canada), based upon recommendations made 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.

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 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. The scholarship will alternate between the two academic areas. First preference to a student in St. Lawrence County. If no candidates can be found, second preference is for a student from the following counties: Franklin, Clinton, Jefferson or Lewis. If no candidates can be found in any of the above-mentioned counties, third preference would be for a student from New York State.

Charlie Smith Math Scholarship

Awarded to students in several math majors.

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 with a 3.0 or higher grade point average. Candidates must be residents of St. Lawrence, Clinton, Essex, Jefferson, Hamilton, or Lewis Counties. Students must also demonstrate personal initiative through verified part-time employment, completion of internships, and overcoming substantial personal, social, or economic hardship.

SUNY Potsdam Mathematical Scholarship

Four scholarships for students scoring at least 100 in the American High School Mathematics Examination (AHSME). Will be renewed for each of two more years for any recipient who pursues a double degree BA/MA program in mathematics. If not awarded to an entering freshman, it will then be awarded to a student currently pursuing the BA/MA program.

Peg White Scholarship of Love

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

Scholarships for Music Majors Not region-specific

Please see the previous section on Region-specific Scholarships for information on scholarships available to music majors from particular geographic regions.

Alice Aness Endowed Scholarship*

Awarded to full-time sophomore students pursuing a degree in music with a minimum grade point average of 3.0. This award may be renewed for two additional years as long as the 3.0 average is maintained.

James Autenrith Scholarship

First preference shall be given to a student who has had some organ lessons and/or has had experience playing for church services. Second preference shall be given to a voice major or a choral conducting student who is interested in sacred music as a soloist or choir director. If no students meet the first or second eligibility requirements, the scholarship may be awarded to a piano student who is engaged in vocal studio or choral organization accompaniment. The award will not necessarily be automatically renewed; the most deserving student will be selected each year.

Elizabeth and Maurice Baritaud String Scholarship*

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

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. This award may be renewed for three additional years.

Malcolm and Sylvia Rury Boyce Scholarship*

Awarded to a music education or performance major who exhibits exceptional musical talent and growth potential who might not otherwise choose SUNY Potsdam.

Anna Pease Breaky Scholarship*

Awarded to piano students at The Crane School of Music.

Virginia Rose Cayey Scholarship

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

Oscar Cohen Memorial Scholarship (freshman or transfer) *

Awarded to an entering freshman or transfer student who has declared a major or minor in the Business of Music program. In order to be eligible for the scholarship the student must have a high school GPA of at least 3.25, on a 4.0 scale. It may be renewed for up to four additional years, as long as the student meets the following criteria: maintains an overall GPA of at least 3.25, on a 4.0 scale; is an active participant in MADSTOP records.

Ken Cottrell Outstanding Human Award

Awarded annually to two music major students (one male and one female) in their sophomore or junior year who will be enrolled at SUNY Potsdam for at least one more year of study. 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 at the Honors Convocation to full-time students pursuing a degree in music education. Students must have a cumulative grade point average of 3.25 or higher.

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 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. The scholarship is renewable for up to three additional years provided the recipient remains in good academic standing as defined by the College and The Crane School of Music.

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.

The scholarship may be renewable for up to three additional years for full-time recipients.

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 to recruit an incoming clarinetist.

Mary E. English Scholarship*

Given to deserving music education and/or string majors.

Calvin C. Gage Memorial Scholarship*

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

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.

Jessie B. Harman Scholarship

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

Russell Distance Education Scholarship – application required

Awarded to matriculated students who enroll in an online course offered in either Winterim or Summer session. To qualify, a student must have successfully completed at least one credit-bearing online course. Preference is given to matriculated Crane School of Music majors. Although, financial need is not a requirement, if all candidates have equal eligibility, as described above, preference shall be given to the student with greatest financial need as determined by the Financial Aid Office. For further information and application details, contact the Office of Extended Education, (315) 267-2166.

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.

Mary Lou Hultberg String Scholarship

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

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.

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.

Ludwig Scholarship*

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

Gordon Mathie Scholarship*

Awarded to incoming trumpet players who have demonstrated the greatest ability and potential.

McMenamin Scholarship*

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

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.

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.

Presser Award

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

Reinert Scholarship*

Awarded to an outstanding voice or bassoon major.

Selmer Scholarship*

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

Anna G. Shepherd Scholarship*

Awarded to a student at The Crane School of Music chosen 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.

Sara Merrick Snell Scholarship

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

Donald M. and Audrey Melrose Studholme Scholarship

The successful candidate will be enrolled in The Crane School of Music, be in good academic standing, and preference shall be given to music education majors concentrating in voice or piano/keyboard/organ.

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.

Wardell Scholarship*

Available to students in The Crane School of Music.

The Robert Washburn Fund

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.

Nancy Murchie Wustman Memorial Scholarship*

The recipient will be chosen by the voice faculty of The Crane School of Music. Eligible candidates must be an entering freshman voice major with outstanding talent and demonstrated financial need. One-time award for the student's freshman year.

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.

Scholarships for Education and Professional Studies Majors – Not region-specific

Please see the previous section on Region-specific Scholarships for information on scholarships available to Education and Professional Studies majors from particular geographic regions.

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. The scholarship may be renewable for up to an additional three years provided the student remains an Elementary Education major and is in good academic standing. If

recipient pursues their Master's degree in Education at Potsdam, the scholarship may be renewed for an additional year.

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, either in general or music education. (The scholarship will alternate between general and music education students.). Must be a non-traditional student, in good academic standing and have demonstrated financial need.

William Q. and Patricia B. Davis Scholarship – application required

Eligible students must be enrolled in the M.S.E.D. Literacy Graduate program, having graduated with an undergraduate GPA of 3.0 or above or a graduate student, having a minimum GPA of 3.5 if the recipient has had one or more semesters of graduate courses; evidence of ability to plan and organize other staff under their authority; evidence of experience in facilitating goal setting and accomplishment, successful teaching experience including pre-service and in-service. Preference will be given to candidates with some background in national and international travel.

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

Awarded to SUNY Potsdam undergraduate students majoring in Early Childhood Education. The recipient must have completed a full year of study at SUNY Potsdam and have a 3.0 GPA or higher, on a 4.0 scale. The scholarship may be renewable for up to an additional two years, provided the student remains an Early Childhood major and maintains a GPA of 3.0 or higher. Preference shall be given to students who exhibit a commitment to working with young children.

Richard C. and Joy MacDonald Dorf 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.

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. The scholarship is renewable for up to three additional years as long as the recipient remains in good academic standing.

Nannie Zelle Johnson Memorial Scholarship*

Awarded to a minority student who demonstrates financial need, outstanding academic performance, and extracurricular involvement. Applicants must be from a metropolitan area and major in a program leading to teacher certification in any field.

Evelyn Timerman Kelsey Memorial Scholarship*

Recruitment scholarship for education majors.

Frances 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.

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.

Eola Pitz Memorial Scholarship – application required

Awarded to non-traditional, full-time students who are pursuing a degree in education. Recipient will be a sophomore who maintains a grade point average of 3.0 or higher. This award may be renewed as long as the 3.0 grade point average is maintained.

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.

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.

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; must have earned a 3.0 GPA or higher; and must show a commitment to, and passion for, teaching young children. The scholarship may be renewable for up to an additional two years, provided the student remains an Early Childhood major, and maintains a GPA of 3.0 or higher. Preference shall be given to students with financial need, but need is not a requirement for the scholarship.

Ruth Johnson and James Walter Scott Scholarship for undergraduate and graduate students – application required

Awarded to students pursuing certification in teaching who exhibit financial need.

**School of Education & Professional Studies/
Annual Fund Award**

Selected by Education Department.

The Teacher Education Study Abroad Scholarship

The recipient must be an Education major and first preference will be granted to an Education major who is planning to do student teaching 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.

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.

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 have a minimum grade point average of 3.0, financial need, and exhibit a commitment to teaching.

Internship Scholarships**Johnson-White Annual Internship Scholarship**

The purpose of this scholarship is to provide financial assistance to students in support of their internship. The successful candidate must have an overall GPA of 2.5 or higher. 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. Students must also demonstrate financial aid need as defined by the Office of Financial Aid.

The 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.

Haden Land Internship Scholarship

Must be a computer and information sciences, mathematics or informatics student, preferably a double major/minor combination such as CIS/Math. Student must have secured an internship in the aerospace or defense industry. Preference given to an internship at Lockheed Martin. Students involved in Greek life are encouraged to apply.

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. Each student completing an academic internship is required to write an internship proposal to his or her faculty sponsor before completing the internship. Successful candidates must also demonstrate financial need as defined by the Office of Financial Aid.

Ada Santaferra/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.

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.

STUDENT LIFE**The Center for Campus Life**

The Center for Campus Life is a functional gathering of offices and services that serve students in a portion of their out of classroom experience. The Offices of Residence Life, Student Involvement and Leadership, the Barrington Student Union, and Conference Housing and Guest Services look to support students in finding meaning with their SUNY Potsdam experience. We strive to house students in an environment that is healthy, safe and conducive to learning. We attempt to connect students to activities and experiences that promote their growth and development through dedicated programming in the Residence Halls, student involvement in clubs and organizations, and leadership activities. As students spend a significant portion of time outside of the classroom, college residence halls and clubs and organizations present many opportunities for learning and personal growth. In addition, the Center works to connect visitors to the campus.

We provide accommodations for individual guests as well as groups and organizations. We act as a resource for students and visitors looking to schedule multi-purpose space for meetings and activities. It is the hope of the Center for Campus Life to create conditions that support and encourage life-long student learning, respect for others, and responsible citizenship/civic engagement.

Residence Halls - Undergraduate

Potsdam undergraduate students can choose from six modern, fully equipped residential complexes where living options that range from traditional double rooms to two-, four-, five-, six- and eight-person suites, apartments and townhouses. A very limited number of singles may 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, 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 the Director of The Center for Campus Life. Professional residence hall directors (RDs) and student resident assistants (RAs) and academic peer mentors (Mentors) in the FYE program work 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 area spaces 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. Coin-operated and BEAR Express operated washers and dryers are available in each residence hall provided by MacGray. Every floor has common area, single-sex bathrooms (except areas that have suites with bathrooms, Lehman North Apartments, and the Town Houses). Every student room/suite in the residence halls is wired for computer access as part of our partnership with Time Warner through their "Road Runner" service. 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. Moreover, each room/suite comes equipped with a coaxial cable TV hook-up. This allows students access to over seventy cable stations also through Time Warner. Students must provide their own television sets and can purchase additional packages. Every room/suite also comes equipped ready for telephone service. Students can provide their own phone or sign one out free of charge from the TelCom Office. Voice mail and all on and off campus calling (including long distance calls in the United States) are also available and are free of charge. Each student will be assigned a voice mailbox number and a personal billing number (PBN) to make off campus calls. 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, but not for cleaning up excessive messes left by students. The halls have an electronic keyless entry system that is active for 24-hours a day.

STUDENT SERVICES

Career Planning

The Career Planning staff provides the following services to SUNY Potsdam students and alumni:

Career Selection – Individual counseling, career interest tests, SIGI+ and FOCUS interactive career computer systems, and career books are resources used to assist in selecting career options. This service has proven to be of value whether or not students have already chosen their academic majors.

Career Entry – Individual counseling and group workshops in job search strategies, resume and cover letter writing, developing interviewing skills, and designing portfolios are provided. This service includes the maintenance of reference files, job vacancy lists, resume program and job fairs.

Career Management – This program is primarily an alumni service in career progression, career change and career problem solving.

Summer and Part-time Jobs – The office has directories of summer jobs listed by career field, academic major and geographic area with requirements for applying which provide special guidelines pertaining to them. Summer and part-time jobs are posted on our Web site at www.potsdam.edu/career.

Library – The Career Planning 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. Books are carefully selected and continually updated.

Graduate School Assistance – Library references and individual assistance in planning for graduate school is available.

Student Computer – Computers and a laser printer are provided for student use in preparing résumés and letters, searching for jobs, designing network cards, and developing portfolio pages.

Internet – Through the Career Planning page on the Web, students have access to information on job vacancies, employers, careers, summer jobs, graduate schools, financial aid and all office handouts. Students also can submit resumes and apply on-line. For further information, go to: www.potsdam.edu/career or contact Career Planning at (315) 267-2344.

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 offers individual writing tutoring, practicum opportunities for upper division students, and workshops on academic and creative writing topics. The Writery, adjacent to the College Writing Center, is equipped with Macintosh and Windows computers as well as comfortable tables and chairs where students and faculty can read, write or study. The facility is open weekdays in Carson Hall and evenings at the CWC Annex in Bowman Hall dorm. For more information contact the College Writing Center at (315) 267-3059 or check our Web site: www.potsdam.edu/cwc.

College Counseling Center

The College Counseling Center provides professional psychological services to students during times of personal, social, emotional and educational difficulty. Through individual or group counseling, students learn to deal more effectively with relationship difficulties, eating disorders, alcohol and other drug problems, study habits, crisis and loss situations, depression and anxiety. All of our therapists are licensed in New York State as Mental Health Counselors. The Center employs a developmental approach with primary focus on short-term counseling. All information shared in counseling is strictly confidential and fully protected under the law.

The Center also provides outreach programming and workshops designed to assist students with the developmental tasks of the college years; achieving independence, identity and intimacy. The Counseling Center supervises a cadre of well trained student "Wellness Advocates" that provide assistance to students, especially during after hours when the Center is closed. It should be pointed out to perspective students that resources in the local area for psychiatric treatment are extremely

limited and that the College has no psychiatric providers on staff. For more information, contact the College Counseling Center at (315) 267-2330 or stop by our office located at 131 Van Housen Hall.

Computing & Technology Services

Computing & Technology Services (CTS) provides support and leadership for SUNY Potsdam in all areas of information technology including desktop computing, networking, telephone services, administrative systems and instructional technology. Our main office is located in Stillman Hall, Room 209. We encourage you to contact us with any questions you may have. For additional information about CTS, go to www.potsdam.edu/cts or e-mail: cts@potsdam.edu.

Computer Purchase Programs

Students, faculty and staff are eligible for educational savings on a wide variety of personal computers and software. Prices are usually lower than the best mail order or internet offerings on the latest models. This popular purchase program includes both Macintosh and Windows based computers, printers, installation services, and all major software packages. Students interested in this program are strongly encouraged to take advantage of special pricing during the summer and/or spring semesters. Entering students who have signed a letter of intent to enroll in a course of study are eligible for the purchase programs as well. For further information, contact The College Store at (315) 267-2573.

Campus Computer Account (CCA)

Once admitted to the college, every student is assigned a Campus Computer Account (CCA). The CCA is used for campus e-mail, logging onto campus computers, Blackboard, publishing web pages and proxy access to campus restricted web sites. The same username and password is used for all of the above services.

- Login to computers in all labs and classrooms around campus
- Use various application programs provided by the College
- Access your SUNY Potsdam e-mail account at:
<http://bearmail.potsdam.edu>;
- Access Blackboard (the campus learning management system)
- Store computer files on central storage (Helios)
- Publish web pages on the College's web server
- Change your CCA password by going to the Web site at:
<https://account.potsdam.edu>

Blackboard

Blackboard is the official course management system at SUNY Potsdam, allowing professors and students to collaborate in an online learning environment. To obtain course documents, syllabi, a personal calendar and a wide variety of activities and information that is available twenty-four hours, seven days a week.

To access Blackboard, go to <http://blackboard.potsdam.edu>. At the login screen, enter your Campus Computer Account (CCA) username and password. You will be taken to the "Welcome" page where you can see your announcements and any Blackboard courses you are participating in. Your professor may have already enrolled you in the course or may ask you to self-enroll.

Blackboard is an easy tool to use. If you do have questions, please read the FAQ section of the Blackboard login page or click on the Help

button at the top of the page. This is a special Web site designed to assist students with Blackboard. You can also contact the CTS Helpdesk at (315) 267-2083 or e-mail your questions to bbsupport@potsdam.edu.

BearPAWS

BearPAWS is the web interface for students to view academic records and register for classes as well as other college services. Students will receive login information in their new student packets, distributed by the Admissions Office. Visit the BearPAWS home page at <http://bearpaws.potsdam.edu> to log in.

Once you are logged into BearPAWS, some of the many features will allow you to:

- Search the College Class Schedule and register for (or drop) classes
- View your personal class schedule
- View holds
- View your college transcript
- View your student billing and financial aid information
- View your addresses and update temporary or local addresses
- Sign up for room preferences and roommates
- Sign up for meal plans and Bear Express debit accounts
- View your telephone and voice mail account information as well as your user's guide
- Register your vehicle
- Sign up for new student services including orientation, First Year Interest Groups (FIGs), prepackaged books and micro fridges.

BearMail

Communicating with students is an integral part of life at SUNY Potsdam. Faculty and administrative personnel use this e-mail address to contact students with important announcements and information. It is required that every student use their SUNY Potsdam e-mail account on a regular basis throughout their educational experience. Your SUNY Potsdam e-mail address is [username]@potsdam.edu. To access BearMail, go to <http://bearmail.potsdam.edu>.

Wireless Network at SUNY Potsdam (W@SP)

The wireless network at SUNY Potsdam is a standard 802.11b/g implementation of wireless. This service is free to all students. For more information and an up-to-date map of wireless campus locations, go to <http://wireless.potsdam.edu>.

Look for the wireless hotspot logo in areas that support this service.



Internet2 Access

SUNY Potsdam is part of the NYSERNet Research and Education (R&E) network, which provides high-performance network connectivity for a statewide community of universities, colleges, corporate and federal research labs, libraries, museums, and K-12 schools. The network has external connections to various national and international R&E networks including Internet2's national IP R&E network.

Kellas Helpdesk

The primary function of the Helpdesk is to resolve service requests and to assist faculty, staff, and students with campus computing related problems. Students having problems with campus computer accounts or related services should report these problems to the Helpdesk. You can visit the Helpdesk in Kellas 100, send e-mail to helpdesk@potsdam.edu, or call (315) 267-2083. The staff will assist in answering any questions you may have or, if necessary, will refer you to the appropriate office.

Hours of operation are Monday through Friday from 8:00 a.m. to 4:30 p.m. and CTS provides limited Helpdesk services after normal business hours when classes are in session as well.

TelCom Office

The TelCom office handles all telecommunications services for faculty, staff, and students at SUNY Potsdam. These services include but are not limited to, local, long-distance, cellular, inbound toll free and calling card services. The TelCom office may be reached by calling (315) 267-3000 or e-mailing telcom@potsdam.edu.

Residential Cable Television & High-Speed Internet Services

Time Warner Cable provides video and high-speed internet service to all students living in our Residence Halls. Tampering with and/or unauthorized use of the TV cable and/or the high-speed internet modem is expressly forbidden. This offense will be subject to College disciplinary action. For information on other services offered by Time Warner Cable, go to <http://www.potsdam.edu/TW>.

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 Campus Civility Center, Collegiate Science and Technology Program (CSTEP), Office of Native American Affairs, North Country Science and Technology Program, and the Potsdam Akwesasne Talent Search (PATS). 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 and technological fields and/or the licensed professions.

With a twenty year record of success, the program features individualized student contact and support, and puts a strong emphasis on students

gaining hands-on experience in their chosen field prior to graduation (e.g. internship, 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 student 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 Web site at: www.potsdam.edu/cstep.

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 Web site at: www.potsdam.edu/ncstep.

Potsdam Akwesasne Talent Search

The Potsdam Akwesasne Talent Search Program (PATS) is a federally funded TRIO program that provides academic enrichment and social support, as well as, informational services to economically disadvantaged and/or potential first-generation college students.

The program's purpose is to encourage participants to enter postsecondary education programs (technical/community colleges and four-year institutions). PATS purpose is achieved with a variety of services that are provided to students in grades six through twelve throughout St. Lawrence County, Franklin County and the Akwesasne Mohawk Reservation.

The PATS network, linking North Country secondary schools, colleges and community agencies, serves as a resource to Potsdam and the North Country communities.

For additional information and further assistance, please contact the PATS office at (315) 267-2762.

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.

Student Health Services

SUNY Potsdam's Watkins Student Health Center, located in Van Housen Hall, is accredited by the Accreditation Association for Ambulatory Health Care. This accreditation means that the College health services has met or exceeded 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:

- primary care providers who evaluate and treat illnesses;
- frequently prescribed medications on-site
- on-site laboratory services
- reproductive health
- allergy shots
- nebulizer treatments for asthma
- physicals for college athletes, travel abroad and employment
- confidential and anonymous HIV testing and counseling
- psychological screening and referral
- lipid panels
- glucose testing
- BP screening
- smoking cessation counseling
- annual Wellness Fair for campus and community
- flu clinics
- Self-Care Center for colds and flu
- on-site student insurance representative
- review and maintenance of health care records for each student
- assure compliance with New York State Mandates regarding immunizations
- health education in the form of active and passive programming, peer education and the maintenance of a resource library available to all students

For an appointment, please call (315) 267-2377.

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 in 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. Staff in all offices strive 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 e-mail duranttj@potsdam.edu. Check us out on the Web at www.potsdam.edu/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 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 in Sisson 128 if they are in the school of the Arts and Sciences, Teacher Education Advising Services in Satterlee 111 if they are in Education, 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, senior audits and can access early alerts and course summaries on BearPaws.

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) 267-3266 or stop by Sisson 128.

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 are married, or single with dependents.

Adult Learner/Non-Traditional students are represented on campus through the office of the Student Success Center (SSC). There is also a Non-Traditional Student Lounge located in Carson Hall where students can relax, study or hold meetings. The Adult Learner Adviser facilitates programs, advises students, answers questions and provides useful information on commuting/carpooling, childcare, tutoring, and computer technology assistance. For more information, please contact the Academic Support Coordinator, in Sisson Hall 116, (315) 267-3447.

Omicron Psi Omicron is the national honor society chartered expressly for Non-Traditional students. In the spring of each year, a number of non-traditional students who meet the national association's criteria are inducted into this prestigious honor society. National scholarships are also available for which members may apply and range from \$200 to \$1,000. For more information, please contact the Academic Support Coordinator, in Sisson Hall 116, (315) 267-3447.

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 accommoda-

tions. 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.

First Year Transitions/Orientation

The staff in the Office of First Year 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 one-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.

For more information, contact the Office of First Year Transitions at (315) 267-2735 or stop by Sisson 128.

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 judicial 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 to www.potsdam.edu/studentconduct.

Campus Ministry

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

International Education Program

National/International Exchange Programs and International Student Services

The Office of International Education and Programs coordinates the National Student Exchange Program to 48 states, 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, and from more than 400 overseas programs available through the SUNY consortium. For further information, call (315) 267-2507. See also "Special Academic Opportunities" page 59.

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/spring 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) 267-3150 or stop by the first floor of Sisson Hall.

Experiential Education

The Experiential Education Office (EEO) administers the College-wide Internship Program and Volunteerism 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.

Volunteerism Program

The Volunteerism Program has been established to give students the opportunity to connect with the campus and the local community of Potsdam. The Experiential Education Office views volunteerism as an excellent way for students to give freely of their time and expertise in order to make a difference. It is a program designed to give back to the community by lending a helping hand to people and organizations. While the volunteerism program does not offer credit to students, they are recognized with a certificate noting the project to which they volunteered and the number of hours volunteered.

Guidelines for completing a volunteer opportunity are as follows:

1. Visit the Experiential Education Office to discuss possible volunteer

opportunities or go to www.potsdam.edu/eo and click on the BearTracker link to search our database for volunteer sites.

- Contact volunteer site(s) to establish an agreement for volunteer work and assignments. Pick up a volunteer button from the Experiential Education Office to wear to your volunteer site.
- Fill out a commitment form and return it to the Experiential Education Office once your volunteerism commitment has been fulfilled. Forms can be picked up in 114 Sisson Hall or from our Web site. Just click on the Volunteer Program link.
- At the conclusion of the volunteer experience, the Experiential Education Office will send each student a "Certificate of Completion." *Note: All volunteer hour log forms must be returned to the Experiential Education Office by the last day of classes each semester to ensure timely mailing of certificates.*
- The Experiential Education Office will send each volunteer an evaluation via e-mail to complete regarding their volunteer experience.

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, Volunteer and Service-Learning Programs, the Experiential Education Office offers the following resources to students:

Resume and cover letter preparation through an online program called OptimalResume; a searchable database called BearTracker to access internship and volunteer sites; an internship library containing over 30 resources regarding internships; the Experiential Education Office Web site which includes resources for all our programs; a program guide for establishing an internship or volunteer 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) 267-2803, or e-mail eo@potsdam.edu or log onto: www.potsdam.edu/eo.

Learning Lab

The Learning Lab provides a variety of academic support services for all students. Walk-in tutoring is available in general study skills and in some disciplines, e.g., math and writing. Students may also request one-to-one and/or group peer content tutoring in any 100- to 300-level course. A small bank of computers is available for general use. Both iMacs and Windows computers are equipped with internet access and Microsoft Office. Workshops, presentations and review sessions

are also sponsored by the Learning Lab. For more information, please call (315) 267-3447.

SUNY Potsdam Childcare Center

SUNY Potsdam Childcare Center 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 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 faculty, students and staff, 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 Web site: www.potsdam.edu/spccc.

Special Programs

Bridges

The Bridges Program at SUNY Potsdam is a one-year, special admissions program for students who are not academically eligible for regular admission. Bridges provides basic support services to enhance first-year academic success. The transitional program includes academic advising, personal counseling and course registration assistance provided by the Director of Special Programs and other services such as group content tutoring and learning skills workshops provided through the Student Success Center. All Bridges students sign a learning contract which will specify program requirements. See page 15 for admission information.

Educational Opportunity Program (EOP)

EOP is a special admissions program for students who are not academically eligible for regular admission. Applicants must also be economically eligible for program services while demonstrating the potential for academic success. Program services include counseling, supplemental instruction, workshops, tutoring, additional financial assistance, fall orientation program and a freshman seminar. See page 16 for admission information and page 24 for financial aid information. For additional information please call (315) 267-2335 or go to www.potsdam.edu/eop.

Student Support Services Program

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, technology training, counseling, cultural activities and graduate school planning. Through coordination with other campus offices, the program also assists participants with career planning and financial aid counseling.

Eligible students:

- Are U.S. citizens or permanent residents;
- Are first-generation college students and/or meet certain family income guidelines and/or have a documented learning or physical disability, as well as;
- 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, please contact the Director of Student Support Services by calling (315) 267-2745 or e-mail fisherdg@potsdam.edu.

University Police

The University Police Department's mission is to provide a safe and secure environment for all persons on the College campus, and to protect the rights of each individual as we carry out our mission.

The University Police Department at SUNY Potsdam currently has eight police officers, two Lieutenants, and a Police Chief. The department is responsible for enforcement of federal, state, and municipal laws as well as vehicle and traffic laws. We ensure that the members of the College community comply with all campus rules and regulations. Services offered by University Police include personal safety and crime prevention programs, vehicle jump-starts and lock out assistance, campus escorts and emergency assistance. The University Police Department administers the campus parking program, to include vehicle registrations, parking fee collection and parking ticket appeals. We provide these services 24-hours per day and seven days a week, because we are committed to the safety and security of all employees, students and visitors to the campus. For more information, visit our Web page www.potsdam.edu/police or call us at (315) 267-2222.

ACADEMIC POLICIES AND PROCEDURES

Policies Relating to Academic Performance

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 submission:** 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, see page 45, the Northwestern University Principles Regarding Academic Integrity: www.northwestern.edu/uacc/uniprin.html, and The Rice University Honor Council www.honor.rice.edu/bluebook.cfm.

Potsdam Information Technology Acceptable Use Policy

SUNY Potsdam adapted an Information Technology Acceptable Use Policy that all faculty, staff, students and other authorized users must comply with. To view this policy, go to www.potsdam.edu/CTS/Policies/AUP.html.

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 with a 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 with a 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:

Phi Kappa Phi (national honor society for juniors and seniors)
 Phi Eta Sigma (national honor society for freshmen)
 Alpha Kappa Delta (sociology)
 Alpha Psi Omega (theatre)
 Beta Beta Beta (biology)
 Epsilon Delta Pi (computer and information sciences)
 Gamma Sigma Epsilon (chemistry)
 Kappa Delta Pi (education)
 Kappa Pi (art)
 Lambda Alpha (anthropology)
 Lambda Pi Eta (communication)
 Omicron Delta Epsilon (economics)
 Omicron Psi (all-discipline honor society for non-traditional students)
 Phi Alpha Theta (history)
 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 Delta Pi (Hispanic)
 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.

The most prestigious award given to two graduating students each year is the SUNY Potsdam Faculty Award. Endowed and presented by the faculty, one award goes to the student with the highest grade point average who has completed all degree requirements at SUNY Potsdam. The other goes to a transfer student with the highest grade point average.

For a representative sample of other awards, see the Scholarships section of this catalog beginning on page 27.

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 traditionally known as freshmen or sophomores. Such students normally register for coursework designated at either the 100 or 200 level. Likewise, courses offered at the 100 or 200 level are described as lower-division offerings. It should be noted that all work taken at a two-year, community or junior college is considered to be lower-division work.

Upper Division

Students who have earned 57 or more credit hours are traditionally known 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. Courses designated at the 300 and 400 levels are likewise designated 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.

Graduate

Courses at the 500 level are designated as graduate courses, but may, with permission, be taken by advanced undergraduates (students who have earned 57 or more credit hours of credit) for undergraduate credit.

Courses at the 600 level are limited to graduate credit only.

Seniors wishing to enroll in courses for graduate credit must make application to the Office of Graduate Studies, Satterlee 117. Seniors may enroll in graduate coursework for graduate credit under the following conditions. 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.

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, assuming satisfactory progress, be guaranteed the opportunity to complete the Bachelor of Arts or Bachelor of Science degree within four semesters of full-time enrollment. 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.

Non-traditional Students

Non-traditional students are encouraged to join the Non-traditional Student Organization (NTSO) which meets weekly each semester. For additional information, contact the organization's adviser by calling (315) 267-3266.

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.

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 = 0-11 credit hours

Full-time = 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 nominal measure of their level of refinement. 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 (<i>Advanced undergraduates may take them, with permission, for undergraduate credit.</i>)
600-699	Graduate (<i>Limited to graduate students and seniors with permission, see Graduate Course Levels, page 64 in the SUNY Potsdam Graduate catalog.</i>), for graduate credits only.

Auditing Courses

Regularly enrolled students may audit courses under certain limitations. The instructor must signify approval by written notification to the dean of the appropriate school, submitted through the department chair. Auditors attend without credit or formal recognition. They are not enrolled or listed as registered for the course. They are not responsible for meeting requirements of the course, nor will they be charged tuition or fees. No one may be an auditor in a foreign study program or in courses in which studio, observation or other participation is involved.

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 will 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.*

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 Director of Academic Transfer Services 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 x 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 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 Director of Academic Transfer Services 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 Director of Academic Transfer Services 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 in the Office of Admissions, (315) 267-2237.

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 Director of Academic Transfer Services.

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 78.

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 or SMART transcripts mailed directly to the Academic Transfer Services Office. Granting of College credit for the AARTS and SMART 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/crane (click on "Degree Programs," then "AY 2007-2008").

Grading Policies

Undergraduate Grading System

A numeric system: grades are entered on the student's permanent record and calculated into the cumulative 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

Note: this grading scale took effect in the fall 2002 semester. The previous numeric grading scale permitted the following grades: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, and 0.0.

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, music ensembles). An S* denotes satisfactory performance; U* denotes unsatisfactory performance. Students graded in this manner will not have such credits considered as part of the 14-semester-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, the College contacts class instructors regarding the achievement of students. Instructors are requested to indicate whether any student's performance is below the 2.0 level at that time. The results of this inquiry are then reported to the students and their advisers.

Deadlines for Course Schedule Adjustments

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 Crane students), 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 as directed above. 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 ad-

justed 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 in the current semester. In such cases a “W” is noted on the permanent record. For full-time students, dropping below 12 credit hours 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 as directed above. No fees apply. To withdraw from the College, please see information in the following column.

Emergency Withdrawal from Courses

Withdrawal for a documentable medical or other emergency may be requested at the Student Success Center (Sisson 128) at any time. 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 required 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.

Receiving W*s 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.

Note: 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.

Withdrawal from College

The continuance of each student upon the rolls of the College, the receipt by her or him of academic grades, and her or his graduation are subject entirely to the discretionary powers of the College and the policies of The State University of New York.

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, should contact the College’s Withdrawal Officer to discuss their circumstances and complete Withdrawal/Leave of Absence forms. Students enrolled in The Crane School of Music should also schedule an appointment with the Office of the Associate Dean and complete the appropriate form. Students who leave without notifying the College or without completing the necessary forms may encounter unexpected complications with their enrollment and financial status.

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. 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 (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 (note that 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.
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.
5. Academically dismissed students are not eligible for either Leaves or Withdrawals from the College. If a student applies for one 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.

All questions concerning Withdrawals or Leaves of Absence should be directed to the director of the Student Success Center, Sisson 128, (315) 267-2580.

Leave of Absence

The Leave of Absence is primarily intended for those students who can with some assuredness indicate that they will be returning to the College at a specified time (e.g., an absence due to alternative experiences, international or domestic exchange programs, pregnancy, personal injury, elective surgery, etc.). 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. Interested persons should contact the Student Success Center, Sisson 128 at (315) 267-2580 to discuss this alternative to withdrawal. Students enrolled in The Crane School of Music should also schedule an appointment with the Office of the Associate Dean and complete the appropriate form.

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/reg) to obtain a readmission application, then forward completed forms and transcripts from any other colleges attended (if applicable).
2. Applications must be completed by July 15 for the fall semester and December 15 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 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 Policy

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' eligibil-

ity 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 Vice President of Student Affairs. 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 Vice President of Student Affairs (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 Vice President of Student Affairs (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. 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" 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. *Note: Transfer courses do not affect Dismissal status.*
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.

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.

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 judgement 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.

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.

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 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.

Timeliness

1. 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.
2. If neither party appeal the decision at any step, the decision stands.

Records Maintenance

1. Actions or decisions at any step may not be made until the appeal process has been completed.
2. 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.

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 office phone number. Departments are encouraged to publish pamphlets with detailed course descriptions in time for students to consult them before Advance Registration.

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 class meeting. Should a student fail to do so without offering his/her instructor an explanation with 48 hours, the instructor may drop the student from the course. It remains the student's 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. Whenever possible, students must consult the faculty member in advance of their absence.

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.

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 page 21.

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.

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, e-mail 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 directory information not be published in the printed or web version of the Campus Directory nor 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. Requests must be filed before September 1 in order to be excluded from the Campus Directory printed for the upcoming academic year. Privacy requests are valid until rescinded by the student.

Please consider very carefully the consequences of any decision to withhold 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.

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

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 the equivalent of an undergraduate major in English. 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 adolescence/secondary level (English, mathematics, or social studies). 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 the Office of Graduate Studies, SUNY Potsdam, 44 Pierrepoint Avenue, Potsdam, New York 13676; toll-free (800) 458-1142 or dial direct (315) 267-2165. Web: www.potsdam.edu/catalog.

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/extendeded. The Office is located in Raymond Hall, Room 206.

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 Web site at www.potsdam.edu/extended. The Office is located in Raymond Hall, Room 206.

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 on-line-based, distance learning 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 Web site 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 Web site at www.potsdam.edu/extended. 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 two-week Winterim Session which is offered in early January prior to the beginning of the Spring Semester. Students can 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 Web site at www.potsdam.edu/extended in mid-October with registration beginning in early November.

Undergraduate Extension Degree Programs

The College offers a part-time 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 and/or Saturdays to accommodate the needs of students who have work or other family commitments during the daytime hours. Students are able to complete all but one upper-division course required for the degree on Jefferson Community College's (JCC) campus. This required "capstone" business course requires the student to come to the SUNY Potsdam campus. To assist prospective and current students in this program, a coordinator/adviser is available on JCC's campus, and by appointment. Please call (315) 786-2373 for further information or to schedule an appointment.

SUNY Potsdam and Jefferson Community College offer a jointly-registered teacher education program, leading to the A.A. (Liberal Arts and Sciences: Teacher Education Transfer) and the B.A. degrees (Early Childhood or Childhood Education). The purpose of this program is to facilitate a smooth, orderly process of baccalaureate degree completion and certification in either Early Childhood Education (Birth-Grade 2) or Childhood Education (Grades 1-6). Students enrolled in this jointly-registered program earn their A.A. degree at Jefferson Community College and proceed without interruption to SUNY Potsdam to complete their B.A. degree in either Early Childhood or Childhood Education at the Potsdam campus. This program virtually eliminates the concept of "transfer" and replaces it with a clearly defined, four-year plan for program completion. This coordinated curriculum at the two colleges ensures mastery of key content areas in the arts and sciences while facilitating a smooth transition to SUNY Potsdam's B.A. programs in teacher education.

Graduate Extension Degree Programs

In coordination with the School of Education and Professional Studies, the Office of Extended Education coordinates the offering of courses for five Master's degree programs in the Watertown area:

- 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; and
- M.S.T. Childhood Education (Grades 1-6)

Most of the courses meet on the campus of Jefferson Community College, with some meeting in other nearby educational facilities. Extension Center courses are scheduled weekday evenings and/or Friday evening and Saturday schedules to accommodate the needs of students who have work or other family commitments during the daytime hours. Prospective students need to be aware that for each Watertown-area degree program, students are required to enroll in one course that is offered only on the SUNY Potsdam campus. Multi-year schedule templates are available to assist students in completing their degree on a timely basis.

SUNY Potsdam provides a program coordinator/adviser in the Watertown area to assist prospective and current students. The coordinator schedules regular office hours in Room 3-103A in the Dulles Building on the campus of Jefferson Community College. Please call (315) 786-2373 to schedule an appointment.

Distance Learning/Online Course Offerings

The Office of Extended Education coordinates the development and scheduling of all distance learning (on-line, video conferencing, internet-based, etc.) credit courses for the College. A variety of undergraduate and graduate courses are offered throughout the academic year, as well as in the Summer and Winterim Sessions. Further information, as well as course schedules, is available under Extended Education at www.potsdam.edu/extended and under www.potsdam.edu/online.

Non-Matriculated Undergraduate Students

The Office of Extended Education is responsible for admitting and registering all undergraduate students to the College, as well as monitoring their satisfactory academic progress. Please refer to pages 16 and 47 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, if under age 18, the completed first page of the Student Health Report (a completed entire report is required if taking 6 or more credits).

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 specified regularly scheduled high schools courses, and upon satisfactory completion, be eligible to receive SUNY Potsdam college credit for the course. Tuition and fees for these courses are offered a "contract 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).

Office of Non-Credit, Conferences and Special Programs (Van Housen)

Non-Credit Courses

A variety of non-credit courses and programs are offered throughout the year for children and adults. They include gymnastics, dancing, swimming, fitness, computer, art and a variety of additional personal interest courses. Notary Public and financial planning seminars are also offered each semester. Computer classes are available on-line by accessing our Web site. In addition to a variety of internet and computer software application courses available online, other topics include supervision, small business development, customer service, creative writing and college test preparation.

Summer Camps

The Office of Non-Credit, Conferences and Special Programs also 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 French camp, Swim camp and the "Bears" International Summer Basketball camp. In addition to these camps, we also offer a summer hockey clinic for Squirts, PeeWees and Bantams and numerous programs for young basketball and soccer players.

Events, Meetings, Workshops and Conferences

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 Office of Non-Credit, Conferences, and Special Program. Please call for additional information and details (315) 267-2167.

Travel Courses for Adults

Finally, in partnership with TraveLearn, the Office of Non-Credit, Conferences and Special Programs, together with a network of 300 colleges and universities in the United States, offers educational tours for adults to over eighteen destinations throughout the year, including Alaska, Antarctica, Egypt, Greece and Kenya. Costs range from \$2,000 to \$5,000 for these luxury field trips. The average size of each tour is 14 participants, which allows for a great amount of individual attention and flexibility.

For further information, schedules, prices and locations for any of the courses, programs, and services listed above, please contact the Office of Non-Credit, Conference and Special Programs at (315) 267-2167 or visit our Web site at: www.potsdam.edu/conted.

SPECIAL ACADEMIC OPPORTUNITIES

Honors Program

Contact Person:

David A. Smith
Morey 149, (315) 267-2018 (smithda@potsdam.edu)

In order to support an environment at SUNY Potsdam that is intellectually stimulating and enriching for students, faculty and staff, and in keeping with the tradition and mission of the College as an institution that prepares outstanding teachers, the Honors Program strives to provide intellectual enrichment for the entire campus community. For additional information, go to www.potsdam.edu/honors.

Eligibility

National Merit Finalists and Semi-finalists as well as high school valedictorians and salutatorians will be invited to participate in General Honors. Students with a minimum high school GPA of 93 percent may be admitted to General Honors as incoming first-year students.

Specific figures may vary from year to year depending upon the quality of the applicant pool. In addition, any student who feels qualified for the Honors Program, but who does not meet the minimum SAT and GPA criteria, may apply for admission to the Honors Director. Students who have earned a minimum overall GPA of 3.25 during their first semester at SUNY Potsdam may be admitted to the program in their second semester by application to the Honors Director.

Students who successfully complete General Honors will automatically qualify for admission to Advanced Honors, as will transfer students from community colleges who have successfully completed an honors program as part of their two-year college degree, and transfer students from four-year colleges who have successfully completed the first two years of an honors program at their previous institution. In addition, students who have earned a minimum overall GPA of 3.25 at SUNY Potsdam after the equivalent of three semesters of full-time course work, and transfer students who have earned a minimum overall GPA of 3.25 after the equivalent of at least three semesters of full-time course work, will be eligible to apply to the Honors Director for admission to the Honors Program.

Curriculum

The Honors Program curriculum has two parts: General Honors (primarily for first- and second-year students), and Advanced Honors (exclusively for juniors and seniors). There is significant flexibility in the Honors Program curriculum. However, students' roles and responsibilities as scholars in the College community and as citizens in a larger world is a theme developed in the required honors colloquia.

General Honors

All students in General Honors are required to complete a one-credit honors colloquium, coordinated by the Honors Director, which introduces honors students to the College academic community. In addition, students should complete a minimum of three honors courses (9-12 credit hours) by the end of their senior year from the following choices:

1. An honors section of a course already in existence;
2. A designated honors course created specifically for the Honors Program;
3. An honors experience or internship (only one honors internship/experience can count toward completion of General Honors);
4. A general honors thesis;
5. In special cases, a student may apply to the Honors Council to develop a contract with an instructor to do honors work in a particular course.

Advanced Honors

All students in Advanced Honors will be required to complete a one-credit colloquium on the topic "Scholar as Citizen" coordinated by a SUNY Potsdam faculty member. In addition, students should complete one of the following options:

1. A Presidential Scholars project (*on the following page*).
2. The Departmental Honors Program in their majors.
3. A project/thesis within their major if there is no departmental honors program.
4. A project/thesis outside their major.
5. An upper-division honors service-learning project.
6. An honors internship.

There is an expectation that SUNY Potsdam honors students will use their talents in service to the College community by volunteering their time as tutors or advisers, or for other support services.

Orientation and Advising

The Honors Program Director serves as a secondary academic adviser to all honors students. Honors students have the opportunity to develop an advising team, selected from teaching faculty, non-teaching faculty and staff from across the campus, that will facilitate development of coherent educational plans; a library adviser to assist with research (to be developed in consultation with the library staff); and a student mentor selected from upper-division honors students. Honors students will be awarded priority registration privileges, and will be given the opportunity for priority assignment to "study intensive space" in the residence halls (e.g., through the Honors FYE Floor and other residential housing and programming designed for honors students).

Graduation Requirements

Graduation with General Honors requires completion of the "General Honors Colloquium" (1 cr.) and three additional General Honors courses (9-12 credit hours), with a minimum overall GPA of 3.25 in the honors courses and a minimum overall GPA of 3.0.

Graduation with Advanced Honors requires satisfactory completion of the "Scholar as Citizen" honors colloquium (1 cr.), a minimum overall GPA of 3.0, and satisfactory completion of one of the following options:

1. Presidential Scholars project;
2. Official Departmental Honors Program;
3. Project/thesis within the major department if departmental honors exists;
4. Project/thesis outside the major department if no departmental honors program exists;
5. Upper-division honors service-learning project;
6. An honors internship.

Students who complete both General Honors and Advanced Honors curricula will be recognized as SUNY Potsdam Distinguished Scholars in addition to their recognition as having completed General Honors and Advanced Honors.

Presidential Scholars Program

Contact Person:

Rebecca Gerber
Schuette A102, (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. 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. 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.

Students will be eligible to apply for admittance to the program after completing at least 30 credit hours at SUNY Potsdam and a minimum GPA of 3.5. Students accepted into the program will have at least four full semesters remaining at SUNY Potsdam. Eligible students will be notified by mail.

Tutorial Study

Contact Persons:

Arts and Sciences: Dean Pletcher, Dunn 106, (315) 267-2231;

Crane: Dean Solomon, Bishop C218, (315) 267-2415;

Education and Professional Studies: Dean Amoriell, Satterlee 115, (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 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.

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 at 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, 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

Art Studio majors may obtain art teacher certification by completing this program offered through the Associated Colleges Consortium.

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	Upper Level Elective
ARTS 110	Drawing I
ARTS 120	Color and Design
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
EDLS 270	The Exceptional Learner
EDUC 207	Literacy I
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 Chairperson, SUNY Potsdam Department of Art, (315) 267-2251/2252. Students interested in the program should declare their intent no later than the spring semester of their sophomore year.

Engineering Double Degree with Clarkson University (3-2)

Contact Person:

Lawrence Brehm, Department of Physics
214 Timmerman (315) 267-2279 (brehmlp@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 with two years of study in engineering at Clarkson University. The five-year program leads to two 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: Students must apply to Clarkson University at the office of Transfer Admission, be accepted, and be in residence at Clarkson University for two years to be eligible for the Clarkson University degree. Students generally have to transfer coursework back to SUNY Potsdam to complete the requirements for the SUNY Potsdam degree.

The 3-2 Program is structured so that a student who enters the program as a first year student may change his or her mind later and either stay on at SUNY Potsdam to complete a B.A. degree or transfer to Clarkson University to earn a B.S. degree without necessarily completing the requirements for the double degree. Students who have completed two years of study at another college and are contemplating a transfer to SUNY Potsdam and the 3-2 Program should consider very carefully all of the

various requirements for the double degree. It might be the case that an extra semester or two would be needed to complete all requirements.

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. 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.

Program of Study at SUNY Potsdam

During the first three years at SUNY Potsdam, students should complete the following requirements for the B.A. or B.S. degree:

At least 90 credit hours in liberal arts courses which include:

1. All requirements for a major in one of the following disciplines: chemistry, computer and information sciences, geology, mathematics or physics.
2. The general education requirements as specified in the General Education manual for the year the student matriculated, with the exemption of one of the following Modes of Inquiry (under advisement):
 - a. Aesthetic Expression – Critical and Discriminative [AC]
 - b. Aesthetic Expression – Experiential [AE]
 - c. Scientific Inquiry – Biological Sciences [SB]
3. The following mathematics and science courses which 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 and Information Science

CIS 201	Problem Solving	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 during their second and third years for the following courses offered at Clarkson University.

Students can cross register for up to two courses per academic year, with a maximum of 12 credits in two years.

*For students who plan to enter the **Electrical Engineering** program:*

ES 250	Electrical 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 **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 222	Strength and Materials	3
ES 223	Rigid Body Dynamics	3

*For students who plan to enter the **Chemical Engineering** program:*

CH 250	Chemical Process Calculations	3
CH 271	Chemical Engineering Thermodynamics	3
CH 301	Fluid Mechanics*	3
CH 302	Heat Transfer*	3

(*optional but recommended)

*For students who plan to enter the **Civil and Environmental Engineering** program:*

ES 220	Statics	3
ES 222	Strength of Materials	3
ES 260	Materials Science	3

Study Program at Clarkson University

Clarkson University offers a wide variety of courses in the four major engineering areas: Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical and 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: 3-2 Program students should 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/MS with Clarkson University (4+1)

Contact Person:

Donna Mosier, Department of Business Administration
 (315) 267-2238 (mosierdj@potsdam.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 management. 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/MS programs; therefore, students who carefully plan their undergraduate programs are able to earn the undergraduate degree and the MBA/MS 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 the foundation courses with the exception of computer programming. Students should take a computer-programming course for the additional foundation course for the Master of Science in Management Information Systems (MIS). If necessary, prior to beginning the MBA/MS program, any remaining foundation courses may be taken in the two sessions offered each summer at Clarkson University.

Foundation requirements include satisfactory completion of a total of 27 credit hours in the following subjects: economics, finance, production, management, computer science, business and society, accounting, marketing, and statistics. For an MS in MIS, students also must complete a computer-programming course. All foundation courses must be successfully completed with a 2.0.

SUNY Potsdam Courses	Clarkson University Courses
ACCT 201/202 Principles of Accounting: I and II or ACCT 385 Managerial Accounting	Accounting: Financial and Managerial
ECON 105 Principles of Microeconomics: and ECON 110: Principles of Macroeconomics	Economics: Micro and Macro
FINA 301 Finance	Corporate Finance
MGMT 410 Operations Mgt.	Operations/Production Mgt.
MGMT 340 Information Information Systems or CIS 103 Introduction to Problem Solving	Computer Science/Information System
STAT 100 Statistics or equivalent	Statistics and Probability Theory
MGMT 330 Legal Environment of Business	Business and Society
MGMT 301 Principles of Mgt. or MGMT 310 Organizational Behavior and Ethics or SOCI 320 Complex Organizations	Principles of Mgt. and Organizational Theory
MKTG 301 Principles of Mktg.	Principles of Mktg.

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 30 credit hours of study (10 courses) at the graduate level. Eighteen hours must be completed from among the core courses in six of the following eight functional areas of study:

Financial Management	Accounting Theory
Marketing Management	Information Systems
Operations Management	Economic Theory
Organizational Behavior	Management Science

All students must also complete one course in Managerial Policy. The remaining nine hours (three 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. A candidate for the MBA degree must also complete a project designed to test oral and written communication skills.

Admission Procedures: Preliminary inquiries concerning programs, admission and financial aid may be made at any time and should be addressed to the Director of Graduate Programs, 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) scores, current resume, and three letters of recommendation should be sent to the Dean of the Graduate School, Clarkson University.

All applicants must take the GMAT and ask that the score be reported to Clarkson University. The Director of Graduate Programs, School of Business, has information concerning dates and locations for the test. It is very important that the GMAT 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. Applicants must also provide a list of courses and credit hours to be completed.

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. Nevertheless, all applicants from SUNY Potsdam who have successfully completed their undergraduate programs and met prescribed MBA admission standards will be guaranteed a place in the MBA program. 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. The Director of Graduate Programs, School of Business, will provide details on the minimum admission requirements each individual must meet. 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 with substantial foundation deficiencies, however, may find spring enrollment a desirable alternative, since Clarkson University offers all courses necessary to satisfy the foundation requirement.

Pre-Professional Programs

Health Professions

David Gingrich, Department of Chemistry
308 Stowell (315) 267-2273 (gingridj@potsdam.edu)

Students seeking careers in health professions (medicine, dentistry, optometry, pharmacy, physical therapy, veterinary etc.) are not required to select any particular major. Few schools have an official "Pre-Med" major, for example. There are, however, curricula that need to be followed in order to meet the admission requirements of professional schools. Since these curricula contain primarily science courses, most students select a Biology, Chemistry, or Biochemistry major since many of these required courses are encompassed within these majors.

The following courses offered at SUNY Potsdam are required by most professional schools:

BIOL 151	Biological Sciences I
BIOL 152	Biological Sciences II
CHEM 105	General Chemistry 1
CHEM 106	General Chemistry 2
CHEM 341	Organic Chemistry 1
CHEM 342	Organic Chemistry 2
PHYS 101	College Physics I
PHYS 202	College Physics II

It is recommended that all premedical students complete two years of chemistry, a year each of biology and physics, a year of mathematics and at least six credit hours of English, in their first two years of study. Students are also advised to include additional courses in the social sciences and humanities.

Students completing medical entrance exams have reported that the following courses were also helpful:

BIOL 311	Genetics
BIOL 407	Cell Physiology
	or
BIOL 410	Human Physiology
CHEM 425	Biochemistry 1
CHEM 426	Biochemistry 2

Physical, Respiratory, and Occupational Therapy students are required to take a full year of Human Anatomy and Physiology which can be completed by taking: BIOL 210 Human Anatomy and Physiology and BIOL 410 Human Physiology.

The Health Professions Advisory Committee 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.

Students planning careers in the Health Professions should contact the chair of the Health Professions Advisory Committee, Dr. David Gingrich, as soon as possible (during their first semester at the College) to make contact with the Committee.

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

Pre-Law Studies**Contact Person:**

Richard Del Guidice, Department of Politics
311-2 Satterlee (315) 267-2551/2768 (delguirj@potdam.edu)

Students interested in pursuing careers in law should meet with professor Richard Del Guidice 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. Advisers are 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 Del Guidice 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 Del Guidice about this test and the application materials before the spring of their junior year.

Studio Art Apprenticeships

Students may apply for a semester of Studio Art Apprenticeship with leading contemporary artists in New York City. This program is sponsored by the SUNY Council of Art Department Chairpersons and is operated by Empire State College.

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 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.

SUNY Institute of Technology at Utica/Rome (3-2)

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 information, contact the SUNY Potsdam coordinator in the Department of Physics at (315) 267-2286.

Professional Programs**BA/MA with Indiana University of Pennsylvania (4+1)****Contact Person:**

George Gonos, Department of Sociology
225 Dunn (315) 267-4805 (gonosgc@potdam.edu)

The Graduate Department of Industrial and Labor Relations at Indiana University of Pennsylvania (IUP) and the Department of Economics and Employment Relations (EMRE) at SUNY Potsdam have established a cooperative program that allows students to plan their undergraduate study to include courses that will serve as a foundation for graduate study in Employment Relations. Students must complete an EMRE major with combinations of foundation undergraduate courses that may satisfy some graduate program requirements of the M.A. in ILR. Students who carefully plan their undergraduate programs are thus able to earn the undergraduate degree and the Master's in ILR degree in five years. Foundation requirements include satisfactory completion of combinations of the following courses: employment relations, employment and labor law, micro- and macroeconomics, human resource management, compensation, research methods and statistics. All foundation courses must be successfully completed with a grade of 3.0 or better to function as equivalents.

The following table lists the approved combinations of courses at SUNY Potsdam that will satisfy the foundation requirements for IUP courses and establish eligibility for a waiver.

SUNY Potsdam Courses

EMRE 300 Employment Relations
EMRE 301 and Employment Law or
EMRE 322 Labor Law

EMRE 300 Employment Relations
EMRE 320 History of Labor Relations

SOCI 315 Research Methods
STAT 100 Probability and Statistics

ECON 105 Microeconomics
ECON 110 Macroeconomics
ECON 420 Labor Economics

EMRE 330 Human Resource
Management
EMRE 420 Compensation

Indiana Univ. of Pennsylvania Courses

Fundamentals of
Industrial and Labor Relations

Development and Theories
of the Labor Movement

Research Methods in Labor Relations

Labor Economics

Human Resource Management

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)

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.

Complete information about the program is available at: www.iup.edu/ilr and additional information concerning graduate studies is available at the Graduate School Web site: www.iup.edu/graduate.

MBA with Alfred University (4+1)**Contact Person:**

Donna Mosier, Department of Business Administration
212 Dunn (315) 267-2238 (mosierdj@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

ACCT 201/202 Principles of
Accounting I and II
ACCT 385 Managerial Accounting
ECON 105 Principles of
Microeconomics
ECON 110 Principles of
Macroeconomics

ECON 300 Statistical Methods in
Economics and Business
FINA 301 Finance
CMPT 301 Introduction to
Business Applications
MGMT 410 Operations
Management
MGMT 310 Organizational Behavior
and Ethics
MKTG 301 Principles of Marketing

Alfred University Courses

ACC 215 Financial Accounting
ACC 216 Managerial Accounting
ECO 201 Introduction to Economics
and Markets
ECO 202 Principles of
Macroeconomics

BUS 113 Business Statistics
FIN 348 Managerial Finance
MIS 101 Business Perspectives
Computer Applications
BUS 260 Operations Research
MGT 328 Management and
Organizational Behavior
MKT 321 Principles of Marketing

MBA with Rochester Institute of Technology (4+1)**Contact Person:**

Donna Mosier, Department of Business Administration
212 Dunn (315) 267-2238 (mosierdj@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

ACCT 201/202 Principles of
Accounting I and II plus
ACCT 385 Managerial Accounting

MGMT 310 Organizational Behavior
and Ethics
plus one of the following:
EMRE 330 Human Resource Management
EMRE 432 Organizational Development
MGMT 301 Principles of Management
MGMT 420 Leadership in Organizations

Rochester Institute of Tech. Courses

Financial Accounting

Organizational Behavior and
Leadership

either ECON 380 Introduction to Econometrics (lecture/recitation) and MATH 126 Probability and Statistics II or MATH 461 Probability and Mathematical Statistics I and MATH 562 Probability and Mathematical Statistics II	Statistical Analysis for Decision Making*
ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics	Economics for Managers
MKTG 301 Principles of Marketing plus one of the following: MKTG 320 Principles of Advertising and Promotion MKTG 330 Marketing Research	Marketing Concepts
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:

Donna Mosier, Department of Business Administration
212 Dunn (315) 267-2238 (mosierdj@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

MATH 151 Calculus or
ECON 375 Mathematical
Economics

MATH 125 Probability and
Statistics I or
ECON 300
Statistical Methods in
Economics and Business

any two of the following four:
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

ECON 105 Principles of
Microeconomics and
ECON 110 Principles of
Macroeconomics

ACCT 201 Principles of
Accounting I and
ACCT 202 Principles of Accounting II

ACCT 385 Managerial Accounting and
FINA 301 Finance

MGMT 330 Legal Environment of
Business and
EMRE 301 Employment Law or
EMRE 322 Labor Law

MGMT 301 Principles of
Management

and 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
and MKTG 320 Principles of
Advertising and Promotion or
MKTG 330 Marketing Research

Union University Courses

GMI 201 Mathematics of
Management (1/2)

GMI 202 Introduction to Probability
(1/2)

GMI 206 Statistical Models for
Management

GMI 220 Principles of Economics

GMI 210 Financial Accounting

GMI 212 Managerial Accounting and
Finance

GMI 270 Legal Principles of Business

GMI 251 Managing People & Teams
in Organizations

GMI 225 Marketing Management &
Strategy

MBA/MS with Clarkson University (4+1)

Please see page 63.

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 \$150 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.

Aerospace Studies (Air Force ROTC)

The Air Force Reserve Officer Training Corps (AFROTC) is an educational program designed to provide a college student with the opportunity to become an Air Force commissioned officer while completing requirements for an undergraduate or graduate degree. Four-year or two-year programs are available to college students. In addition, scholarships are offered for two-, three- or four-year durations. A student may enroll in Aerospace Studies courses in the same manner as for other college courses. For more information, call (315) 268-7989.

Four-Year Program

The more popular and preferred program is the traditional four-year program. An interested freshman registers for Aerospace Studies in the fall term of the freshman year. There is no military obligation for the first two years of Air Force ROTC unless the student has an Air Force ROTC scholarship. After completion of the first two years, known as the General Military Course (GMC), the student may compete for attendance at a four-week summer field training program and subsequent entry into the Professional Officer Course (POC) for the last two years of college. Cadets in the POC and GMC scholarship cadets currently receive a non-taxable subsistence allowance of \$150 each academic month.

Two-Year Program

The Air Force ROTC two-year program was devised to accommodate transfers from regional campuses, junior colleges, or colleges and universities that do not offer Air Force ROTC, and those who did not take the first two years of Air Force ROTC. To be eligible, the student must have at least two academic years remaining either at the undergraduate or graduate level or a combination of the two. If accepted, the student attends a six-week field-training encampment the summer prior to entry into the POC. Application for the two-year program should be made in writing or by a personal visit to the Professor of Aerospace Studies early in the sophomore year. Partial and full tuition scholarships may be available to two-year program candidates.

Aerospace Studies Curriculum		Credit Hours
<i>Freshman Year: First semester</i>		
AS 101	Air Force Today	1
AS 103	Leadership Laboratory	1
<i>Freshman Year: Second semester</i>		
AS 102	Air Force Today	1
AS 104	Leadership Laboratory	1
<i>Sophomore Year: First semester</i>		
AS 201	Air Force Way	1
AS 203	Leadership Laboratory	1
<i>Sophomore Year: Second semester</i>		
AS 202	Air Force Way	1
AS 204	Leadership Laboratory	1
<i>Junior Year: First semester</i>		
AS 301	Air Force Leadership and Management I	3
AS 303	Leadership Laboratory	3
<i>Junior Year: Second semester</i>		
AS 302	Air Force Leadership and Management II	3
AS 304	Leadership Laboratory	3
<i>Senior Year: First semester</i>		
AS 401	National Security Studies	3
AS 403	Leadership Laboratory	3
<i>Senior Year: Second semester</i>		
AS 402	Active Duty Preparation	3
AS 404	Leadership Laboratory	3

Military Science

Reserve Officers Training Corps (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, where they can apply their education in a variety of fields. 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.

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. Cadets also have the opportunity to attend the Airborne, Air Assault, Mountain Warfare, and Northern Warfare schools during the summers after their freshman, sophomore and junior years. Upon graduation, cadets are commissioned as Second Lieutenants into one of over 20 career fields of the Active Army, Army Reserve or National Guard.

Scholarships

Army ROTC offers a wide range 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
2. \$600 per year for textbooks and classroom supplies
3. \$250-\$400 per month tax-free spending money for up to 10 months per year.

Military Science Curriculum

Credit Hours

Freshman Year: First semester

MS 111	Foundations of Officership	1
MS 111L	Leadership Laboratory	1

Freshman Year: Second semester

MS 112	Basic Leadership	1
MS 112L	Leadership Laboratory	1

Sophomore Year: First semester

MS 221	Individual Leadership	1
MS 221L	Leadership Laboratory	1

Sophomore Year: Second semester

MS 222	Leadership and Teamwork	1
MS 222L	Leadership Laboratory	1
MS 225	Leader's Training Course	1

Junior Year: First semester

MS 331	Leadership and Problem Solving	3
MS 331L	Leadership Laboratory	3

Junior Year: Second semester

MS 332	Leadership and Ethics	3
MS 332L	Leadership Laboratory	3

Senior Year: First semester

MS 441	Leadership and Management	3
MS 441L	Leadership Laboratory	3

Senior Year: Second semester

MS 442	Officership	3
MS 442L	Leadership Laboratory	3

International Education and Programs / Study Abroad

Contact Person:

Krista LaVack, Student Success Center
 Sisson 131, (315) 267-2507 (international@potdam.edu)

For site exchange listings, go to: www.potsdam.edu/international.

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. Employers want to hire people with cross-cultural competency, international experience and second language skills.

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 associate 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 400 SUNY-wide programs in over 40 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 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 in about 30 countries. SUNY Potsdam faculty have organized and led study tours in winter session, spring break and summer to the Caribbean, Egypt, England, France, Greece, Italy, Mexico, Morocco, Scandinavia, Tunisia and Vietnam.

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, theater, history, cultural studies and women's studies, this is a direct exchange program with York St. John University in a beautiful medieval city.

Universitat 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, Pueblo, 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.

Tunisia Study Abroad Program

This is a direct exchange and study abroad program offering opportunities for language study in French or Arabic, internships, and study in business and other fields. The Institut Supérieur des Langues de Tunis (l'Université de Carthage) provides valuable opportunities for students of French to learn about the diversity of Francophone cultures in one of the most open and congenial countries of the Arab world. Students may also study business at the Institut Supérieur de Gestion de Tunis (most classes are in French but a few are available in English). Students have done independent research, internships (for example teaching English), as well as student teaching in the American Cooperative School. Direct enrollment requires excellent language skills, but instruction in beginning and intermediate Arabic and French is also available at a number of institutions. Students are housed in apartments or homes.

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/extendeded. The Office is located in Raymond Hall, Room 206.

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. English-language courses are available 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 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.

Applications and Services

Applications for all SUNY-wide programs are available in the Office of International Education and Programs or online at www.studyabroad.com/suny/. 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, Student Success Center
131 Sisson (315) 267-2507 (international@potsdam.edu)

Check out our Web site: www.potsdam.edu/international.

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 Web site: www.nse.org.

ACADEMIC PROGRAMS

Philosophy

The academic programs at SUNY Potsdam offer students the opportunity to combine career preparation with strong liberal arts education. The College maintains its traditional emphasis on the liberal arts because we believe that liberally educated persons are best equipped to respond to challenges and to take advantage of opportunities in all areas of living-within the family and the community. The liberal arts foster the flexibility that is necessary in so rapidly changing a society as ours by developing skills-observation, analysis, communication, research, judgment-that are applicable in any situation. The liberal arts, as the origin of the term "liberal" suggests, liberate individuals to participate responsibly and to find fulfillment in work and in leisure. The talents and skills nourished by the liberal arts are thus the skills central to advancement in a career as well as to success in other areas.

The curriculum at SUNY Potsdam also encourages students to pursue professional preparation through selected degree and certification programs and second majors and minors at the same time that they study the liberal arts. We believe that the best teachers, chemists, managers, and writers are those who know their particular professions and who also know the wider world in which they practice their professions. Such professionals are prepared not only to succeed in their careers but also to contribute to the community. The curriculum at SUNY Potsdam blends the liberal and the professional to prepare the whole person for the whole of life. 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 experi-

ences to accomplish 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.

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.

The Potsdam Graduate

The Potsdam Faculty believes that an educated person is one who can cope with, thrive in, and provide leadership in our complex, ambiguous and mutable world. Such an individual must possess not only knowledge and skills, but also the commitment to apply them in acting responsibly in the physical and social environment. An educated person understands the limitations of both formal education and human comprehension of the world. Thus the educated person is inclined to continue to learn throughout life and is committed to the search for truth through free inquiry and open debate. The total atmosphere of the campus contributes to such an education.

Within the moral, intellectual and social atmosphere of the College, the curriculum is central. Each student's curriculum is ideally an integrated whole, consisting of three components: a major that permits disciplined study of a particular body of knowledge, electives that allow students to shape learning to individual ambitions and needs, and the general education program which provides a context of skills, knowledge and experiences for learning.

Skills

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

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

The ability to solve problems by creative synthesis of knowledge.

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

The ability to communicate in a second language.

Knowledge

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

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

Knowledge of the natural and physical world.

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

Knowledge of contemporary social institutions.

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

Experiences

Experience of creativity or performance in the arts.

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

Experience using computer tools in academic settings.

Advising Mission Statement

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

Philosophy

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

World Citizenship

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

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

Learning to think critically.

Becoming aware of social values and principles.

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

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

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

Understanding the concepts of social and economic justice.

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

The College provides opportunities for students to:

Give service to the community.

Develop skills in stewardship, leadership and teamwork.

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

Consider the rights and interests of others.

Analyze the influence of shared and conflicting societal values.

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

Develop self-confidence in their effectiveness as citizens.

Practice constructive decision-making techniques.

Degrees

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

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

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

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

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

Enrollment Status

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

College-wide Degree Requirements

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

Academic Residency Requirements

Candidates for the baccalaureate degree must complete their final 30 credit hours, exclusive of physical education, at SUNY Potsdam. Exceptions to this rule may be granted by the Registrar on a case by case basis. When an exception is made, the student must file an "Application to Complete Degree Elsewhere" and have the proposed courses approved prior to the semester in which they will be taken.

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.

Cumulative Grade Point Average

Seventy-five 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

In order for undergraduate students to be eligible to participate in the Commencement Ceremony, they must have completed a minimum of 90 credit hours (exclusive of physical education) by the end of the immediately preceding fall semester, and have submitted a degree application for May, August or December of that calendar 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.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

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

The Liberal Arts Requirement

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

Additional Notes:

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

Courses Carrying Liberal Arts Credit

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

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

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

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

Requirements – Hours Outside Any One Department

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

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

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

Art, including subject codes ARTH, ARTM and ARTS;

Biology, including subject code BIOL;

Business Administration, including subject codes BUEC, ACCT, FINA, MGMT and MKTG;

Chemistry, including subject code CHEM;

Communication, including subject code COMM;

Community Health, including subject code HLTH;

Computer and Information Sciences, including subject code CIS;

Dance, including subject code DANC;

Economics, including subject code ECON

Education, including subject codes EDLS, EDUC and SECD;

Employment Relations, including subject code EMRE;

English, including subject codes COMP (except COMP 101), LITR and LNGS;

Geology, including subject code GEOL;

History, including subject code HIST;

Mathematics, including subject code MATH;

Modern Languages, including subject codes FREN, SPAN, ARAB, MOHK, LATN, GREK, 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. or B.S. degree must complete a minimum of 45 credit hours in upper-division courses, that is, courses numbered 300 or above.

Notes:

1. It is not a requirement that these 45 credit hours comprise liberal arts credit courses only. However, students and advisers should be aware of the 90 (or 75) semester-hour liberal arts requirement.

2. No two-year college course may be transferred for upper-division credit.
3. Determination of upper-division credit for courses transferred from four-year colleges will be made by the Academic Transfer Services Office, in consultation with appropriate department chairs.
4. A minimum of 15 credit hours in the major must be at the upper-division level.

General Education Program

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

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

General Education Program Rationale

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

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

Further, an adequate curriculum addresses the fact that a college student is not a disembodied intellect but a whole person that includes

body and spirit, appetites and emotions. This suggests the value of an experiential component in a general education program. First of all, some academic areas are concerned with what is inherently experiential. The arts are a conspicuous example. Second, students are more readily and deeply engaged whenever the academic enterprise incites experiential response.

General Education Components and Requirements

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

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

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

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

General Education Foundations (GEF)

(4 courses: 13-14 credits)

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

- A. *Communication Experience*: (2 courses, each bearing 3 or 4 credits)
1. *[FW] First-Year Writing* (1 course, 4 credits). The FW course teaches the composition of sound and effective written arguments suitable for academic contexts. The course should encourage student writers to think critically as they develop logical, complex arguments, and to develop a repertoire of skills in invention, drafting, revision, and editing.
 2. *[FS] Speaking, Reasoning and Research* (1 course, minimum 3 credits). Encourages speaking, critical thinking, information resources and writing skills development. The subject matter

through which these skills are addressed will depend upon the course, which is selected.

- B. *Quantitative Experience*: (1 course, minimum 3 credits)
1. *[FM] First-Year Mathematics* (1 course, 3 credits). The FM course introduces quantitative methods and strengthens reasoning skills needed to respond with greater sophistication in a complex technological world. Students will show competence in the following quantitative reasoning skills: arithmetic, algebra, geometry, data analysis, and quantitative reasoning.
- C. *Critical Thinking Experience*: (1 course, minimum 3 credits)
1. *[FC] Critical Thinking* (1 course minimum, 3 credits). The FC course introduces the standards of good reasoning and strengthens basic reasoning skill. Major course objectives shall include oral and written practice to develop the following abilities:
 - a. identify the main question, problem, or claim in discourse, and think through it in a critical, creative manner according to the standards of good reasoning, that is, the rules of argument;
 - b. model the critical thinking process or patterns in the humanities, natural sciences, or social sciences; and
 - c. self-consciously apply the standards of critical thinking.

The Modes of Inquiry

(9 courses: 27-28 credit hours)

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

The Modes of Inquiry requirement is to be completed after the first year, so that the First-Year Experience learning can be applied, although modes courses may also be taken in the freshman year. No more than two courses from any one department or area may be used in the 28-credit-hour requirement.

1. *[AC] and [AE] Aesthetic Understanding*: Two courses, each for a minimum of three credit hours, selected from two distinct departments. One course involves participation in the process of the creative or performing arts. The other course is a critical and discriminative approach to the arts. Note that, for example, if one Aesthetic Understanding course is taken from the Art Department, the second course must be taken in another department, such as Dance, Theatre, English or Music. Note also that an art studio course and an art history course are from the same department, whereas a dance course and a theater course are from two distinct departments.
2. *[SB, SP, LB] Scientific Inquiry*: Two courses for a minimum total of six credit hours. Studies natural phenomena in the physical and

biological sciences empirically and systematically. One course must be selected from each of these two general knowledge areas. At least one of these two courses must include a laboratory experience.

3. *[SA] Social Analysis*: One course for a minimum of three credit hours. Systematically studies human behavior, human social interactions and relations, and contemporary social institutions and the practices, conventions, groupings and organizations, which most significantly structure social life in the world today.
4. *[PI] Philosophical Inquiry*: One course with a minimum of three credit hours. Engages in critical and systematic reflection on the root nature of a subject matter in a way that explores the most basic questions about it. One or more areas addressed include the meaning and significance of human experience (ontological questions), the nature and meaning of knowledge (epistemological questions), moral and ethical values of contemporary significance (moral questions) and the nature and meaning of concepts fundamental to a given subject matter (analytical questions).
5. *[AH] American History*: One course with a minimum of three credit hours. Studies significant portions of the narrative of American History, focusing on the political, economical, social and cultural, including an examination of unity and diversity in American society.
6. *World Civilizations*: Two courses with a minimum of six credit hours, one from each of the following areas:
 - [XC] Cross-Cultural Perspective*: The comparative, holistic study of a people or peoples or ways of life not derived primarily from European civilization such as the societies, civilizations, or cultural traditions originating in Africa, Oceania, or the Americas.
 - [WC] Western Civilization*: The developmental study of significant aspects of Western Civilization, defined as any civilization, constitutive of or derived primarily from European Civilization.

Writing-Intensive Course [WI]

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

Speaking-Intensive Course [SI]

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

Modern Language Proficiency [ML]

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

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

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

Physical Education [PE]

Physical Education is important to an individual's well being. An understanding of the roles of physical conditioning, stress management, nutrition, physical fitness, leisure, and of the benefits of exercise, directly influences the ability of the individual to lead a productive life. All courses that fulfill the physical education requirement should address the aforementioned concerns through activities designed to develop not only physical skills, but also a positive attitude toward her or his health.

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

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

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

Note: 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.

Modified General Education Requirements for 3-2 Engineering Program Students

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

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

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

Transfer Credits

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

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

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

Students planning to enroll in a course at one of New York's two-year colleges, subsequent to their matriculation at SUNY Potsdam, should visit the transfer Web site: www.potsdam.edu/admissions/transfer/courses. 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 Web site, should pre-approve their choices with the Director of Academic Transfer Services, in the Admissions Office, Raymond 120.

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

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

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

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

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

Students may earn between three and eight credit hours of College credit for a single AP examination. AP credits may be applied toward satisfaction of specific General Education requirements. They may also be used as equivalent courses or for placement within departmental major and minor programs. *Please consult the chart on page 78 for specific General Education and major designations.* Students may not repeat for additional credit any college course for which they have already received Advanced Placement credit.

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

General Education Requirements for Transfer Students

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

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

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

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

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

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

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

Newly accepted transfer students will receive from the Director of Academic Transfer Services, an evaluation of their transcripts as soon as their

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 or 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	Writing and Critical Thinking [FW] and Aesthetic Critical [AC]	7 hrs., COMP 101 and LITR 100
Literature and Composition	Writing and Critical Thinking [FW] and Aesthetic Critical [AC]	7 hrs., COMP 101 and LITR 100
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 Proficiency [ML]	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
French Literature		
Spanish Language		
Spanish Literature		
German Language	Modern Language Proficiency [ML]	Score of 3 = 3 hrs., Score of 4 or 5 = 6 hrs.
Italian Language		
Latin Literature		
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

Please note: The General Education Program is currently under review and revision. Contact your faculty adviser for the most current General Education requirements.

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

Participation in Student Learning Assessment Activities

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

Measuring the learning outcomes of students at various stages in the program is an important activity from a number of perspectives. It provides students and academic advisers information concerning individual strengths and weaknesses, which can be used as a partial basis on which to plan appropriate courses in future semesters. Second, it provides an index of growth over the entire college experience. It is also of worth to faculty and administrators in evaluating the effectiveness of the General Education curriculum and revising it as deemed necessary to better serve the needs of current and future students. Finally, prospective employers and others expect institutions of higher learning to provide information, which documents the learning, which occurs in a baccalaureate degree program. From a number of perspectives, measuring learning progress is a valuable activity.

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

Majors and Minors

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

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

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

Declaration/Change of Major

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

The Crane School of Music students select a major at the time of admission and are assigned an 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 169.

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

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

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

Electives

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

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

INTERDISCIPLINARY STUDIES

Learning Communities

Contact Person:

Oscar Sarmiento, Department of Modern Languages
228 Morey, (315) 267-2034 (sarmieod@potdam.edu)

Learning Communities are cohorts of 10 to 50 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 Ancient Greece and Rome, Pre-law and The Adirondacks. 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, Human Behavior, Early Childhood Education, or Literature and theatre. Some FIGs include the First-Year Success Seminar (FYSS), a course designed to accelerate a students' adaptation to college life and study. After the fall semester, Learning Communities are available as an option every semester. Some, such as Art Studio and Business of Music, serve specific majors, while others, such as Wilderness Studies, enroll students of many majors by satisfying General Education requirements.

Adirondack Environmental Studies Semester for First-year Students

Contact Person:

John Omohundro, Department of Anthropology
129 MacVicar, (315) 267-2050 (omohunjt@potdam.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 investigates the artistic and philosophical questions, the scientific problems, and the social controversies, which the Adirondack Park creates for its residents and visitors.

The "Adirondacks" enrolls 20 first-year (freshman) students who work closely all semester with professors and advisers, advanced students, and each other in frequent team projects, labs, field trips and studios. It constitutes a complete semester schedule of approximately 17 credit hours. Because the program stresses coherence and teamwork, it serves students who love the arts but are less confident about studying the sciences, as well as students who love science but are less confident about studying the arts. 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, outdoor recreation, anthropology, environmental ecology and geology. Being a complete semester schedule, the program satisfies more than a third of the General Education requirements in an unusually coherent fashion.

Environmental Studies Major

Contact Person:

John Omohundro, Department of Anthropology
129 MacVicar, (315) 267-2050 (omohunjt@potdam.edu)

The major includes course offerings from twelve departments and programs. The curriculum emphasizes the social sciences and the humanities to prepare students to shape viable environmental policy and practice, as citizens as well as environmental educators, interpreters, planners, analysts, advocates, managers, writers, and other careers. The major also prepares 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. In partnership with the NYS Department of Environmental Conservation, the Capstone centers on a service-learning field residency in the Forest Preserve, usually serving as a summit guide doing public interpretation and stewardship at a restored Adirondack fire tower during the summer after the junior year. In a three-credit fall seminar, seniors develop and present a project, usually interpretive, based upon their field work.

Each student is required also 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.

Humanities and Social Sciences

15 credit hours required.

Required Courses:

		Credits
ENVR 110	Introduction to Environmental Studies	3
ENVR 310	Adirondack Environmental Studies	3

Required Courses:

two of the following

ANTH 325	Environmental Anthropology	3
LITR 351	Nature and Literature	3
PHIL 330	Environmental Ethics	3
POLS 355	Politics and the Environment	4

Electives:

one of the following

ANTH 270	Museum Studies	3
ARTH 103	Landscape Art	3
ECON 395	Environmental Economics	3
HIST 453	Nature and American History	3
HLTH 300	Critical Issues in Human Ecology	3
PHYS 325	Energy and the Environment	3
POLS 395	Water Policy	4
ENVR 395	Global Climate Change	3
SOCI 340	Environment and Society	3
ENVR 395	Environmental Issues	3
COMM 390	Environmental Communications	3

And other courses to be listed.

Sciences

12 credit hours required.

Required Courses:

three from three departments

BIOL 111	Adirondack Ecology	3
BIOL 300	Ecology (prereq: BIOL 151, 152)	3
CHEM 301	Fundamentals of Environmental Science	3
GEOL 101	Environmental Geology	3
GEOL 103	Physical Geology	3
GEOL 106	Geology of National Parks	3
PHYS 325	Energy and the Environment	3

Electives:

one of the following

BIOL 312	Entomology (prereqs: BIOL 151, 152)	3
BIOL 409	Limnology (prereqs: BIOL 151, 152)	3
BIOL 400	Field Ecology (prereqs: BIOL 151, 152)	3
CHEM 395	Sustainable Manufacturing (prereq: one semester college science)	
GEOL 407	Environmental Geophysics (prereq: GEOL 101 or 103 or 106)	3
GEOL 421	Environmental Geology Problems (prereq: GEOL 103)	3
PHYS 330	Meteorology (prereqs: one semester college science)	3

And other courses to be listed.

Skills

9 credit hours required.

Required Courses:

COMP 304	Technical Writing (prereq: COMP 201)	4
WILD 240	Backpacking II	2
WILD 320	Outdoor Education (prereq: WILD 240)	3

Adirondack Capstone

9 credit hours required. Dossier and interview required.

Required Courses:

ENVR 390	Field Preparation (prereq: 9 credits humanities, 6 credits science, WILD 240, 320)	3
ENVR 391	Field Residency (prereq: ENVR 390)	3-6
ENVR 490	Project and Seminar (prereq: ENVR 391)	3

Environmental Science Minor

20-23 semesters hours required.

Contact Person:

Robert Badger, Department of Geology
216 Timmerman, (315) 267-2624 (*badgerrl@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.

Sciences

one of the following or its equivalent, in each of the four sciences

Required Courses:

Credits

BIOL 300	Ecology (prereq: BIOL 151, 152)	3
CHEM 311	Quantitative Analysis (fall only)	4
GEOL 407	Environmental Geophysics (prereq: GEOL 101 or 103 or 106)	3
GEOL 421	Environmental Geology Problems (prereq: GEOL 103)	3
PHYS 330	Meteorology (prereqs: one semester college science)	3

Social Sciences and Humanities

two of the following or their equivalent, each from a different department

Required Courses:

Credits

ANTH 270	Museum Studies	3
ARTH 103	Landscape Art	3
ECON 395	Environmental Economics	3
HIST 453	Nature and American History	3
HLTH 300	Critical Issues in Human Ecology	3
PHYS 325	Energy and the Environment	3
POLS 395	Water Policy	4
ENVR 395	Global Climate Change	3
SOCI 340	Environment and Society	3
ENVR 395	Environmental Issues	3
COMM 390	Environmental Communications	3

And other courses to be listed.

Outdoor Experience

one from the following

WILD 240	Backpacking II	2
WILD 147	Winter Camping	1
WILD 270	Rock Climbing	2
WILD 275	Ice Climbing	2

Environmental Studies Minor

20-22 semesters hours required.

Contact Person:

John Omohundro, Department of Anthropology
129 MacVicar, (315) 267-2050 (*omohunjt@potdam.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 pre-requisites. A grade of 2.0 or better must be achieved in all courses.

Sciences

Science majors should consult the program coordinator for potential substitution of other science courses.

one of the following or its equivalent, in three of the four sciences

Required Courses:		Credits
BIOL 111	Adirondack Ecology (fall only)	3
CHEM 301	Fundamentals of Env. Science (fall only)	3
GEOL 101	Environmental Geology	3
GEOL 103	Physical Geology (fall only)	3
GEOL 106	Geology of National Parks	3
PHYS 325	Energy and the Environment	3
PHYS 330	Meteorology (prereqs: one semester college science)	3

Social Sciences and Humanities

three of the following or their equivalent, each from a different department

Required Courses:		Credits
ANTH 270	Museum Studies	3
ARTH 103	Landscape Art	3
ECON 395	Environmental Economics	3
HIST 453	Nature and American History	3
HLTH 300	Critical Issues in Human Ecology	3
PHYS 325	Energy and the Environment	3
POLS 395	Water Policy	4
ENVR 395	Global Climate Change	3
SOCI 340	Environment and Society	3
ENVR 395	Environmental Issues	3
COMM 390	Environmental Communications	3

And other courses to be listed.

Outdoor Experience

one from the following

WILD 240	Backpacking II	2
WILD 147	Winter Camping	1
WILD 270	Rock Climbing	2
WILD 275	Ice Climbing	2

Classical Studies Minor

18 semesters hours required.

Contact Persons:

Steve Stannish, Department of History
310 Satterlee, (315) 267-2189 (*stannism@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.

Required Courses:

Credits

ANTA 352/ARTH 385	Art and Archaeology of the Classical World	3-6
	or	
ARTH 310 and 311	(prereq: ARTH 100, 101 or 102 or permission of the instructor)	
LITR 371	Classical Heritage	3
	(prereq: LITR 100 or Junior standing or permission of the instructor)	
PHIL 322	History of Ancient Philosophy	3
LATN 101	Introduction to Latin*	3
	or	
GREK 101	Introduction to Classical Greek*	3
HIST 321	Ancient Greece and Rome	3

Electives:

ARTH 310	Greek Art and Architecture	3
	(prereq: ARTH 100, 101 or 102 or permission of the instructor)	
ARTH 311	Roman Art and Architecture	3
	(prereq: ARTH 100, 101 or 102 or permission of the instructor)	
ARTH 351	Late Antique Art	3
	(prereq: ARTH 100, 101 or 102 or permission of the instructor)	
ARTH 381	Classical Mythology in Art	3
	(prereq: ARTH 100, 101 or 102 or permission of the instructor)	
ARTH 451	Ancient Painting	3
	(prereq: ARTH 100, 101 or 102 or permission of the instructor)	
DRAM 312	History of Theatre I	3
HIST 322	Ancient Middle East	3
HIST 323	Middle East from Alexander to Islam	3
HIST 395	Egypt in Late Antiquity	3
HIST 462	The Hero in Classical Antiquity	3
LITR 372	Biblical Heritage	3
	(prereq: LITR 100 or Junior standing or permission of the instructor)	
PHIL 387	Selected Philosophers (when appropriate)	3
	(prereq: determined by instructor)	3

*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.

Natural Science Major

38-42 credit hours required.

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 Concentration

42 credit hours required. Program is currently being revised. Please contact department chair for more information.

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)

Required Courses:

	Credits
BIOL 151 Biology I	4
BIOL 152 Biology II	4
BIOL 311 Genetics	4
CHEM 105 General Chemistry I	4
CHEM 106 General Chemistry II	4
CHEM 341 Organic Chemistry I	4
CHEM 311 Quantitative Analysis	4

Electives:

Biology Electives*	9
Chemistry Elective**	3
Seminar***	2

*6 credits must be at the 400 level

**Must be at the 400 level (may not include 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. Current topics in biology can replace biology seminar.

Cognate Requirements:

Biology

Students who elect BIOL 407 Cell Physiology and/or BIOL 430 Plant Physiology, and/or BIOL 440 Vertebrate Physiology, must also complete CHEM 341 Organic Chemistry I as a prerequisite

Chemistry

Option 1*: Students who elect CHEM 425 Biochemistry must then also complete CHEM 342 Organic Chemistry II

Option 2: Students who elect CHEM 451 Physical Chemistry I must also complete either PHYS 101/102 Introduction to College Physics I & II or PHYS 103/204 General Physics I & II and MATH 151/152 Calculus I and II

*Note: Option 1 is advised for the INS Biology/Chemistry Concentration.

Recommended Course Work Outside the Major:

Consult with departmental advisers.

Biology/Geology Concentration

42-43 credit hours required.

Contact Persons:

Robert Badger, Department of Geology
216 Timerman, (315) 267-2624 (badgerrl@potdam.edu)

Glenn Johnson, Department of Biology
207 Stowell, (315) 267-2264 (johnsong@potdam.edu)

Required Courses:

	Credits
BIOL 151 Biology I	4
BIOL 152 Biology II	4
BIOL 311 Genetics	4
GEOL 103 Physical Geology	3
GEOL 204 Historical Geology	3
GEOL 301 Sedimentary Geology	4
GEOL 311 Mineralogy	4

Elective Courses:

Biology Electives*	8-9
Two Geology Electives	5-6
Seminar**	2-3

*6 credits must be at the 300-400 level.

**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. Current topics in biology replaces biology seminar.

Cognate Requirements:

Biology

Students who elect BIOL 407 Cell Physiology or BIOL 410 Human Physiology, must also complete CHEM 341 Organic Chemistry I

Geology

CHEM 105/106 General Chemistry I and II

Recommended Coursework Outside the Major:

Consult with departmental advisers.

Chemistry/Geology Concentration

38-41 credit hours required.

Contact Person:

Robert Badger, Department of Geology
216 Timerman, (315) 267-2624 (badgerrl@potdam.edu)

Required Courses:

	Credits
CHEM 105 General Chemistry I	4
CHEM 106 General Chemistry II	4
CHEM 311 Quantitative Analysis	4
CHEM 341 Organic Chemistry I	4
GEOL 103 Physical Geology	3
GEOL 204 Historical Geology	3
GEOL 301 Sedimentary Geology	4
GEOL 311 Mineralogy	4

Elective Courses:

Chemistry Elective*	3
Geology Electives**	5-6
Seminar***	2

*Must be at the 400 level (may not include seminar)

**Must be at the 300-400 level

***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.

Cognate Requirements:

Chemistry

Option 1: To complete this option students must take CHEM 421 Biochemistry and CHEM 342 Organic Chemistry II 4

Option 2: To complete this option students must take CHEM 451 Physical Chemistry I and either PHYS 101/202 Introduction to College Physics I and II or PHYS 103/204 University Physics I and II, MATH151/152 Calculus I and II 16

Note: students are advised to select Option 2.

Recommended Coursework Outside the Major:

Consult with departmental advisers.

Geology/Physics Concentration

38-41 credit hours required.

Contact Persons:

Robert Badger, Department of Geology
216 Timerman, (315) 267-2624 (badgerri@potdam.edu)

Lawrence Brehm, Department of Physics
214 Timerman, (315) 267-2279 (brehmlp@potdam.edu)

Required Courses:

	Credits
GEOL 103 Physical Geology	3
GEOL 204 Historical Geology	3
GEOL 301 Sedimentary Geology	4
GEOL 311 Mineralogy	4
PHYS 103 University Physics I	4
PHYS 204 University Physics II	4
PHYS 305 University Physics III	4
PHYS 306 Modern Physics	4
GEOL 407 Environmental Geophysics	3

Elective Courses:

Geology Electives*	5-6
Physics Elective**	3
Seminar***	2

*Must be at the 300-400 level

**Must be at the 300-400 level (may not include 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

Physics

MATH 151/152 Calculus I and II 8

Recommended Coursework Outside the Major:

Consult with departmental advisers.

U.S. and Global Studies

Contact Person:

Susan Stebbins, Department of Anthropology
119 MacVicar, (315) 267-2047 (stebbisa@potdam.edu)

U.S. and Global Studies incorporates classes and programs in Africana Studies and Native American Studies. Students may take classes in these subject areas; work toward interdisciplinary minors in either Africana Studies or Native American Studies; or pursue a Student Initiated Interdepartmental Major (SIIM) in either or both 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. Program is currently being revised. Please see contact person for more information.

Contact Person:

Susan Stebbins, Department of Anthropology
119 MacVicar, (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. After all, American culture comprises a rich history of peoples from both non-European and European heritage.

With its courses, research, and experiential learning components, the Africana Studies minor at SUNY Potsdam will equip students with the skills to construct arguments, distinguish opinions from evidence, and make judgements based on wisdom and knowledge rather than on prejudice and parochialism. Overall, a minor in Africana Studies will enhance many academic and professional disciplines, enabling students to become better prepared for careers in teaching, counseling, state and local social welfare programs, urban planning, corporate America, non-governmental organizations, and international relations.

Required Courses:

	Credits
SOCI 110 Introduction to Africana Studies	3
SOCI 361 Race and the City	3
POLS 309 Politics of Black and White	4

Elective Courses:

Students will elect the remaining three courses (or 8-10 credits), from at least two different departments, under advisement, from an approved course list available from the Africana Studies Program Director. Students may enroll in one Independent Study course (maximum three credits) and/or enroll in a Social Justice Cluster to satisfy their elective requirements. In addition, with approval from the Program Director, students may satisfy their elective requirements by participating in one of the

special programs available to SUNY Potsdam students. These include: Study Abroad in Ghana, Operation Crossroads Africa, Student Teaching Abroad, Black Roots Program in Liverpool, England, Community Service Outreach, and Teaching Social Studies in an Urban Setting.

Notes:

1. No more than six credits from the student’s major may count for the minor.
2. Even though students may earn up to 15 credit hours in special programs, only a maximum of nine credits may be accepted for the minor.
3. Courses taken at St. Lawrence University’s African Studies program may be applied as electives to the program; however, it is not required or necessary to take classes at St. Lawrence University, Canton.
4. As other appropriate courses are offered, the list of electives will be expanded. The program director will maintain a list of all appropriate courses and make that information available to faculty and students.
5. Students must earn a minimum grade of 2.0 in courses counted toward the minor.

Native American Studies Minor

18 credit hours required.

Susan Stebbins, Department of Anthropology
119 MacVicar, (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.

Required Courses:	Credits
ANTC 102 Introduction to Cultural Anthropology or	3
ANTH 111 Introduction to Anthropology	3
ANTC 130 The Native Americans	3
ANTC 330 Native American Cultures or	3
400-level Native American class as determined by coordinator	

Electives:

9 credit hours, any three of the following with advisement of the Native American Studies Program Director.

ANTC 286	Folklore and Folklife
ANTC 331	Women in Native America
ANTC 333	Indian Images
ANTA 350	Archaeology of Ancient Mexico and Central America
ANTC 360	Cultures of Mexico and Central America
HIST 201	Early American History
HIST 308	Canadian History
SOCI 310	Racial and Cultural Minorities
LANG 195	Mohawk I
LANG 196	Mohawk II
LANG 197	Mohawk III

Notes:

1. At least nine credit hours must be at the 300 level or above;
2. Other courses might also be appropriate as they begin to be offered. The Native American Studies Program Director will maintain a list of all appropriate courses and make that information available to students and faculty.

Women’s and Gender Studies Major

32-35 credit hours required.

Contact Person:

Jacqueline Goodman, Department of Sociology
311 Satterlee, (315) 267-2116 (*goodmajk@potdam.edu*)

Women’s and Gender Studies is an interdisciplinary field 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 our personal identities, social arrangements, economic and political systems, and our ways of knowing and understanding the world.

Women’s and Gender Studies is a multidisciplinary program that 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 an interdisciplinary Women’s and Gender Studies minor.

Women’s & Gender Studies Major Requirements:

The Women’s and Gender Studies major has four core requirements:

- | | |
|-----------------------|-------------------------|
| 1. Foundation course; | 3. Feminist theory, and |
| 2. Research methods; | 4. Senior Seminar |

In addition, students take one course from four different disciplinary perspectives:

- | | |
|---------------------|-------------------------------|
| a. Historical | c. Artistic-Literary, and |
| b. Social-Political | d. Science-Health perspective |

Two additional W&GS electives are required as well (see Web site for elective listings). This interdisciplinary approach provides students with knowledge of key academic debates across the disciplines that frame the field of Women’s and Gender Studies.

Required Courses:	Credits
WMST 100 Women’s & Gender Studies 1	3-4
WMST 360 Feminist Research Methods	4
WMST 462 Research Seminar	4

Feminist Theory Course 3-4

one of the following

POLS 353	Feminist Political Thought
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	3
HIST 305	Modern American Women	3
HIST 450	Modern American Oral History	3
HIST 451	Witchcraft in Early America	3
ANTC 331	Women in Native America	3
COMM 416	Voices of American Women	3

Social-Political Perspective

ANTC 340	Anthropology of Gender	3
ANGL 342	Language and Gender	3
POLS 332	Women and Politics	
POLS 323	Politics of Social Welfare	4
PSYC 363	Psychology of Women	3
SOCI 365	Sociology of Gender	3
SOCI 375	Women and Work	3
SOCI 376	Women and Crime	3

Artistic-Literary Perspective

DRAM 313	History of Theater 2	3
DRAM 414	Contemporary Theater Topics	3
LITR 355	Gender and Literature	3
LITR 445	American Women Writers	3
LITR 446	African American Writers	3
LITT 450	Images of Women in Francophone Cinemas	3
MUAH 350	Women in Music	3

Science-Health Perspective

ANTC 321	Cross-Cultural Aspects of Women's Health	3
ANTC 346	Human Sexuality 2: Evolving Sex Roles	3
ANTC 421	Cross Cultural Aspects of Women's Health	3
PSYC 363	Psychology of Women	3
HLTH 341	Issues in Sexual Health	3
HLTH 345	Issues in Gay, Lesbian & Bisexual Health	3
HLTH 495	Women's Health	3

Electives:**6-8 credit hours.**

Choose any two additional Women's and Gender Studies courses. A list of all approved Women's and Gender Studies courses is available at: www.potsdam.edu/womens_studies and from the Director of the Women's and Gender Studies Program.

Notes:

1. Some courses have prerequisites in addition to WMST 100. See catalog or instructors for other prerequisites.
2. POLS 125 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 Studies Minor

18-19 credit hours required.

Contact Person:

Jacqueline Goodman, Department of Sociology
311 Satterlee, (315) 267-2116 (goodmajk@potsdam.edu)

Required Courses:

Required Courses:	Credits
WMST 100 Women's & Gender Studies 1	3-4

Electives:

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.

Course Descriptions:

WMST 100 – Women's and Gender Studies 1 (3-4) 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 – Feminist 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.

Museum Studies Minor

19 credit hours required.

Contact Person:

Morgan Perkins, Department of Anthropology
130 MacVicar, (315) 267-2593 (perkinmb@potsdam.edu)

The Museum Studies Minor consists of a specific sequence of courses that introduces students to the complex world of museums while qualifying them for work in a rapidly growing profession. The program examines the museum—broadly defined to include art, anthropological and his-

tory museums, among others—as a specific cultural institution subject to analysis and critique. As a forum for the collection, preservation and display of material culture, these institutions will be examined in historical and cross-cultural perspectives. The explorations of museums will consider such issues as politics, public memory, authenticity, conservation, and national/cultural identity; as well as the broad functions and methods of museums through research projects, preparation of exhibitions and visits to regional museums. The Charles T. Weaver Museum of Anthropology (130 A MacVicar Hall) and the Roland Gibson Art Gallery (103 Brainerd Hall) will provide opportunities to observe and participate in the various functions of the museum. A series of more advanced classes are offered for practical experiences in the museum profession, culminating with a professional internship.

The capstone experience of the Minor is the completion of an internship program at one or more museums. Opportunities to work in museums locally or nearby in Ottawa or Montreal may be complemented with summer internships at more distant museums both nationally and abroad. The combination of coursework, on-campus practica and professional internships should qualify students for work in museums as well as a wide range of career-related professions.

No more than two courses from the student’s major may double count for the Minor. Several courses may be taken for either Anthropology or Art credit.

Theory

As the first stage in the Minor, students are presented with an introduction to the theory, function and organization of museums.

Required Courses:	Credits
ANTH/ ARTM 270 Museum Studies	3
ANTH/ ARTH 358 Cross-Cultural Approaches to Art	3*

*For students majoring in departments other than anthropology or art an alternate course may be taken in place of ANTH/ARTM 358 after consultation with the Program Director. The prerequisite for ANTH/ARTM 358 is ANTC 202 or ARTH 100, 101 or 102.

Practica

Two required courses provide students with the practical and conceptual skills involved in the operation of museums and galleries, through participation in archival and collections management, research and exhibition design and installation. These courses should be taken in the order listed. The prerequisite for both of these courses is ANTH/ARTM 270.

In Gallery Practices, students learn the skills involved in running a professional art gallery by assisting in the operations and installations of art exhibitions at the Roland Gibson Gallery. In Archives and Exhibits, students act as Assistant Curators and have the opportunity to create and install an exhibition of their own design in the Charles T. Weaver Museum of Anthropology. Through archival and field research, collection, exhibition planning and installation, students should gain direct experience in the various social and philosophical functions of a museum.

Required Courses:	Credits
ARTM 320 Gallery Practices	3
ANTH 320 Museum Archives and Exhibits	4

Prior to pursuing the Practica it is strongly recommended that students take the following studio art course to provide an introduction to design.

Required Course:	Credits
ARTS 120 Color & Design	4

Advanced Studies

A minimum of six internship credits are required.

The culminating experience for the Minor is the completion of two museum internships under the direction of the Museum Studies Coordinator. Ideally, the first should be on campus in either the Weaver Museum of Anthropology or the Gibson Gallery. This first experience should give students an opportunity to work closely with Museum or Gallery staff in the design of an exhibition or the completion of an archival or curatorial research project. The second internship will be arranged with an external museum or gallery so students can develop and complete a range of potential projects with the supervision of a sponsor from the host institution. Longer internships may also be pursued under the direction of the Museum Studies Coordinator for additional credit hours. The prerequisites for both internships are ANTH 320 and ARTM 320.

Required Courses:	Credits
ANTH/ ARTM 470 Museum Internship/Tutorial	6

Statistics

Coordinator: James Terhune
227 Flagg, (315) 267-2615 (terhunjg@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 100 – Probability and Statistics I (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 195, 295, 395, 495 – Special Topics (1-12)

STAT 198, 298, 398, 498 – Tutorial (1-3)

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 placed 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 – Probability and Statistics II (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisite: STAT 100 or other introductory statistics course.

STAT 350 – Experimental Design Statistics (3)

STAT 401 – Applied Statistics (3)

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.

Admission:

Program proposals must be developed by students in consultation with the Chair of the Interdepartmental Programs Committee and their faculty advisors. The faculty advisors are responsible for developing the plan of study with the student and then for supervising the student's progress through the study plan.

SIIM programs should be approved *by the end of the sophomore year*. Therefore, it is recommended that the plan of study be initiated during the fall semester of the sophomore year. Proposals will be accepted for review during fall semester until November 15 and during spring semester until April 15. *SIIM proposals will not be accepted from students who have completed ninety (90) or more credit hours.*

The SIIM proposal will incorporate an outline of the proposed area of study, a list of courses that the student intends to pursue and a written statement justifying the plan of study. The minimal academic requirements for a SIIM proposal are as follows:

Required:

1. Each major must include a minimum of 30 credit hours but cannot exceed a maximum of 42 credit hours.
2. At least 75 percent of the SIIM program must carry liberal arts credit.
3. A minimum of 15 credit hours of upper-division (300 and 400 level) courses must be chosen from at least two departments within the major.
4. Each major must include a seminar or specially directed tutorial study which reflects the student's interdepartmental interests. Such course is to be included in the 30-42 credit hours of the major.
5. All courses in the major program must be completed with a grade of 2.0 or better.

Cognate Requirements:

All collateral requirements for the major must be specified and these requirements cannot exceed 16 credit hours.

All collateral courses must be completed with a grade of 2.0 or better.

Special Notes:

1. Admission to the SIIM requires:
 - a. Completion of the SIIM Proposal Form, submitted to the contact person.
 - b. Additional documentation, including a current transcript.
 - c. Approval of the proposed plan of study by the Committee, based upon the plan's quality and the student's ability to carry it out.
2. The proposed plan of study must contain:
 - a. A detailed outline describing the anticipated interdisciplinary area of study.
 - b. A list of all courses involved, including prerequisites and cognate requirements (if relevant).
 - c. A written statement justifying the plan of study.
 - d. Evidence that the student has consulted with faculty from all departments involved.
 - e. Evidence of support from a faculty adviser who will supervise the student's progress.

Athletics and Physical Education

Contact Person:

James Zalacca, Director of Athletics and Physical Education
232 Maxcy, (315) 267-2314 (zalaccja@potdam.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 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.

Participation on an intercollegiate athletic team may be used to fulfill a maximum of two of the four required physical education activities.

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 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 101-244 – 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 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 110 – Pilates and Conditioning
 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
 PE 125 – Self Defense
 PE 127 – Racquetball
 PE 131 – Swim for Fitness
 PE 133 – Tennis
 PE 135 – Volleyball
 PE 136 – Weight Training
 PE 137 – Softball
 PE 148 – Cooperative Activities

Course instructs future teachers how to utilize free time in the classroom by incorporating the entire class in cooperative activities. Develop the knowledge to facilitate games and execute them safely and effectively. Students participate in daily activities and on two occasions teach two activities of your choice.

PE 300 – Lifeguarding (2 credits: 1 credit counts toward the General Education Physical Education requirement)

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 226 – Women’s Varsity Tennis
 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
 PE 240 – Women’s Varsity Cross Country
 PE 241 – Men’s Varsity Cross Country
 PE 244 – Competitive Athletics

* See department chair

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.

@PE 326 – Health and Sports Medicine (4) Anatomical, physiological factors in prevention, treatment and rehabilitation of pathological processes which occur in athletic participation. Fall only.

@PE 335 – Philosophy, Principles and Organization of Competitive Athletics in Education (3) Establishing guidelines for current programs; organization at elementary, junior high school and senior high school levels; local, state and national regulations; legal considerations; moral and ethical standards.

SCHOOL OF ARTS AND SCIENCES

Galen Pletcher, Dean
Dunn 106, (315) 267-2231 (pletchgk@potdam.edu)

Steven Marqusee, Associate Dean
Dunn 104, (315) 267-3186 (marqussj@potdam.edu)

Departments

- Anthropology
- Art
- Biology
- Chemistry
- Computer Science
- Economics and Employment Relations
- English and Communication
- Geology
- History
- Mathematics
- Modern Languages
- Philosophy
- Physics
- Politics
- Psychology
- Sociology
- Theatre and Dance

Department of Anthropology

Chair and Contact Person For All Majors and Minors :

Karen Johnson-Weiner
MacVicar 129B, (315) 267-2041 (johnsokm@potdam.edu)

Distinguished Teaching Professor:

John Omohundro

Professors:

Steven Marqusee, Patricia Whelehan

Associate Professors:

Karen Johnson-Weiner, Morgan Perkins, Susan Stebbins,
Bethany Usher, Jaimin Weets

Assistant Professors:

Alan Hersker, Hadley Kruczek-Aaron, Benjamin Pykles

Adjunct Instructor:

Carolyn Schwartz

Anthropology Major

33 credit hours required.

Required Courses:

	Credits
ANTH 201 Human Origins	4
ANTH 202 Cultural Anthropology	3
ANTH 203 Language and Culture	3
ANTH 204 Archaeology	4
ANTH 391 Theory and Method	3
ANTH 393 Professionalism in Anthropology	3
ANTH 480 Senior Seminar	4

In addition, 3 credit hours in anthropology, of a 400-level course and 6 credit hours of anthropology electives (3 credit hours must be at the upper division), by advisement:

Electives:

9 credit hours required.

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
Ethnographic Fieldwork, ANTH 375

Internship

ANTH 490 Internship in 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

32-35 credit hours required.

Contact Person:

Jaimin Weets
MacVicar 129A, (315) 267-2714 (weetsjd@potsgdam.edu)

SUNY Potsdam has been training students in archaeology since at least 1970. 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 this interdisciplinary experience. 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.

Required Courses:	Credits
ANTH 204 Archaeology	4
ARTH 101 Survey of Art: Ancient to Early Renaissance	3
ARTH 102 Survey of Art: Renaissance to Modern	3
or	
ARTM/ANTH 270 Museum Studies	3
GEOL 103 Physical Geology	3
GEOL 104 Historical Geology	3
ANTH 417 Archaeological Procedures	4

In addition, archaeological field experience is required and can be fulfilled by ANTH 315, Field Archaeology, or other field experience approved by archaeological studies faculty 3-6

Elective Courses:

9-10 credit hours; one from each group. Additional courses, as available, may be used with approval from the Archaeological Studies Coordinator.

Group A: The Old World

ANTH 356 Neanderthals: Fact, Fiction or Fantasy	3
ANTH 395 The Prehistory of Europe	3
ARTH 310 Greek Art and Archaeology	3
ARTH 311 Roman Art and Archaeology	3
ARTH 351 Late Antique Art	3
ARTH 385 Art and Archaeology of the Classical World (same as ANTH 352)	3
ARTH 451 Ancient Painting	3
HIST 301 Ancient and Medieval Europe	3
HIST 322 Ancient Middle East	3
HIST 395 Ancient Greece and Rome	3
HIST 395 Egypt in Late Antiquity	3
HIST 495 Magic in Antiquity	3

Group B: The New World

ANTH 350 Archaeology of Mexico and Central America	3
ANTH 359 African American Archaeology	3
ANTH 362 Historical Archaeology	3
ANTH 395 Archaeology of Eastern USA	3
HIST 311 Indians and Iberians	3

Group C: Applied Sciences

GEOL 301 Sedimentology-Paleontology 1	4
GEOL 395 Geoarchaeological Problems	3
GEOL 405 Structural Geology	4
GEOL 406 Geomorphology	4
GEOL 407 Geophysics	4
ANTH 316 Archaeological Lab Techniques	3
ANTH 319 Public and Private Archaeology	3
ANTH 347 Humans, Disease & Death	3
ANTH 354 Environmental Archaeology	3
ANTH 365 Archaeology of Death	3
ANTH 380 Human Osteology	3
ANTH 395 Public and Private Archaeology	3
ANTH 402 Forensic Anthropology	3
ANTH 410 Advanced Archaeological Research	4
ANTH 450 Zooarchaeology	3
ANTH 455 Cannibalism	4
ANTH 495 Dental Anthropology	3

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.

Required Courses: Credits

one course at the 100 or 200 level

Archaeology (ANTH 204 preferred)	3-4
Biological Anthropology (ANTH 201 preferred)	3-4
Cultural or Linguistics Anthropology (ANTH 202 or 203 preferred)	3-4
ANTH 393 Professionalism	3

Electives:

6 credit hours; 300 level and above.

Procedures for Declaring this Minor:

Each certifiable minor must be registered within the Anthropology Department and a minor adviser chosen before more than 3 credit hours of the electives have been completed.

Archaeology Minor**18-21 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.

Required Courses:

	Credits
ANTH 204 Archaeology	3
ARTH 101 Survey of Art: Ancient to Early Renaissance	3

one of the following

GEOL 103 Physical Geology	3
GEOL 104 Historical Geology	3

Elective Courses:

9-12 credit hours; one from each group. Additional courses, as available, may be used with approval from the Archaeological Studies Coordinator.

Group A: Old World

ARTH 310 Greek Art and Archaeology	3
ARTH 311 Roman Art and Archaeology	3
ARTH 351 Late Antique Art	3
ARTH 385 Art and Archaeology of the Classical World (same as ANTH 352)	3
HIST 301 Ancient and Medieval Europe	3
HIST 395 Ancient Greece and Rome	3
HIST 395 Ancient Middle East	3
HIST 395 Egypt in Late Antiquity	3

Group B: New World

ANTH 315 Field Archaeology	6
ANTH 350 Archaeology of Ancient Mexico and Central America	3
ANTH 359 African American Archaeology	3
ANTH 362 Historical Archaeology	3
ANTH 395 Archaeology of Eastern USA	3

Group C: Applied Sciences

GEOL 301 Sedimentology-Paleontology 1	4
GEOL 405 Structural Geology	4
GEOL 406 Geomorphology	4
GEOL 407 Geophysics	4
ANTH 316 Archaeological Lab Techniques	3
ANTH 347 Humans, Disease & Death	3
ANTH 354 Environmental Archaeology	3
ANTH 365 Archaeology of Death	3
ANTH 380 Human Osteology	3
ANTH 402 Forensic Anthropology	3
ANTH 410 Advanced Archaeological Research	3

ANTH 450 Zooarchaeology	3
ANTH 455 Cannibalism	4
ANTH 495 Dental Anthropology	3

Biological Anthropology Minor

Biological anthropology is a broad sub-discipline of anthropology incorporating ideas from all areas of anthropology – the idea that humans have adapted to their environments by both culture and biology, and that the two are inescapably intertwined. Many students come into anthropology because of an interest in biological anthropology, and this minor allows them to specialize in this field. It also offers an opportunity for non-majors to gain experience in biological anthropology.

The required courses give students a solid grounding in all areas of biological anthropology. The majority of upper level courses concentrate on genetics, health and disease, demography, and osteology. Students interested in other areas may arrange with professor Bethany Usher to set up an independent research project. Human Origins is an introductory level class that should be taken early. Issues in Physical Anthropology should be taken in the junior or senior year, after taking most of the other requirements.

Note:

Only two courses can be taken from outside the Anthropology Department.

Required Courses:

	Credits
ANTH 201 Human Origins	4
ANTH 301 Issues in Physical Anthropology	3

Electives:

Choose at least four from below. At least two courses must be upper division (300 or 400).

ANTH 150 Human Sexuality	3
ANTH 182 Primates	3
ANTH 345 Medical Anthropology	3
ANTH 346 Human Sexuality 2: Evolving Sex Roles	3
ANTH 347 Humans, Disease and Death	3
ANTH 365 Archaeology of Death	3
ANTH 380 Human Osteology	3
ANTH 383 Genes and People	3
ANTH 401 Forensic Anthropology	3
ANTH 403 Advanced Biological Anthropology Research Methods	3
BIOL 105 Introduction to Human Genetics	3
BIOL 107 Human Biology	3
BIOL 210 Human Anatomy and Physiology	3
SOCI 460 Population Studies	3
HLTH 385 Epidemiology and Biostatistics	3

Medical Anthropology Minor

Medical anthropology incorporates biological and cultural anthropological approaches to health and disease. The Medical Anthropology minor provides a holistic, integrated, and cross-cultural overview of this subfield. In particular, we study the cross-cultural and evolutionary aspects of incidence and patterns of disease, healing systems, growth and development, and women's health.

Required Courses:	Credits
ANTH 202 Cultural Anthropology	3
ANTH 345 Medical Anthropology	3
ANTH 347 Humans, Disease, and Death	3

Electives:

Students must take at least three of the following classes. Additional classes, including one from outside the Anthropology Department, may be substituted after consultation with your adviser.

ANTH 320 Cross Cultural Aspects of Mental Health	3
ANTH 321 Cross Cultural Aspects of Women's Health	3
ANTH 365 Archaeology of Death	3
ANTH 382 Human Osteology	3
ANTH 383 Genes and People	3
ANTH 411 Anthropology of AIDS	3

Museum Studies Minor

For more information, see page 86.

Anthropology Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 48 for a description of non-liberal arts credits.

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. This course can not be taken if credit has been received for ANTA/ANTH 300. Fall. Previously ANTA 100. Gen Ed: PI credit.

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. As demand warrants. Gen Ed: XC and SI. Cross listed as ARTH 104.

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. Spring. Previously ANTH 106. Gen Ed: XC credit.

ANTH 111 – Introduction to Anthropology (3) This course focuses on the discipline of anthropology. We will learn about the different subdivisions of anthropology: cultural, biological, linguistics, and archaeology 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. Fall and Spring. Gen Ed: XC credit.

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. As demand warrants. Gen Ed: SB credit.

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. Fall. Gen Ed: XC credit.

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. As demand warrants. Gen Ed: XC credit.

ANTH 135 – The Arab World (3) An introduction to the fundamental nature of the modern Arab World with examination of the broad, sweeping questions which U.S. students ask or need to ask about the contemporary realities and past of the Arab world. Lectures and discussion of such topics as the nature of Arab societies, religion, history/geography, culture and politics. Problems of culture examined in greatest detail. As demand warrants.

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. Fall. Gen Ed: XC & AC credit.

ANTH 150 – Human Sexuality (3) Biological, evolutionary and social aspects of human sexuality, examined from a cross-cultural perspective. Fall and Spring. Gen Ed: XC credit.

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 demand warrants.

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. Fall. Gen Ed: FW credit.

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. Spring. Gen Ed: FW credit.

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. Previously ANTP 184. As demand warrants.

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. This should be an exciting class where we will be able to bring together many scientific fields to explore fascinating issues that are closest to humans. Fall and Spring. Gen Ed: SB & LB credit.

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. Fall and Spring. Gen Ed: XC credit, some sections for FS credit.

ANTH 203 – Language and Culture (3) 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. Fall. Gen Ed: SA & XC credit, some sections for FW credit.

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. Fall.

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. Fall and Spring. Gen Ed: AC & XC credit.

ANTH 286 – Folklore and Folklife (3) Identifies what is called folklore and introduces the various methods of analysis which have proven effective. Opens students to a fundamental understanding of how cultures work at the informal level and gives a greater grasp of social phenomena. As demand warrants.

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: ANTP 201. Fall. Formerly ANTP 301.

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.

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.

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. Spring. Formerly ANTH 205. Service Learning Course.

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. Spring. Previously ANTC 306. Gen Ed: WC & WI credit.

ANTH 309 – Religion, Magic and Witchcraft (3) Natures and functions of religion, witchcraft and magic in various social and cultural contexts. Fall.

ANTH 315 – Field Archaeology (6) Teaches basic principles and methods for locating, surveying and excavating sites, recording of archeological data, and preliminary processing, cataloging and analyzing of finds. Prerequisites: 100-level course in anthropology and permission. Summer.

ANTH 316 – Archaeological Laboratory Techniques (3) Preservation, preparation for analysis, and preliminary analysis of results of field research (field data and artifacts). Prerequisite: permission. As demand warrants.

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.

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. Alternate Falls. Gen Ed: SA credit.

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. Previously ANTC 320. Alternate Falls. Gen Ed: XC credit.

ANTH 325 – Environmental Anthropology (3) Cross-cultural evidence and examination of the principal forms which the human-nature relationship has taken. Ecological principles and environmental problems faced by our species today. Prerequisite: ANTP 201 or ANTP 202 or ANTH 201 or ANTH 202. Spring. Formerly ANTC 325. Gen Ed: SI credit.

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. Spring.

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 demand warrants.

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. As demand warrants.

ANTH 340 – Anthropology of Gender (3) What is 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: ANTC/ANTH 150 or ANTC/ANTH 202. Fall.

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. Previously ANTL 342. Cross listed as LNGS 342. Fall.

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. Previously ANTC 345. Spring. Gen Ed: XC credit.

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. Regular rotation. Previously ANTC 346. Gen Ed: XC credit.

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. Spring.

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. Formerly ANTA 350. Spring.

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. Same as ARTH 385. Spring.

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. Fall. Gen Ed: XC credit.

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. Formerly ANTA 354.

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.

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.

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. Spring. Formerly ANTC 357.

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. Spring. Gen Ed: AC & XC credit.

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. Formerly ANTA 359. Spring.

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: ANTC/ANTH 202. Fall.

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. Fall.

ANTH 363 – Archaeology of Eastern US (3) This course explores Native American life ways of the Eastern United States from Paleoindian colonization through initial European contact. This course focuses on the archeological evidence and its interpretation.

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. Spring. Formerly ANTC 364. Cross listed with HIST 450.

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 demand warrants.

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. Previously ANTC 371.

ANTH 373 – Cultures of China (3) Formerly ANTC 305.

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, horticulturalists 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. Spring.

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. Summer.

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 202. Fall.

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. Fall. Previously ANTP 383.

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: ANTP 201 or ANTH 201. Formerly ANTP 387. Spring.

ANTH 390 – Classics in Anthropology (3)

ANTH 391 – Theory and Method (3) A series of increasingly complex exercises thinking anthropologically about human history and behavior, using a variety of methods, data and theoretical approaches. Junior or Senior standing. Spring. Gen Ed: SI credit.

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. 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: ANTP/ANTH 380. Formerly ANTP 402. Spring.

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. Formerly ANTP 403. As demand warrants.

ANTH 410 – Advanced Archaeological Research (3) 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. Previously taught as ANTA 410. As demand warrants.

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. Alternate Falls. Gen Ed: SA credit.

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. Alternate Falls. Gen Ed: SA & WI credit.

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. 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. As demand warrants.

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. Fall.

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.

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. Fall.

ANTH 445 – Ethnographic Fieldwork (3) Field course in scientific method, data collection and analysis, record keeping, and ethics of human research. Prerequisite: ANTH 391.

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. Previously taught as ANTA 450. Fall.

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 demand warrants.

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. Spring.

ANTH 461 – Material Culture (3) More advanced course in folklore for those interested in folk art, folk craftsmanship, traditional crafts and trades and architecture. Independent research project required, as well as participation in class study project of some kind of folk art, craft or architecture. Out-of-class field research techniques taught. Formerly ANTA 461. Fall.

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 ANTH 320). As demand warrants.

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. Fall.

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.

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. As demand warrants.

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, ANTH 430, and either ANTH 393 or 319.

ANTH 499 – Seminar (3) Selected topics in ethnology, physical anthropology, or archaeology. Typically involves student participation in research project. Prerequisite: 12 hours of anthropology and permission. As demand warrants.

GEOG 350 – World and U.S. Geography (4) Elementary education majors only. 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. Fall and Spring.

GEOG 360 – 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. Spring.

Department of Art

Chair and Contact Person for All Majors and Minors:

Mark Huff
Brainerd 219, (315) 267-2251/2252 (*huffms@potsdam.edu*)

SUNY Distinguished Service Professor:

Joseph A. Hildreth

Professors:

Caroline Downing, Mark Huff, Mary Jo McNamara, Teresa Watts

Associate Professors:

Virginia Layne, Marc Leuthold, Morgan Perkins, Douglass Schatz, Amy Swartele

Assistant Professor:

Michael Yeomans

Adjunct Instructors:

Edwin Clark, Linda Strauss

Bachelor of Fine Arts in the Visual Arts

60-63 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 arts theory.

Fine Arts Core

Required Courses:

	Credits
ARTH 101 Survey of Art: Ancient to Renaissance	3
ARTH 102 Survey of Art: Renaissance to Modern	3
ARTH 464 Foundations of Modern Art (prereq.: ARTH 101/102)	3
ARTH 300 or 400 level Art History Elective (prereq.: ARTH 101/102)	3
ARTS 110 Drawing I	4
ARTS 120 Color and Design	4
ARTS 311 Drawing II (prereq.: ARTS 110)	4

4 Studio Requirements:

at least one three-dimensional course

ARTS 312 Drawing III (prereq.: ARTS 111/112)	4
ARTS 319 Digital Design I (prereq.: ARTS 111/120)	4
ARTS 329 Painting I (prereq.: ARTS 111/120)	4
ARTS 339 Printmaking I (prereq.: ARTS 111/120)	4
ARTS 349 Sculpture I (prereq.: ARTS 111/120)	4
ARTS 359 Ceramics I (prereq.: ARTS 111/120)	4
ARTS 369 Video I (prereq.: ARTS 111/120)	4
ARTS 379 Photography I (prereq.: ARTS 111/120)	4

Electives:

4 studio electives at least one level 4 studio and one level 2 from another studio area.

Senior Experience:

One additional Studio Elective	4
or	
ARTS 490 Internship	6
or	
ARTS 491 & 492 Two Semester Tutorial Thesis and	6
ARTM 493 Senior Exhibition Seminar	1

Note:

Students are required to take 60 credit hours outside of the Art Department.

Art Studio Major

41 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.

Required Courses:

	Credits
ARTH 101 Survey of Art: Ancient to Renaissance	3
ARTH 102 Survey of Art: Renaissance to Modern	3
ARTS 110 Drawing I	4
ARTS 120 Color and Design	4
ARTH xxx Upper level art history elective	3

Studio Foundation

4 courses with at least one three-dimensional course

ARTS 319 Digital Design I	4
ARTS 329 Painting I	4
ARTS 339 Printmaking I	4
ARTS 349 Sculpture I	4
ARTS 359 Ceramics I	4
ARTS 369 Video I	4
ARTS 379 Photography I	4

Studio Elective:

two studio electives with at least one level 2 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 Program

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 take three additional courses in Education at SUNY Potsdam. These are:

EDLS 201	Principles of Education
EDUC 207	Literacy 1
PSYC 350	Educational Psychology

Students must also complete all General Education requirements of SUNY Potsdam. 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 Chair of the Art Department 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.

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.

Required Courses: Credits

ARTS 110	Drawing I	4
ARTS 120	Color and Design	4

Elective Courses:

3 of the following

ARTS 311	Drawing II	4
ARTS 319	Digital Design I	4
ARTS 320	Digital Design II	4
ARTS 329	Painting I	4
ARTS 330	Painting II	4
ARTS 339	Printmaking I	4
ARTS 340	Printmaking II	4
ARTS 349	Sculpture I	4
ARTS 350	Sculpture II	4
ARTS 359	Ceramics I	4
ARTS 360	Ceramics II	4
ARTS 369	Video I	4
ARTS 379	Photography I	4
ARTS 380	Photography II	4

Note:

Students must earn a minimum grade of 2.0 in courses counted toward the minor.

Art History Major

31 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.

Prerequisite Courses:		Credits
ARTH 101	Survey of Art: Ancient to Renaissance	3
ARTH 102	Survey of Art: Renaissance to Modern	3

one Studio Art course from the following

ARTS 110	Drawing I	4
ARTS 120	Color and Design	4

Required Courses:

Group A: Ancient 2 of the following

ARTH 310	Greek Art and Architecture	3
ARTH 311	Roman Art and Architecture	3
ARTH 351	Late Antique Art	3
ARTH 385	Art and Archaeology of the Classical World	3
ARTH 451	Ancient Painting	3

Group B: Medieval through Renaissance 2 of the following

ARTH 352	Art and Life in the Middle Ages	3
ARTH 356	History of World Architecture	3
ARTH 454	Early Italian Renaissance Art	3
ARTH 455	Northern Renaissance Art	3
ARTH 457	Baroque Art	3
ARTH 463	Italian High Renaissance and Mannerism	3

Group C: Baroque through Contemporary 2 of the following

ARTH 355	Art in America	3
ARTH 458	Nineteenth Century Painting	3
ARTH 462	Impression	3
ARTH 464	Foundations of Modern Art	3
ARTH 465	Issues in Contemporary Art	3

The following courses, offered from time to time, may be used to replace courses from Groups A, B and C, by advisement only:

ARTH 490	Seminar: Art History and Criticism	3
ARTH 495	Special Topics in Art History	3
ARTH 498	Tutorial Study	3

Required in Senior year:

ARTH 492 Senior Seminar 3

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.

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.

Required Courses:

ARTH 101	Survey of Art: Ancient to Renaissance	3
ARTH 102	Survey of Art: Renaissance to Modern	3

Credits

Elective Courses:

3 elective upper-division Art History courses from the following

ARTH 210	Greek Art and Architecture	3
ARTH 211	Roman Art and Architecture	3
ARTH 351	Late Antique Art	3
ARTH 352	Art and Life in the Middle Ages	3
ARTH 355	Art in America	3
ARTH 356	History of World Architecture	3
ARTH 358	Cultural Approaches to Art	3
ARTH 365	Art and Culture of China	3
ARTH 385	Art and Archaeology of the Classical World	3
ARTH 450	History of Photography	3
ARTH 451	Ancient Painting	3
ARTH 454	Early Italian Renaissance Art	3
ARTH 455	Northern Renaissance Art	3
ARTH 457	Baroque Art	3
ARTH 458	Nineteenth Century Painting	3
ARTH 463	Italian High Renaissance and Mannerism	3
ARTH 464	Foundations of Modern Art	3
ARTH 465	Issues in Contemporary Art	3

1 course from the following

ARTH 490	Seminar: Art History and Criticism	3
ARTH 495	Special Topics in Art History	3
ARTH 498	Tutorial Study	3

Museum Studies Minor

For more information, see page 86.

Other Opportunities Available to Art Studio 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.

Studio Apprenticeship in New York City

Students apply for a semester of Studio Apprenticeship with leading contemporary artists in New York City. This program is sponsored by the SUNY Council of Art Department Chairpersons and is operated by Empire State College.

Foreign Exchange Program

Foreign Exchange Programs with The College of Ripon and York, St. John-York and the Manchester Metropolitan University, Manchester, England.

Art Studio majors can choose to study abroad in York or Manchester, England, for one semester. Interested students should see the Chair of the Art Department for additional information about this direct exchange program.

Art Course Descriptions

Courses are offered each semester unless otherwise designated.

Subject codes: ARTH – Art History; ARTS – Art Studio; ARTM – Museum

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Art History

Note: Prerequisite for courses numbered ARTH 300-498: one 100-level ARTH course or permission of instructor.

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 or 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. Fall and Spring. Gen Ed: AC credit; 4 credit sections also receive FS credit.

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. Fall and Spring. Gen Ed: WC credit.

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. Fall and Spring. Gen Ed: WC credit.

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. As demand warrants. Gen Ed: AC credit.

ARTH 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. As demand warrants. Gen Ed: XC and SI.

ARTH 212 – Canadian Art (3) Not currently offered.

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. Spring, alternate years.

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. Spring, alternate years. Gen Ed: AH & WI credit.

ARTH 356 – History of World Architecture (3) Historical analysis of architectural trends from Egyptian times to the present. Special attention given to the concepts of mass, space and structure and their relationship to contemporary social movements. As demand warrants. Gen Ed: WC credit.

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 consider how contemporary artists in 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. Spring. Gen Ed: AC & XC credit.

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 area 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 the 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. As demand warrants. Gen Ed: SI credit.

ARTH 383 – Classical Mythology in Art (3) This course will study the stories from ancient Greek mythology and how they are represented in art from ancient times through the present. The course is arranged thematically; each theme will be analyzed in its original form (as far as can be determined) and then the representation of that theme in art will be discussed, moving chronologically up to the present. Emphasis will be placed on the role of the myth in each society, and its contributions to the art of the times.

ARTH 385 – Art and Archeology 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. As demand warrants. Gen Ed: SI credit.

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. As demand warrants.

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 demand warrants.

ARTH 452 – Medieval Art (3) Not currently offered.

ARTH 453 – Gothic Art (3) Not currently offered.

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 459 – Modern Architecture (3) Not currently offered.

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. Spring, alternate years. Gen Ed: AC credit.

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. Fall, alternate years. Gen Ed: SI credit.

ARTH 490 – Seminar: Art History and Criticism (3) Study and research on selected problems in history of art. Limited to art history majors. Registration by permission. As demand warrants.

ARTH 492 – Senior Seminar (3) Study and research on selected problems in history and criticism of art. Limited to senior year art history majors. Registration by permission. As demand warrants.

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 – Gallery Practices (3) Exhibition design and implementation. Students learn basic theory and methodology related to how a professional art museum func-

tions, 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 or ANTH 370 or 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 or ANTH 370 or ARTM 420.

Art Studio

Note: In all studio courses students are required to maintain individually a minimum weekly studio schedule of one hour work per hour of scheduled class meeting.

ARTS 107 – Introduction to Watercolor (3) Introduction to Watercolor 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. As demand warrants. Gen Ed: AE credit.

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. Fall. Gen Ed: AE credit.

ARTS 110 – 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 slide presentations of both historical and contemporary art work. Emphasizes perceptual drawing with still life and figure work. Fall and Spring. Gen Ed: AE credit.

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 slide presentations of both historical and contemporary art work. Fall and Spring. Gen Ed: AE credit.

ARTS 130 – Three Dimensional Design (4) Not currently offered.

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 slide presentations of both historical and contemporary art work. Non-majors only. As demand warrants. Gen Ed: AE credit.

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. As demand warrants. Gen Ed: AE credit.

ARTS 142 – Basic Photography (4) No previous art training required. Creative problems in black-and-white photography. Camera instruction, photographic development and printing techniques introduced. Lectures and slide presentations address relevant theoretical, historical and critical concepts. 35 mm camera required. As demand warrants. Gen Ed: AE credit.

ARTS 143 – Desktop Publishing Design (3) Desktop Publishing Design is intended to introduce basic techniques and principles of producing computer generated publica-

tion 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 demand warrants.

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 – Drawing II (4) Continues to develop and broaden students' technical and material drawing skills. Expands the concept of drawing. Will explore multiple formal and conceptual approaches to drawing using both abstract and representational modes. Will introduce color. Development of personal image vocabulary. Lectures and slide presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 110. Fall and Spring.

ARTS 312 – Drawing III (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 slide presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 311. Fall and Spring.

ARTS 319 – Digital Design 1 (3) Digital Design 1 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 2 (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 will still life and figure work. Emphasis on color and composition. Lectures and slide 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 slide presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 329. Fall and Spring.

ARTS 339 – Printmaking I (4) Materials, theories and techniques of intaglio printmaking. Emphasis on special qualities of intaglio and printmaking aesthetics. Lectures and slide 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 slide presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 339. Fall and Spring.

ARTS 349 – Sculpture 1 (4) Introduces the use of sculptural form as a vehicle for a creative expression of personal ideas and contemporary concepts Examines variety of transitional 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 slide presentations to address historical and theoretical concerns. Regular formal classroom critiques students to develop critical

thinking skills and strengthen their abilities in aesthetic analysis. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 350 – Sculpture II (4) Exploring the design potential of welded metals as a medium for creative expression. An introduction to the lost wax metal castings 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 slide presentations. Critical thinking and aesthetic analysis stressed in regular formal classroom critiques. Fall and Spring.

ARTS 359 – Ceramics 1 (4) Design and creations of ceramic sculpture and well-thrown pottery, including preparation of clays, and introduction of glazing and firing of kilns. Lectures and slide 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 slide 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 a/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 video tape presentations. Further investigation is achieved by the criticism, presentation, and analysis of these projects.

ARTS 379 – Photography 1 (4) Creative problems in photocomposition, using a diversity of photographic techniques. Camera instruction, photographic development and printing techniques introduced. Lectures and slide presentations address relevant theoretical, historical and critical concepts. 35 mm camera required. Prerequisites: ARTS 110 and 120. Fall and Spring

ARTS 380 – Photography Processes and Techniques (4) Alternative photographic processes are introduced. Emphasis is placed upon technical expertise and creation of a body of work using these various processes. Prerequisite: ARTS 379. Fall and Spring.

ARTS 419 – Digital Design 3 (4) Digital Design 3 introduces advanced techniques and theories 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 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 4 (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 (4) Explores multiple formal and conceptual approaches to painting on one individual theme or idea chosen by the student. Development of intellectual capacity and ability to conceive, initiate and complete original work. Movement towards increasingly complex and mature work. Broad exploration of the chosen theme. Lectures and slide 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 slide 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 ARTS 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 slide 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) Students will edit, manipulate and print their photographically derived images through the use of current image editing software. Lectures and slide presentations address historical and critical concepts. Prerequisite: ARTS 379. Fall

ARTS 482 – Photography IV (4) Advanced level investigation of individual photographic creative ideas. Selected area of interest, black-and-white, color or alternative processes, with an emphasis on thematic projects. Lectures and slide presentations address relevant theoretical, historical and critical concepts. 35 mm camera 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 demand warrants. Non-liberal arts credit.

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 field. As demand warrants.

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 demand warrants. Non-liberal arts credit.

ARTS 490 – Senior Art Internship (3) The Senior Art Internship is a culmination experience available for each Bachelor of Fine Art. 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 at this institution. 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 Senior Honors Show 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 in the exhibition of a body of work produced during the thesis process and shown in

the Senior Honors Show 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 Studio Art 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

Chair and Contact Person for All Majors and Minors:

Glenn Johnson
Stowell 207B, (315) 267-2710 (johnsong@potdam.edu)

Professor:

Walter Conley

Associate Professors:

Glenn Johnson, Laura Rhoads, William Romey, Jason Schreer

Assistant Professors:

Daniel Aruscavage, Robert Ewy, Jan Trybula

Instructional Support Technician:

Ray Bowdish

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-Professional Programs section on page 64 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.)

36 credit hours required.

Required Courses:

		Credits
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
BIOL 300	Ecology	3
BIOL 311	Genetics	4
BIOL 483	Current Topics in Biology	3

Physiology Component (choose one):

BIOL 303	Plant Physiology	4
BIOL 407	Cell Physiology	
BIOL 410	Human Physiology	
BIOL 440	Comparative Animal Physiology	

Elective Courses:

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*:

		Credits
CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4
CHEM 341	Organic Chemistry I	4

*All cognate courses must be completed with a 2.0/S or higher.

Biology Major (B.S.)

38 credit hours required.

Required Courses:

		Credits
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
BIOL 300	Ecology	3
BIOL 311	Genetics	4
BIOL 483	Current Topics	3

Physiology Component*:

BIOL 303	Plant Physiology	4
BIOL 407	Cell Physiology	
BIOL 410	Human Physiology	
BIOL 440	Comparative Animal Physiology	

* Choose at least one with consultation with adviser.

Concentration Courses:

Ecology and Evolutionary Biology Concentration

Recommended for everyone taking this concentration:

BIOL 319	Evolutionary Biology	4
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Recommended at least 12 hours from the following concentration specific electives*:

BIOL 312	Insect Ecology	4
BIOL 320	Microbiology	4
BIOL 330	Natural History of Lower Vertebrates	4
BIOL 331	Natural History of Higher Vertebrates	4
BIOL 334	Biology of Woody Plants	3
BIOL 350	Biotic Communities of South Florida	3
BIOL 351	Biology of Northern Ecosystems	3

BIOL 355	Invertebrate Zoology	4
BIOL 375	Behavioral Evolution	4
BIOL 400	Field Ecology	4
BIOL 402	Conservation Biology	3
BIOL 409	Aquatic Ecology	4

*Or additional upper division biology courses to reach at least 38 hours in major.

Cell and Molecular Biology Concentration

Recommended for everyone taking this concentration:

BIOL 320	Microbiology	4
BIOL 407	Cell Physiology	4

Recommended at least 8 hours from the following concentration specific electives:*

BIOL 321	Cell Structure	3
BIOL 410	Human Physiology	4
BIOL 415	Virology	3
BIOL 420	Medical Microbiology	3
BIOL 425	Techniques in Molecular Biology	3
BIOL 426	Immunobiology	3
BIOL 431	Developmental Biology	3
BIOL 455	Molecular Genetics	3

*Or additional upper division biology courses to reach at least 38 hours in major.

Anatomy and Physiology Concentration

Recommended for everyone taking this concentration:

BIOL 305	Comparative Anatomy of the Vertebrates	4
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Recommended at least 12 hours from the following concentration specific electives:*

BIOL 320	Microbiology	4
BIOL 325	Morphology of Lower Plants and Algae	4
BIOL 326	Morphology of Higher Land Plants	3
BIOL 360	Neurobiology	3
BIOL 407	Cell Physiology	4
BIOL 410	Human Physiology	3
BIOL 431	Developmental Biology	3

*Or additional upper division biology courses to reach at least 38 hours in major.

Cognate Requirements*:

MATH 151	Calculus I	4
CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4
CHEM 341	Organic Chemistry I**	4

plus one of the following

STAT 100	Probability and Statistics I	3
MATH 125	Probability and Statistics I	3
MATH 152	Calculus II	4

Physics sequence of

PHYS 101	College Physics I***	4
PHYS 202	College Physics II	4
	or	
PHYS 103	University Physics I****	4
PHYS 204	University Physics II	4

*All cognate courses must be completed with a 2.0/S or higher.

**CHEM 342 Organic Chemistry II is highly recommended for most biology majors.

***College Physics is preferred to University Physics for most majors. Please consult with your adviser.

****MATH 151 and 152 (Calculus I and Calculus II) are co-requisites for the University Physics sequence.

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), Oceanography, 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 your adviser or visit the GCRL Web site: www.usm.edu/gcrl/summer_field/index.php

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.

Required Courses:

	Credits
BIOL 151 General Biology I	4
BIOL 152 General Biology II	4

Elective Courses:

15 credit hours. Must be selected from biology major offerings.

The following courses cannot be counted among the 15 elective hours:

BIOL 465	Biology Seminar
BIOL 475	Biology Lab Techniques
BIOL 485	Research in Biology
BIOL 495	Advanced Topics in Biology

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. Fall and Spring. Gen Ed: SB & LB credit.

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. Gen Ed: SB credit.

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. Non-majors only. Fall and Spring. Gen Ed: SB credit.

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. Non-majors only. Fall and Spring. Gen Ed: SB & LB credit.

BIOL 107 – Human Biology (3) Emphasis on cellular function, nutrition, reproduction and other aspects of the body under normal and abnormal conditions. Non-majors only. Fall and Spring. Gen Ed: SB credit.

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. Non-majors only. Fall. Gen Ed: SB credit.

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. Non-majors only. Spring. Gen Ed: SB & LB credit.

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 of human health (stem cell research, cancer, nutrition), populations (human population growth), genetics (genetic engineering and its impact of ecosystems), and ecology (loss of rainforests and fisheries). The course will use the excellent resources that are available to students with the text "Biology: Concepts and Connections." These resources include CD ROM based activities and access to an award winning Web site: The Biology Place. The course will include number of active learning exercises facilitated by your instructor. 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. Spring only. Gen Ed: SB credit.

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. Fall and Spring. Gen Ed: SB & LB credit.

BIOL 125 – Biological Concepts (4) 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. Fall and Spring. Gen Ed: SB & LB credit.

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. Spring. Gen Ed: SB credit.

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. Fall only. Gen Ed: SB & LB credit.

BIOL 152 – General Biology II (4) Evolutionary processes and resulting biodiversity, animal and plant morphology and physiology, and ecological relationships. Lab required. Spring only. Gen Ed: SB & LB credit.

BIOL 209 – Winter Ecology (3) This will be an interdisciplinary course which looks at all aspects of winter. We will start with a look at the physics of seasons, snow crystals, glaciers, and temperature. Then we will look at Plant and animal adaptations to the cold. Included in this will be experiments on how plants and insects can freeze solid yet survive. Also we will do a tracking lab. The last part of the course will cover human adaptations to winter including local customs as well as Eskimo cultures. Trips to Ottawa and the Adirondacks are planned. Prerequisite: FW credit. Gen Ed: WI credit.

BIOL 210 – Human Anatomy and Physiology (4) Basic principles of human anatomy and physiology with special emphasis on the mechanisms of homeostasis and the interrelationships of structure and function. Lab required. Non-majors only. Gen Ed: SB & LB credit.

BIOL 300 – Ecology (3) 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. Fall and Spring.

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. Prerequisites: BIOL 151 or 125, and 152. Lab Required. Fall only.

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 only.

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 only.

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 siting 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 \$1000 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) 267-2290.

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. Fall and 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. Fall only. Gen Ed: WI credit.

BIOL 315 – Ornithology (3) Study of birds with emphasis on field identification. Prerequisites: BIOL 151 or 125, and 152. Field trips required. Spring only.

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.

BIOL 320 – Microbiology (4) Morphological, physiological genetic, and biotechnological concepts of bacteria, fungi and viruses. Laboratory emphasizes sterile culture techniques and current technology. Prerequisites: BIOL 151 or 125, and 152, and CHEM 105 and 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 northeastern United States and Canada. BIOL 151 or 125, and 152. Lab required. Spring.

BIOL 331 – Natural History of Higher Vertebrates (4) Life histories, systematics, behavior, distribution, reproduction and evolution of birds and mammals. Emphasis on species of 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. Fall. Gen Ed: SI credit.

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 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 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. Spring.

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 (3) A survey of the invertebrate animals: their form, function, ecology, behavior and evolution. Prerequisites: BIOL 151 or 125, and 152. Spring, alternate years. Gen Ed: WI credit.

BIOL 360 – Neurobiology (3) Morphology of neurons, synapses, spinal cord and brain stem; physiological factors: neurotransmitters, reflex pathways, neuroendocrinology and biological rhythms. 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. Fall. Gen Ed: WI credit.

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 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. Lectures may be taken without laboratory. Prerequisites: BIOL 151 or 125, and 152, and CHEM 341. Fall.

BIOL 409 – Limnology (3) 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. Prerequisite BIOL 151 or 125, and 152.

BIOL 410 – Human Physiology (4) Basic principals of human physiology, locomotion, digestion, respiration, circulation, endocrine and neural control mechanisms, reproduction, and biological rhythms. Prerequisite: BIOL 151 or 125, and 152. Spring.

BIOL 315 – Virology (3) Basic physical, chemical and biological properties of plant, animal and bacterial viruses. Prerequisite: BIOL 320. 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, and 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. Fall or Spring.

BIOL 429 – Physiology Lab (2) Use of laboratory techniques to understand physiological mechanisms at the molecular, cellular and organismal level. Prerequisites: CHEM 341 and concurrent enrollment in or previous completion of BIOL 407, 410 or 440. Fall and 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. Spring. Gen Ed: WI credit.

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. Prerequisites: BIO 311, CHEM 341. Fall or Spring.

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. Spring, alternate years. Gen Ed: WI credit optional.

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. Fall and Spring. Gen Ed: SI credit. Prerequisites: FS, BIOL 125 or 151 and BIOL 152.

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 senior standing or permission. Fall and Spring.

Department of Chemistry

Chair and Contact Person for All Majors and Minors:

Maria Hepel
Stowell 302, (315) 267-2267 (hepelmr@potsdam.edu)

Professor:

Maria Hepel

Associate Professors:

David Gingrich, Anthony Molinero, Martin Walker

Assistant Professor:

Fadi Bou-Abdulah

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 64 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 pages 62-63.

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.

Required Courses:

	Credits
CHEM 105 General Chemistry 1: Lecture and Lab	4
CHEM 106 General Chemistry 2: Lecture and Lab	4
CHEM 311 Quantitative Analysis: Lecture and Lab	4
CHEM 341 Organic Chemistry 1: Lecture and Lab	4
CHEM 342 Organic Chemistry 2: Lecture and Lab	4
CHEM 308 Chemistry Topics	1
CHEM 309 Seminar in Chemistry	1
CHEM 451 Physical Chemistry 1: Lecture and Lab	4
CHEM 452 Physical Chemistry 2: Lecture and Lab	4

Elective Course:

Under advisement from the department's
elective course offerings. 3

Cognate Requirements:

MATH 151 Calculus I	4
MATH 152 Calculus II	4
*PHYS 103 University Physics I	4
PHYS 204 University Physics II	4

*With the permission of the chair, PHYS 101, 102 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.

Chemistry Major (B.S.)

48-49 credit hours required

Required Courses:

	Credits
CHEM 105 General Chemistry 1: Lecture and Lab	4
CHEM 106 General Chemistry 2: Lecture and Lab	4
CHEM 308 Chemistry Topics	1
CHEM 309 Seminar in Chemistry	1
CHEM 311 Quantitative Analysis: Lecture and Lab	4
CHEM 341 Organic Chemistry 1: Lecture and Lab	4

CHEM 342	Organic Chemistry 2: Lecture and Lab	4
CHEM 415	Instrumental Analysis: Lecture and Lab	4
CHEM 425	Biochemistry 1: Lecture and Lab	4
CHEM 433	Inorganic Chemistry	3
CHEM 434	Inorganic Chemistry Lab	1
CHEM 451	Physical Chemistry 1: Lecture and Lab	4
CHEM 452	Physical Chemistry 2: Lecture and Lab	4
CHEM 497	Research Problems	3
Advanced Chemistry Elective		3-4

Approved Advanced Chemistry Electives:

CHEM 426	Biochemistry 2: Lecture and Lab	4
CHEM 444	Advanced Organic Chemistry	3
CHEM 448	Advanced NMR Spectroscopy	3
CHEM 480	Advanced Analytical Chemistry	3
CHEM 495	Special Topics (with permission)	3
CHEM 497	Research Problems	3

Cognate Requirements:

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 253	Multivariate Calculus	4
	or	
PHYS 370	Mathematical Physics	3
PHYS 103*	University Physics I, Lecture and Lab	4
PHYS 204	University Physics II, Lecture and Lab	4

*With the permission of the chair, PHYS 101, 102 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.

Biochemistry Major (B.S.)

34 credit hours of required courses, 32 credit hours of cognate requirements and 6 credit hours of electives.

Required Courses:

	Credits	
CHEM 105	General Chemistry 1: Lecture and Lab	4
CHEM 106	General Chemistry 2: Lecture and Lab	4
CHEM 308	Chemistry Topics	1
CHEM 309	Seminar in Chemistry	1
CHEM 311	Quantitative Analysis: Lecture and Lab	4
CHEM 341	Organic Chemistry 1: Lecture and Lab	4
CHEM 342	Organic Chemistry 1: Lecture and Lab	4
CHEM 425	Biochemistry 1: Lecture and Lab	4
CHEM 426	Biochemistry 2: Lecture and Lab	4
CHEM 451	Physical Chemistry 1: Lecture and Lab	4

Elective Courses:

BIOL 407	Cell Physiology: Lecture and Lab	4
BIOL 410	Human Physiology	3
BIOL 420	Medical Microbiology	3
BIOL 426	Immunobiology	3
BIOL 483	Current Topics in Biology (with permission)	2-3
BIOL 485	Research in Biology (with permission)	1-3
CHEM 415	Instrumental Analysis: Lecture and Lab	4
CHEM 433	Inorganic Chemistry	3
CHEM 434	Inorganic Chemistry Lab	1
CHEM 444	Advanced Organic Chemistry	3
CHEM 452	Physical Chemistry 2: Lecture and Lab	4
CHEM 495	Special Topics (with permission)	3
CHEM 497	Research Problems (with permission)	1-3

Cognate Requirements:

BIOL 151	General Biology I: Lecture and Lab	4
BIOL 152	General Biology II: Lecture and Lab	4
BIOL 311	Genetics: Lecture and Lab	4
BIOL 320	Microbiology, Lecture and Lab	4
MATH 151	Calculus I	4
MATH 152	Calculus II	4
PHYS 103*	University Physics I, Lecture and Lab	4
PHYS 204	University Physics II, Lecture and Lab	4

*PHYS 101, 102 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.

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.

Required Courses:

	Credits	
CHEM 105	General Chemistry 1: Lecture and Lab	4
CHEM 106	General Chemistry 2: Lecture and Lab	4

Elective Courses:

14 credit hours under advisement from the department's elective course offerings.

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. Fall and Spring. Gen Ed: SP credit; also FS credit for 4 hour section.

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. Fall. Gen Ed: SP & LB credit.

CHEM 106 – General Chemistry 2: Lecture (3) Continuation of CHEM 105. Prerequisite: CHEM 105 or equivalent. Laboratory required. Recitation offered at instructor's discretion. Spring. Gen Ed: SP & LB credit.

CHEM 125 – Matter and Energy: Lecture (2) This lecture-lab 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, alternative fuels, and acid rain. Prerequisite: one semester of college science. Fall and/or Spring. Gen Ed: SP credit.

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. Prerequisite: 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. Spring. Gen Ed: SI credit.

CHEM 311 – Quantitative Analysis: Lecture (2) Classical and modern methods of chemical quantitative analysis relevant to biology, chemistry, geology and physics. Prerequisite: CHEM 106 or equivalent. 2 credit laboratory required. Recitation offered at instructor's discretion. Fall.

CHEM 315 – Forensic Science (3) A one-semester, non-major's lecture course which studies the techniques of forensic evaluation of the physical evidence of a crime. Emphasis is placed on the physical science of the analytical techniques used in evaluating the evidence. Prerequisite: one semester of college science. Spring. Gen Ed: SP credit.

CHEM 332 – Radioactive and Nuclear Chemistry (3) Experimental and theoretical nuclear chemistry. Prerequisite: two years of chemistry. As demand warrants.

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. Spring. Gen Ed: lab section receives WI credit.

CHEM 421 – Biochemistry (3) Chemistry of biological systems. Prerequisite: CHEM 342. Fall or Spring. Gen Ed: Recitation section receives SI credit.

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. 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. Prerequisite: CHEM 425. Laboratory required. Spring.

CHEM 433 – Inorganic Chemistry (3) Descriptive inorganic chemistry based on physical and theoretical concepts. Co-requisite: CHEM 451. Fall.

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. Prerequisite: 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 and MATH 151, 152. Prerequisite or Co-requisite: CHEM 311. Laboratory required. Recitation offered at instructor's discretion. Fall. Gen Ed: lab section receives WI credit.

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. Spring. Gen Ed: lab section receives WI credit.

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. Fall or Spring.

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

Chair and Contact Person for All Majors and Minors:

Timothy Fossum

Dunn 307, (315) 267-2056 (fossumtv@potdam.edu)

Professors:

Timothy Fossum, Charles Marshall

Associate Professor:

Susan Haller

Assistant Professor:

Brian Ladd

The Computer Science Department offers a Bachelor of Arts degree with two concentrations: computer science and information systems.

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 can benefit from practical experience through alumni-sponsored internships.

In addition to the Computer Science (CS) major, we offer a minor in computer science.

Computer Science Major

Computer Science Concentration

50-51 credit hours required.

The Computer Science concentration in the CS major is designed for general study of the principles and practice of computing. This concentration includes coursework in theory of computation, computer systems hardware and software, programming, algorithms, networks, and software engineering. You may choose electives in areas such as computer games, information security, artificial intelligence and robotics, and compiler design. You should consider this concentration if you want to keep your options open for employment prospects in the entire computing profession or to enter graduate school.

Required Courses:	Credits
CIS 201 Computer Science I	4
CIS 203 Computer Science II	4
CIS 300 Foundations of Computer Science (see Notes)	4
CIS 301 Theory of Computation	3
CIS 303 Algorithm Analysis and Design	3

one of the following

CIS 310 Operating Systems	3
CIS 356 Assembly Language and Computer Architecture	3

plus the following

CIS 380 Professional Practice	3
CIS 405 Software Engineering	3
CIS 410 Computer Networks	3
CIS xxx CIS Elective (3xx or 4xx)	3
CIS xxx CIS Elective (3xx or 4xx)	3

Capstone Experience:

one of the following

CIS 480 Senior Project (see Notes)	3
CIS 490 CIS Internship (see Notes)	3

Required Collateral Courses in Mathematics:	Credits
MATH 125 Probability and Statistics I (see note below)	3
MATH 151 Calculus I	4
MATH 152 Calculus II	4
	50-51

Information Systems Concentration

55 credit hours required.

The Information Systems concentration in the CS major is designed for study of computing practices appropriate to business. This concentration 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. You should consider this concentration if you are interested in business applications or in a career in computing/networking infrastructure.

Required Courses:	Credits
CIS 201 Computer Science I	4
CIS 203 Computer Science II	4
CIS 356 Assembly Language and Computer Architecture	4
CIS 380 Professional Practice	3
CIS 405 Software Engineering	3
CIS 410 Computer Networks	3
CIS 420 DataBase Systems	3
CIS xxx CIS Elective (3xx or 4xx)	3

Capstone Experience:

choose one of the following

CIS 480 Senior Project (see Notes)	3
CIS 490 CIS Internship (see Notes)	3

Required Collateral Courses in Mathematics:

MATH 125 Probability and Statistics I (see note below)	3
MATH 151 Calculus I	4

Required Collateral Courses in

Business Administration:	Credits
Business Administration Minor (see under Business Administration)	18

Notes:

MATH 461 may be used to meet the MATH 125 requirement.

MATH 340 may be used to fulfill the CIS 300 requirement for double majors in Mathematics and Computer Science only.

No course other than CIS 201 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 or 490.

Capstone Experience

Each student completing the B.A. in Computer Science is required to engage in a capstone experience. 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. Some students choose to complete their capstone experience while engaged in an internship.

Computer Science Minor

18 credits required.

Required Courses:		Credits
CIS 201	Computer Science I	4
CIS 203	Computer Science II	4
CIS 300	Foundations of Computer Science (see notes above)	4
CIS xxx	CIS Elective (3xx or 4xx)	3
CIS xxx	CIS Elective (3xx or 4xx)	3

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.

Computer Science Course Descriptions

@ = Indicates a non-liberal arts course. Please look up "Non-liberal Arts Credit" in the index of this catalog.

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. Fall and Spring. Gen Ed: FM credit.

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. As demand warrants. Gen Ed: FM credit.

CIS 201 – Computer Science I (3) Introduction to computer science and information systems. Data types, control structures, arrays, and objects. Introduction to software engineering. 1 credit laboratory required. Co-requisite: Math 151. Fall and Spring. Gen Ed: FM credit.

CIS 203 – Computer Science II (3) Data and mathematical structures: algorithms, basic data types, arrays, linear lists, linked lists, stacks, queues, trees. Introduction to object-oriented programming. Recursion. 1 credit 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 with Philosophy Department. As demand warrants.

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 or permission of instructor. As demand warrants.

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 CIS 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 317 – Undecidability and Incompleteness (3) Rigorous proving of Godel's and Church's theorems. Requires familiarity with handling of notational system. Cross-listed as PHIL 317. As demand warrants.

CIS 318 – Computational and Mathematical Logic (3) Logic and logical methods; syntax and semantics; software tools for logic; proof methods; functional and logical programming languages; type systems, predicate logic and untyped lambda calculi. Prerequisite: CIS 300. As demand warrants.

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 demand warrants.

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 demand warrants.

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. Spring. Gen Ed: SI credit.

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. As demand warrants.

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 demand warrants.

CIS 420 – Database Systems (3) Information and storage and retrieval, database systems, data modeling and the relational model, normalization, data description languages and SQL. Prerequisite: CIS 203. As demand warrants.

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 301. As demand warrants.

CIS 427 – Advanced Numerical Methods (3) Advanced topics in numerical integration and solution of ordinary differential equations. Initial value problems, boundary value problems, partial differential equations, one-step and multi-step methods. Prerequisite: CIS 327. Co-requisite: MATH 390. As demand warrants.

CIS 428 – Real Time Programming (3) Techniques of interfacing real-world devices with computers and process control programming. Prerequisite: CIS 356. As demand warrants.

CIS 434 – Documentation and Communication (3) Technical writing. Development of communication skills through computer-related writing and speaking assignments. Prerequisites: CS major, upper-division status. As demand warrants.

CIS 443 – Programming Languages (3) Comparative study of programming languages. Functional, logic and object-oriented paradigms. Syntactic and semantic issues in language design. Prerequisite: CIS 301. As demand warrants.

CIS 461 – Computer Graphics (3) Two- and three-dimensional computer graphics and graphics systems including command languages and system design. Prerequisites: CIS 301 and (suggested) MATH 375. As demand warrants.

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 301 or 356. As demand warrants.

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 demand warrants.

CIS 468 – @Computer Systems Management (3) Seminar. Management and maintenance of networked systems. Configuration, installation, security. As demand warrants.

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 demand warrants.

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. As demand warrants.

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 demand warrants.

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. As demand warrants.

Department of Economics and Employment Relations

The department offers three majors (business economics, economics, employment relations) and two minors (economics, employment relations). In addition we have established a 4+1 BA/MA agreement with Indiana University of Pennsylvania leading to a master's degree in Industrial and Labor Relations. Please refer to the Professional Programs on page 65.

Chair and Contact Person For All Majors and Minors:

Michael Nuwer
222 Dunn, (315) 267-2077 (nuwermj@potsdam.edu)

Professor:

Michael Nuwer

Associate Professors:

Paul Baktari, Martha Campbell, Florence Shu

Assistant Professor:

Brett Smith

Visiting Assistant Professor:

Meilee Lin

Economics Major

30 credit hours required.

Required Courses:

	Credits
ECON 105 Principles of Microeconomics	3
ECON 110 Principles of Macroeconomics	3
ECON 355 Intermediate Microeconomics	3
ECON 360 Intermediate Macroeconomics	3

Elective Courses:

18 credit hours; choose any six

ECON 300 Statistical Methods in Economics & Business	3
ECON 301 Local and State Economy	3
ECON 302 Changing World Economy	3
ECON 303 Health Economics	3
ECON 306 American Economic History	3
ECON 307 Forecasting and Data Modeling	3
ECON 311 European Economic History	3
ECON 316 Comparative Economic Systems	3
ECON 321 Economic Development of Nations	3
ECON 326 Current Economic Policy	3
ECON 365 History of Economic Thought	3
ECON 375 Mathematical Economics	3
ECON 380 Introduction to Econometrics	3
ECON 401 Financial Economics	3
ECON 406 Managerial Economics	3
ECON 420 Labor Economics	3
ECON 441 Money and Banking	3
ECON 450 International Economics	3
ECON 460 Industrial Organization	3
ECON 470 Economics of the Public Sector	3
ECON 490 Legislative Internship	3
ECON 491 Internship	3
ECON 499 Junior/Senior Honors Seminar	3
EMRE 420 Compensation	3
@FINA 301 Finance	3
@FINA 410 Investments & Portfolio Analysis	3

Special Notes:

1. Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required and elective).
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. Occasionally special topics in economics are offered with the number ECON 195, 295, 395 or 495. These courses will be counted as economics electives. Appropriate prerequisites will be assigned to each course.
4. Students cannot count more than three lower-division economics courses toward their major. These include ECON 105 and 110.
5. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
6. Transfer students are expected to meet the same major requirements as non-transfer students. Fifteen hours of the major work must be completed at SUNY Potsdam.
7. The Liberal Arts Requirement: Bachelor of Arts degrees must contain a minimum of 90 credit hours of liberal arts courses. 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.

Business Economics Major (B.A.)

30 credit hours required.

Required Courses:	Credits
ECON 105 Principles of Microeconomics	3
ECON 110 Principles of Macroeconomics	3
ECON 355 Intermediate Microeconomics	3
@ACCT 201 Principles of Accounting I	3
@MGMT 301 Principles of Management	3

Elective Courses:
15 credit hours; choose any five

ECON 300 Statistical Methods in Economics & Business	3
ECON 307 Forecasting and Data Modeling	3
ECON 360 Intermediate Macroeconomics	3
ECON 380 Introduction to Econometrics	3
ECON 401 Financial Economics	3
ECON 441 Money and Banking	3
ECON 450 International Economics	3
ECON 460 Industrial Organization	3
ECON 470 Economics of the Public Sector	3
ECON 491 Economics Internship	3
@FINA 301 Finance	3
@FINA 410 Investments & Portfolio Analysis	3
@ACCT 202 Principle of Accounting II	3
@ACCT 385 Managerial Accounting	3
@ACCT 485 Cost Management	3
@MGMT 310 Organizational Behavior & Ethics	3
@MGMT 410 Operations Management	3
@MGMT 490 Strategic and Global Management	3

Cognate Requirement:
STAT 100, MATH 125 or equivalent Statistics course 3

Special Notes:

1. Business Economics majors are subject to the same general education requirements as all other students pursuing the Bachelor of Arts degree at SUNY Potsdam.
2. Business Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required and elective).
3. Students need not take ECON 105 and 110 in sequence.
4. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
5. Elective courses may not be offered every year. Students should check with their advisers for more information on specific elective courses.
6. Transfer students are expected to meet the same major requirements as non-transfer students. Fifteen hours of the major work must be completed at SUNY Potsdam.
7. The Liberal Arts Requirement: Bachelor of Arts degrees must contain a minimum of 90 credit hours of liberal arts courses. 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

Employment Relations Major (B.A.)

30 credit hours required.

Required Courses:	Credits
EMRE 300 Employment Relations	3
EMRE 301 Employment Law	3
ECON 420 Labor Economics	3

Elective Courses:
21 credit hours, choose any seven

Electives with Labor Relations Emphasis		
EMRE 320 History of Labor Relations		3
EMRE 321 Collective Bargaining		3
EMRE 322 Labor Law		3

Electives with Human Resource Management Emphasis		
EMRE 330 Human Resource Management		3
EMRE 431 Negotiations		3
EMRE 432 Organizational Development		3
@MGMT 310 Organizational Behavior & Ethics		3

General Electives (common to both areas of emphasis)		
EMRE 410 Labor Market Analysis		3
EMRE 420 Compensation		3
EMRE 430 Conflict Resolution		3
EMRE 440 Contemporary Issues in Employment Relations		3
EMRE 491 Employment Relations Internship		3
EMRE 498 Tutorial Study		3
ECON 110 Principles of Macroeconomics		3
ECON 460 Industrial Organization		3
SOCI 320 Work and Complex Organization		3

Special Notes:

1. Employment Relations majors must earn a minimum grade of 2.0 in every course counted toward the major (required and elective).
2. Occasionally, special topics in employment relations are offered with the number EMRE 195, 295, 395 or 495. These courses will be

counted as employment relations electives. Appropriate prerequisites will be assigned to each course.

- Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
- Transfer students are expected to meet the same major requirements as non-transfer students. Fifteen hours of the major work must be completed at SUNY Potsdam.
- The Liberal Arts Requirement: Bachelor of Arts degrees must contain a minimum of 90 credit hours of liberal arts courses. 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.

Economics Minor

15 credit hours required.

Required Courses:

	Credits
ECON 105 Principles of Microeconomics	3
ECON 110 Principles of Macroeconomics	3

Elective Courses:

9 credit hours; choose any three additional ECON courses

Special Notes:

- Economics minors must earn a minimum grade of 2.0 in every course counted toward the minor.
- Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
- Transfer students can transfer up to two economics courses toward the minor. These courses must be approved by the minor adviser.

Employment Relations Minor

18 credit hours required.

Required Courses:

	Credits
ECON 105 Principles of Microeconomics	3
or	
ECON 110 Principles of Macroeconomics	3
EMRE 300 Employment Relations	3

Elective Courses:

12 credit hours; choose any four additional EMRE courses

Special Notes:

- EMRE minors must earn a minimum grade of 2.0 in every course counted toward the minor (required and elective).
- Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
- Transfer students can transfer up to three courses (9 credit hours) toward the minor. The minor adviser must approve the transfer courses.

Economic 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. Fall and Spring. Gen Ed: SA credit.

ECON 110 – Principles of Macroeconomics (3) This course focuses on government finance, money and banking, income and employment, international economics and growth theories. Fall and Spring. Gen Ed: SA credit.

ECON 300 – Statistical Methods in Economics and Business (3) This course discusses nonparametric techniques analysis of variance, estimation, hypothesis testing prediction, and forecasting. It introduces applications of these methods in economics and business. Prerequisites: ECON 105 and 110. Fall, even years.

ECON 301 – Local and State Economy (3) This course evaluates resources, business climate, market demand and supply, incentives and disincentives of regulations and policies that frame U.S. local and state economies. Prerequisites: ECON 105 and 110. Fall, even years.

ECON302 – Changing World Economy (3) This course covers international demand and supply, international market coordination, institutional exchange, legal systems and their impact on the world economy, and open international trade among developing and advanced economies. Prerequisites: ECON 105 and 110. Fall, odd years.

ECON 303 – Health Economics (3) This course introduces the economics of the health care system in the US and other nations on the basis of incentives, risk management, asymmetrical information, and moral hazards. The topics to be covered include economic history of the US health care systems, involvement of the health care insurance industry, contemporary US and world health care policies, calculation of insurance payment rates, the flow of funds in the US health care industry, innovations and technology in medical care, competition, public policies, and constraints on the U.S. Health care spending, and the international comparison of some health care financing policies. Prerequisites: ECON 105 and 110. Fall, odd years.

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 rolls of government in the economy and of the United States in the world economy. Prerequisite: Sophomore standing. Fall, odd years. Gen Ed: AH credit.

ECON307 – Forecasting and Data Modeling (3) This course covers macroeconomic cyclical fluctuations, product cycles, trend analysis, cyclical patterning and forecasting. It also focuses on short-term and long-term business fluctuations in various markets. Prerequisites: ECON 105 and 110. Fall, 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. Infrequent. Gen Ed: WC credit.

ECON 316 – Comparative Economic Systems (3) This course compares different economic systems such as capitalism, socialism, communism, and their several variants. It also covers the theoretical analysis and study of economic systems in selected countries. Prerequisites: ECON 105 and 110. Spring, odd years. Gen Ed: CC, SI, WI credit.

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. Prerequisites: ECON 105 and 110. Infrequent.

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. Prerequisites: ECON 105 and 110. Spring, even years. Gen Ed: WI credit.

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. Fall, even years. Gen Ed: PI & SA credit.

ECON 375 – Mathematical Economics (3) This course demonstrates how linear algebra, derivative calculus, and set theory are used in economics. It shows that a mathematical way of thinking simplifies theoretical analysis and generates a better understanding of economic relationships. Recommended for students who plan to pursue graduate work. Prerequisites: ECON 105, 110 and MATH 151. Infrequent.

ECON 380 – Introduction to Econometrics: Lecture (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. Prerequisites: ECON 105 and 110. Lab required. Fall, odd years.

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. Infrequent.

ECON 406 – Managerial Economics (3) The applications of microeconomic analysis in managerial decisions. Topics include optimization, market demand and supply interaction, market demand analysis, market supply and cost analysis, risk management, production efficiency, pricing, and the control of capital flow. Also introduced are methods such as regression analysis, descriptive and inference statistics, linear programming, game theories and strategies. Prerequisites: ECON 105 and 110. Spring, odd years.

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. Spring.

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. Prerequisites: 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. Prerequisites: ECON 105 and 110. Spring, even years.

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. Prerequisites: 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. Prerequisites: ECON 105 and 110. Fall, even years.

ECON 490 – Legislative Internship (9) The internship is conducted in conjunction with New York State Assembly internship programs. Students spend one semester

in Albany as legislative interns to the State Legislature. Students must complete all the requirements of the internship program in the State Legislature, and prepare an in-depth term project or paper. For more information contact your major adviser. Prerequisite: Junior or Senior standing.

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 and Employment Relations, 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. No more than six credit hours may be counted toward the major. Prerequisites: ECON 105 and 110, and Senior standing at the time of internship. For application deadlines and additional information see your major adviser.

ECON 499 – Junior/Senior Honors 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.

Employment Relations Course Descriptions

EMRE 195, 295, 395, 495 – Special Topics (1-12)

EMRE 198, 298, 398, 498 – Tutorial (1-3)

EMRE 300 – Employment Relations (3) This course reviews individual and collective employee relations within the private and public institutions. It also focuses on individual rights and employment laws. Lastly, it describes the economic, sociological and psychological aspects of employment relations. In sum, the course covers historical and recent trends in the workplace. Fall and Spring. Gen Ed: SA credit.

EMRE 301 – Employment Law (3) This is a study of public policies towards labor in the U.S. Emphasis is on the application of the Fair Labor Standards, Occupational Safety and Health, and Civil Rights Acts. Prerequisite: EMRE 300. Fall. Gen Ed: SI credit.

EMRE 320 – History of Labor Relations (3) This course covers major developments and shifting relationships of the American industrial relations system during the 20th century. The major focus will be the evolution of labor organization, management structure and state institutions. Fall. Gen Ed: AH credit.

EMRE 321 – Collective Bargaining (3) This course focuses on the issues involved in contract negotiations and administration. The course includes an analysis of labor-management relations in unionized and non-unionized organizations. Emphasis will be placed on the structure of bargaining from an institutional and theoretical perspective. Other topics, such as the impact of the external environment on bargaining outcomes, and international labor-management relations, are discussed. Prerequisite: EMRE 300. Fall.

EMRE 322 – Labor Law (3) This course provides both a historical and thematic understanding of national labor policies in the United States. It examines the use of legal systems in resolving labor disputes. The primary focus is the application of the National Labor Relations Act to labor and management. Prerequisite: EMRE 300. Spring.

EMRE 330 – Human Resource Management (3) This is a study of employee recruitment, training, placement, and retention in various organizations. The course covers the issues of layoffs, recalls, turnover rate, training, career development, promotion and retirement. Other topics include capital-labor substitution, the use of advanced technology, subcontracting, and temporary workers. The role of unions in various aspects of human resource management is also discussed. Fall and Spring.

EMRE 410 – Labor Market Analysis (3) The primary focus of this course is the theory of labor market segmentation. This theory has passed through numerous stages. The course will also look at the role of technology, the employer, and the union in structuring the labor market. Not currently offered.

EMRE 420 – Compensation (3) This course encompasses a comprehensive analysis of wage determination and its administration at various levels in an organization. The course focuses on the development of wage determination as well as the theoretical and institutional aspects of wage and salary administration. Various components of employee compensation and wage systems in unionized and non-unionized organiza-

tions will be covered. Other topics include the impact of compensation systems on productivity, job satisfaction, merit pay, incentive systems, and comparable worth as a form of compensation. Prerequisite: EMRE 300. Spring.

EMRE 430 – Conflict Resolution (3) This course focuses on fundamental techniques used by employees, unions and management in resolving job-related conflicts including those arising from bargaining impasses and contract interpretation or implementation. Other topics include conflict resolution methods for resolving disputes among middle and top management. The use of arbitration, mediation, fact-finding and other conflict resolution processes are examined from a historical, theoretical and practical perspective. Prerequisite: EMRE 300. Fall.

EMRE 431 – Negotiations (3) This course focuses on various issues and concepts involved in negotiations. Its purpose is to familiarize students with the psychology, economics, communicative, and theoretical aspects of individual or collective negotiations. This course is an extension of EMRE 321 Collective Bargaining and covers both the private and the public sector contracts. Prerequisite: EMRE 300; Recommended: EMRE 321. Fall.

EMRE 432 – Organizational Development (3) This course focuses on theories and issues relating to organizational change. The central theme is based on principles of learning to change, and improve one's ability to acquire new, complex knowledge, and be able to advance personal and organization objectives. It also describes various quality-improvement methods that are currently in use by many successful organizations. Prerequisite: EMRE 300. Spring.

EMRE 440 – Contemporary Issues in Employment Relations (3) This is a seminar course that focuses on topical issues in labor relations. The seminar will emphasize the application of theoretical concepts in labor management relations through research and class discussions. The focus will be on the changing environment of labor relations and its effect on employees, union and management. Prerequisites: EMRE 300 and 301. Spring. Gen Ed: SI credit.

EMRE 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 and Employment Relations 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 the student. No more than six credit hours may be counted toward the major. Prerequisite: EMRE 300 and Senior standing at the time of internship. For application deadlines and additional information see your major adviser.

Department of English and Communication

Chair and Contact Person for All Majors and Minors:

Richard Henry
Morey 122, (315) 267-2010 (henryrm@potdam.edu)

Professors:

David Fregoe, Judith Funston, Alan Steinberg

Associate Professors:

Richard Henry, Christopher Ivic, E. Victoria Levitt, Derek Maus, Jennifer Mitchell, David Weber

Assistant Professors:

James Donahue, Christine Doran, Christina Knopf, Donald McNutt, Brian Snee, Sharmain van Blommestein, Lisa Wilson, John Youngblood

Writer-in-Residence:

Maurice Kenny

Lecturers:

Nancy Berbrich, Stephanie DeGhett

Adjunct Instructors:

Karen Gibson, Linda Moerschell, Tom Nesbitt, Judith Rich, Terry Tiernan, Louise Tyo, Donna Smith-Raymond, Karen Wilson

The department offers two majors, one in English and one in Communication. The English major has four concentrations: literature, creative writing, writing, and literature/writing.

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.

Note:

Ordinarily, no more than two courses beyond the Core 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. A minimum grade of 2.0 is required for all courses counted toward the minor.

English Major

Literature Concentration

37-42 credit hours.

The Literature Concentration prepares students for a graduate study or serves as a liberal arts background for careers in publishing, business, and government.

Required Courses:

Department Core 10-11 credit hours

	Credits
LITR 100 Introduction to Literature	3
COMP 201 Intermediate Writing	4
COMM 105 Survey of Human Communication	3-4

Literature Core 9 credit hours

LITR 200 Literary Traditions	3
LITR 201 Patterns of Literature	3
LITR 300 Literary Analysis	3

Advanced Courses 18-21 credit hours

Any COMM, COMP, LITR, or LNGS course numbered 301-398	3-4
Any 400-or 500-level COMM, COMP, LITR or LNGS course	3-4
Four upper-division LITR courses (two of these must be at the 400- or 500-level)	12-13

Note:

In their four to six advanced LITR courses, students must meet both historical and geographical distribution requirements. At minimum, students must take one three-credit course in British literature and one three-credit course in American literature and one three-credit course in World literature. Students also need to take at least one three-credit course in literature prior to 1900 and one such course in literature after 1900. Individual courses can count for both historical and geographical credit (e.g., Renaissance literature would count for both pre-1900 and British literature credit).

English Major

Literature/Writing Concentration 41-42 credit hours.

The Literature/Writing Concentration is required of all students seeking secondary education certification (in conjunction with a teacher certification program in the School of Education and Professional Studies).

Required Courses:

Department Core 10-11 credit hours

	Credits
LITR 100 Introduction to Literature	3
COMP 201 Intermediate Writing	4
COMM 105 Survey of Human Communication	3-4

Literature Core 9 credit hours

LITR 200 Literary Traditions	3
LITR 201 Patterns of Literature	3
LITR 300 Literary Analysis	3

Advanced Courses: 22 credit hours.

Literature Perspective:

American literature: one upper division course*	3
British literature: one upper division course*	3
World literature: one upper division course*	3

At least two of these three courses must be at the 400-500 level.

Linguistics Perspective:

LNGS 301 Language and Structure	3
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Composition Perspective:

COMP 202 Introduction to Creative Writing	4
COMP 402 Theory of Composition	3

Communication Perspective:

COMM 408 Visual Communication	3
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*Students may select from a limited number of courses designated by the literature faculty.

English Major

Writing Concentration 37-39 credit hours.

The Writing Concentration, which places a special emphasis on professional writing, is designed for students who seek careers in publishing, business, or government that require specific writing skills.

Required Courses:

Departmental Core 10-11 credit hours

	Credits
LITR 100 Introduction to Literature	3
COMP 201 Intermediate Writing	4
COMM 105 Survey of Human Communication	3-4

Gateway Course 4 credit hours

COMP 301 Advanced Writing	4
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Theory Course 3 credit hours, select one

LITR 300 Literary Analysis	3
COMP 402 Theory of Composition	3
COMP 430 Theory of Rhetoric	3

Applied Writing* 11-12 credit hours, select three

COMP 304 Technical Writing	4
COMP 305 Editing and Revising	4
COMP 307 Creative Non-Fiction Workshop	4
COMP 316 Magazine Article Writing	4
COMP 395 Special Topics	4
or	
COMP 495 Special Topics	4
COMP 401 Directed Writing	4
COMM 308 Writing for Mass Media	3

Literature Courses:

6 credit hours, select two at the 300- and/or 400-level Chosen under advisement

Language Course 3 credit hours, select one

LNGS 301 Language and Structure	3
LNGS 309 History of English Language	3
LNGS 310 American English Grammar	3
Other approved LNGS or equivalent	

In addition to formal instruction, each student in the Writing Concentration will be expected to keep a portfolio of representative course papers, assist with professional/academic publications, read extensively in English and American literature, and read extensively in a variety of discourse communities.

*Note:

One of the three required applied writing courses can be replaced with a language, literature, or theory course.

English Major

Creative Writing Concentration 37-38 credit hours.

The Creative Writing Concentration focuses on developing skills and abilities in writing drama, fiction, and poetry.

Required Courses:

Department Core 10-11 credit hours

	Credits
LITR 100 Introduction to Literature	3
COMP 201 Intermediate Writing	4
COMM 105 Survey of Human Communication	3-4

Gateway Course 4 credit hours

COMP 202 Introduction to Creative Writing	4
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Theory Course* 3 credit hours

LITR 300 Literary Analysis	3
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Applied Writing 8 credit hours, select two

COMP 302 Fiction Workshop	4
COMP 303 Poetry Workshop	4

COMP 306	Playwriting Workshop	4
COMP 307	Creative Non-Fiction Workshop	4
COMP 308	Writing Fiction for Children	4
COMP 395	Special Topics	4
	or	
COMP 495	Special Topics	4

Literature Courses 9 credit hours, select three

Chosen under advisement to include at least one 400-level course

Senior Writing Course 3 credit hours

COMP 490	Writing Supervision	3
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In addition to formal instruction, each student in the Creative Writing Concentration 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).

*Students in this concentration can substitute LITR 380 (when it is offered) for LITR 300.

Communication Major

The communication major provides a liberal arts orientation to the study of human communication and may lead to careers in education, management, public relations, business, or government. It also provides a strong background for law school or graduate study in communication.

Required Courses:**Department Core 10-11 credit hours**

	Credits	
COMM 105	Survey of Human Communication (1 credit lab option)	3-4
COMP 201	Intermediate Writing	4
LITR 100	Introduction to Literature	3

Communication Core 6 credit hours

COMM 106	Basic Principles of Speech	3
COMM 465	Communication Theory	3

***Distribution Requirements:**

15-16 credit hours, five courses chosen from the following areas

Rhetoric and Public Address:

6 credit hours, select two

COMM 324	Persuasive Speaking	3
COMM 370	Contemporary Political Communication	3
COMM 415	Rhetoric of Social Movements ^{dv}	3
COMM 416	Voices of American Women ^{dv}	3
COMM 470	African American Rhetoric ^{dv}	3

Business and Professional Communication:

3 credit hours, select one

COMM 311	Small Group Communication	3
COMM 340	Public Relations	3
COMM 430	Employment Seeking and Communication	3
COMM 455	Organizational Communication	3
COMM 475	Research Methods	3

Mass Communication:

3 credit hours, select one

COMM 108	Introduction to Mass Communication	3
COMM 201	Mass Media and Society ^{dv}	3
COMM 212	Principles of Journalism	3
COMM 308	Writing for Mass Communication	3
COMM 320	Film Studies: Form and Culture	3
COMM 408	Visual Communication	3

Relationships:

3 credit hours, select one

COMM 245	Interpersonal Communication	3
COMM 350	Family Communication	3
COMM 390	Gay and Lesbian Issues ^{dv}	3
COMM 445	Intercultural Communication ^{dv}	3
COMM 460	Language and Social Interaction	3

Communication Electives:

6-7 credit hours.

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.

^{dv}Each of these fulfills the Diverse Voices requirement.

*One distribution or elective course must come from the Diverse Voices (dv) category.

Communication Minor

18-19 credit hours.

Communication Core:

6-7 credit hours.

COMM 105	Survey of Human Communication (1 credit lab optional)	3-4
COMM 106	Basic Principles of Speech	3

Distribution Requirements:

12 credit hours, four courses chosen from the following areas, see above.

Rhetoric and Public Address (select one)	3
Business and Professional Communication (select one)	3
Mass Communication (select one)	3
Relationships (select one)	3

Journalism Minor

19-21 credit hours.

Introduction to Mass Communication (COMM 108) must be passed before declaring a journalism minor.

Required Courses:

	Credits	
COMM 201	Mass Media and Society	3
COMM 212	Principles of Journalism	3
COMM 308	Writing for Mass Communication	3
*COMP 301	Advanced Writing	4

Electives:**two of the following**

COMM 301	Media Law and Media Ethics	3
COMM 408	Visual Communication	3
COMM 412	Journalism Internship	3
COMP 305	Editing and Revising	4
COMP 316	Magazine Article Writing	4

***Note:**

COMP 201 is a prerequisite for COMP 301.

Language and Linguistics Minor**18-20 credit hours.****Required Courses:**

		Credits
PHIL 355	Philosophy of Language	3
ANTH 203	Introduction to Language and Culture (cross list with LNGS 203)	3
LNGS 301	Language and Structure	3

Electives:

ANTH 160	Exploring Language	4
ANTH 161	Origins of Language	4
ANTH 303	Issues in Linguistic Anthropology	3
ANTH 342	Language and Gender	3
ANTH 395	Special Topics	3
COMM 460	Language and Social Interaction	3
COMP 430	Theory of Rhetoric	3
FREN 301	Current Idiomatic French	3
FREN 483	Structure of the French Language	3
LNGS 110	Exploring Language (FW)	4
LNGS 111	Origins of Language (FW)	4
LNGS 302	Language and Meaning	3
LNGS 309	History of the English Language	3
LNGS 310	American English Grammar	3
LNGS 320	Theories of Language	3
LNGS 342	Language and Gender	3
LNGS 403	Issues in Linguistic Anthropology	3
LNGS 408	Topics in Language as a Formal System	3
LNGS 409	Topics in Applied Linguistics	3
LNGS 411	Topics in Language and Cognition	3
LNGS 412	Topics in Language and Social Interaction	3
PHIL 217	Language and Symbolic Logic	3
PHIL 373	Metaphor	3
SPAN 301	Current Idiomatic Spanish	3

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 coordinator.

The prerequisites for PHIL 355 are waived for students who have declared the minor.

Literature Minor**18-19 credit hours.****Required Courses:**

		Credits
LITR 100	Introduction to Literature	3
LITR 200	Literary Traditions	3
LITR 201	Patterns of Literature	3
LITR 300	Literary Analysis	3
Two LITR courses numbered 301 or higher		6-7

Writing Minor**18-19 credit hours.****Required Courses:****Departmental Core 11 credit hours**

		Credits
COMP 201	Intermediate Writing	4
COMP 301	Advanced Writing	4
LITR 300	Literary Analysis	3

Specialized Writing Courses 4 credit hours, select one

COMP 302	Fiction Workshop	4
COMP 303	Poetry Workshop	4
COMP 304	Technical Writing	4
COMP 305	Editing and Revising	4
COMP 306	Playwriting Workshop	4
COMP 307	Creative Non-Fiction Workshop	4
COMP 308	Writing Fiction for Children	4
COMP 316	Magazine Article Writing	4
COMP 401	Directed Writing	4
COMP 495	Special Topics in Writing	4

Language/Literature Courses 3 credit hours, select one

LNGS 301	Language and Structure	3
LNGS 309	History of English Language	3
LNGS 310	American English Grammar	3
COMM 460	Language and Social Interaction	3

Other approved LNGS or equivalent course offered in another department or

COMP 402	Theory of Composition	3
COMP 430	Theory of Rhetoric	3
COMM 405	Rhetorical Criticism	3
COMM 465	Communication Theory	3
LITR 380	Literary Criticism	3

Other approved theory course

Film Studies Minor**18-21 credit hours.****Required Course:**

		Credits
COMM/LITR 120	Film Foundations	3

Five Electives 15-18 credit hours

LITR 130	Film and Fiction	4
LITR 330	Topics in Film	4
LITR 430	Advanced Topics in Film	4
COMM 320	Film Studies: Form and Culture	3
COMM 321	Form and Expressive Techniques in Film	3

COMP 330	The Rhetoric of Film	3
COMP 401	Directed Writing (on film topics)	4
ANTH 375	Anthropology Through Film	3
ARTS 369	Video I*	4
HIST 405	Film Images of American Women	3
FREN 450	Women in Francophone Cinemas	3

***Note:**

ARTS 110 and 120 are prerequisites for Video I.

English and Communication Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 48 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, compositions, 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. Fall and Spring. Gen Ed: SA credit; four credit option (with lab) for FS credit.

COMM 106 – Basic Principles of Speech (3) Basic Principles of Speech is 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. Fall and Spring. Gen Ed: FS credit.

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. Yearly. Gen Ed: FS credit.

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. Fall and Spring. Gen Ed: AC credit. Cross listed with LITR 120.

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. Yearly. Gen Ed: SA & SI credit.

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. As demand warrants. Gen Ed: SI credit.

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. Yearly. Gen Ed: SA & WI credit.

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. As demand warrants. Gen Ed: PI credit.

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. Yearly. Gen Ed: PI & WI credit.

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. Fall and Spring. Gen Ed: SA, SI, & WI credit.

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. As demand warrants. Gen Ed: AC credit.

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 demand warrants.

COMM 324 – Persuasive Speaking (3) Developing, delivering and evaluating persuasive speeches. Fall and Spring. Gen Ed: SI credit.

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. As demand warrants.

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. Yearly. Gen Ed: SA & WI credit.

COMM 370 – Contemporary Political Communication (3) An examination of domestic (U.S.) politics in order to better understand how 'political reality' is constructed through communication. To that end, the course will examine communication during particular political events, during acts of governance and particular campaigns. As demand warrants. Gen Ed: SI credit.

COMM 372 – Rhetoric of the Black Church (3) This course will explore 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 will focus a great deal of our efforts on understanding church-led social movements in the United States. As demand warrants.

COMM 375 – Environmental Communication (3) In relation to an era of mounting environmental crisis, this weekly seminar will examine 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, non-fiction essays, and

word-and-image rhetoric in film, graphic arts, and commercial advertisement. As demand warrants.

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 demand warrants.

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 demand warrants.

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. As demand warrants. Gen Ed: AC credit.

COMM 412 – @Journalism Internship (3) 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. Previous experience recommended. As demand warrants.

COMM 416 – Voices of American Women (3) The course will consider 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. Yearly. Gen Ed: SI credit.

COMM 430 – Employment Seeking and Communication (3) This seminar examines the communication (both theory and skills) utilized in employment seeking. The promise 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. As demand warrants.

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. As demand warrants. Gen Ed: XC & SI credit.

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. Yearly.

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 demand warrants. Cross listed with LNGS 412.

COMM 465 – Communication Theory (3) A high-level and demanding examination of theoretical perspectives in the discipline of communication. Every semester.

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 - 31) to Louis Farrakhan. Second, an analysis of the rhetorical strategies employed, using methods of rhetorical criticism ranging from neo-Aristotelian criticism to Burkeian analysis. As demand warrants. Gen Ed: WI credit.

COMM 475 - Research Methods (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. As demand warrants.

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. (Liberal arts credit or non-liberal arts as appropriate.) Every semester.

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. Fall and Spring. Gen Ed: FW credit.

COMP 201 – Intermediate Writing (4) Emphasis is on academic writing, including extensive practice in analyzing and evaluating reading material and bringing together relevant viewpoints to support a thesis or position. Attention as well to research methods and considerations of purpose, audience, authority and voice. First course in the writing concentration. Prerequisite: COMP 101. Fall and Spring. Gen Ed: WI credit.

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. Fall and Spring. Gen Ed: AE & WI credit.

COMP 301 – Advanced Writing (4) Focuses on argumentative writing as cooperative dialectic. Students try out different approaches to argument such as classical stasis theory, the Toulmin Model and Rogerian rhetoric. May also include attention to cultural contexts of argument such as gender and ethnicity. Prerequisite: COMP 201. Fall and Spring.

COMP 302 – Fiction Workshop (4) Advanced training in the writing of fiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Yearly. Gen Ed: AE & WI credit.

COMP 303 – Poetry Workshop (4) Advanced training in the writing of poetry, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Yearly. Gen Ed: AE & WI credit.

COMP 304 – Technical Writing (4) Situational writing of business and technical fields. Writing as form of action and as medium for getting things done between people. Emphasis on audience, point of view and effective presentation of ideas. Prerequisite: COMP 201. Yearly. Gen Ed: WI credit.

COMP 305 – Editing and Revising (4) Functions of editors. Sensitivity to language and style fundamental to all editing. Notion of editor as colleague to writer, judge of readability and arbiter of taste and convention. Prerequisite: COMP 201. As demand warrants.

COMP 306 – Playwriting Workshop (4) Advanced 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. Yearly. Gen Ed: AE & WI credit.

COMP 307 – Creative Non-Fiction Workshop (4) Advanced training in the writing of creative non-fiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Yearly. Gen Ed: AE & WI credit.

COMP 308 – Writing Fiction for Children (4) This is a workshop-based course 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. The writing will be directed toward the ripe pre-literacy of the nearly school-age child to the sophistication of the outward looking near-adolescent. The course directs itself to the creative craft common to all fiction writers as well as adding the dimensions of writing that are unique to Children's Literature. Prerequisite: COMP 202. Yearly. Gen Ed: AE & WI credit.

COMP 316 – Magazine Article Writing (4) Craft of writing compelling magazine articles, and business of marketing them. Students required to submit one full-length magazine article for publication. Prerequisite: COMP 201. Yearly.

COMP 330 – The Rhetoric of Film (3) Offers a rhetorical approach to film analysis and appreciation through an examination of the relationship between film narrative, argument, and composition. Central to this perspective will be an analysis of the relationship between audience and rhetorical perspective. Films shown will be from a variety of perspectives and genres. Prerequisite COMP 201. As demand warrants.

COMP 401 – Directed Writing (4) Closely supervised writing using subject matter from allied field of interest. Non-writing majors concentrate on the discourse of their major. Prerequisite: COMP 301. As demand warrants.

COMP 402 – Theory of Composition (3) Focuses on enduring debates within the field of composition, showing how each new theoretical development has extended the work of its predecessors. Although much of what is covered has been formulated since the late 1960s, the course emphasizes how contemporary views remain linked, if not indebted, to the centuries of theoretical analysis that have shaped the rhetorical tradition. Prerequisite: COMP 301. As demand warrants.

COMP 405 – Theory and Practice of Tutoring Writing (3) An examination of the theory and practice of tutoring writing. Emphasis on writing process theory, one-on-one writing instruction pedagogy and writing center history. Includes practicum in the College Writing Center. Prerequisite: COMP 201. As demand warrants.

COMP 406 – @Tutoring Practicum (1) This is a one-credit course that trains peer tutors in the Potsdam College Writing Center (CWC). Peer tutors work with fellow students writing in courses across the curriculum; tutors also work on special projects through the CWC. The course offers training, tutoring experience, and shared reflection on the experience. Training in tutoring is beneficial for all writers, as it sharpens our sense of how to write well and develops the ability to share response with peers. Prerequisite: Junior standing and COMP 301 preferred. Fall and Spring.

COMP 430 – Theory of Rhetoric (3) An examination of some of the important contributors to rhetorical theory, beginning with Plato and Aristotle, with particular emphasis on how those theories have influenced the shaping of contemporary rhetoric. Prerequisite: COMP 301. As demand warrants.

COMP 490 – Writing Supervision (3) Students in the Creative Writing Option 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 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. Yearly.

COMP 505 – Rhetorical Criticism (3) A course that surveys works on the nature of discourse and rhetoric from Greek times to the present. Major figures and seminal works in the field of rhetoric will be examined and their theories of discourse compared. Among the topics covered will be the relationship between oral and written speech; the evolving conception of rhetoric over the ages; the functions of writing and rhetoric; the influence of other fields on rhetoric (e.g. psychology and linguistics); the matter of style; the future of rhetorical studies. As demand warrants.

COMP 507 – Composition Theory (3) The course covers current theories and theoretical principles of necessity involving consideration of the psychology and pedagogy of composition. Three ideologies will be examined: the traditional (Kinneavy, *A Theory of Discourse*), the empirical (Hirsch, *The Philosophy of Composition*); and the rational (the Chomskyan "school"). Prerequisite: COMP 301 or Graduate standing. Yearly.

COMP 530 – Theory of Rhetoric (3) An examination of some of the important contributors to rhetorical theory beginning with Plato and Aristotle with particular emphasis on how the theories have influenced the shaping of contemporary rhetoric. Prerequisite: COMP 301 or Graduate standing. Yearly.

Literature

Note: Upper-division LITR courses have an introductory or intermediate LITR course or permission of the instructor as prerequisite

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. Fall and Spring. Gen Ed: AC & FC credit.

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. Fall and Spring. Gen Ed: AC credit. Cross listed with COMM 120.

LITR 130 – Film and Fiction (4) Interrelationships between film and literature, particularly novels, which have been adapted for use on the screen. Yearly. Gen Ed: FS credit.

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 the present, and includes examples from British, American, and Western European cultures. Prerequisite: LITR 100. 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. Prerequisite: LITR 100. Fall and Spring.

LITR 300 – Literary Analysis (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. Prerequisite: LITR 100 or Junior standing. Fall and Spring.

LITR 301 – American Writers (3) Studies in American literature. Authors, themes, periods and/or regions vary from semester to semester. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 318.

LITR 302 – British Writers (3) Studies in British literature. Authors, themes, periods and/or regions vary from semester to semester. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 319.

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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 304 – Literary Non-Fiction (3) Exploration of various types of non-fiction, e.g. biography, informal essay, new journalism. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 338.

LITR 305 – Short Story (3) Studies in the short story as a literary genre. Readings from a wide variety of authors and critical perspectives. Prerequisite: LITR 100 or Junior standing. Gen Ed: AC credit. As demand warrants. Formerly LITR 250.

LITR 306 – Drama (3) Studies in the drama as a literary genre. Readings from a wide variety of authors and critical perspectives. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 357.

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. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 314.

LITR 308 – The Novel (3) Examines traditional and modern novels from a variety of critical perspectives. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 315.

LITR 309 – Topics in Literary Genres (3) Studies in literary genres other than literary non-fiction, the short story, drama, poetry or the novel. May include traditional genres such as the epic or new genres based upon emergent technologies such as hypertext fiction. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 321 – Topics in Literary Sub-Genres (3) Selected readings from any of a variety of literary sub-genres such as horror, the Gothic novel, or the historical novel. Topics vary. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 322 – Children's Literature (3) History of children's books, tracing emergence of a body of genuine literature for children. Prerequisite: LITR 100 or Junior standing or permission of instructor. Fall and Spring. Gen Ed: AC credit.

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. Reader response criticism is the critical approach used in studying texts and secondary literature curriculum. Prerequisite: LITR 100 or Junior standing. Fall and Spring.

LITR 324 – Crime/Detective Fiction (3) This course 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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

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). Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 326 – Fantasy Literature (3) Selected works from “fantasy” genre. Origins of “fantasy” in epic and romance emphasized. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 328 – Science Fiction (3) Science fiction as literature, examined with standard techniques of literary analysis. Development of valid working definitions of science fiction. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 330 – Topics in Film (4) Various topics relating to film history, directors, actors, genres. Prerequisite: LITR 120. As demand warrants.

LITR 344 – Parody (3) History of parody as a mode of literary criticism and humor. Prerequisite: LITR 100 or Junior Standing. As demand warrants. Formerly LITR 329.

LITR 346 – Satire (3) This course is 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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 347 – Metaphor (3) This course 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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 348 – Irony (3) Irony plays with contradictions between appearances and reality. We will be examining 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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 351 – Nature and Literature (3) This course explores the varied ways in which nature is represented in art and literature and how those representations express the cultural values of the times in which they were created. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 340.

LITR 352 – Nationality and Literature (3) This course 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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 353 – Social Movements and Literature (3) This course is a survey 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. Prerequisite: LITR 100 or Junior standing or permission of instructor. As demand warrants.

LITR 354 – Psychology and Literature (3) Literature that explores landscapes of nightmare, is influenced by psychoanalytic thought, or emphasizes the psychological states of characters and/or authors. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 334.

LITR 355 – Gender and Literature (3) Examination 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. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 345.

LITR 356 – Race and Literature (3) This course 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 racial “marking” can affect both the construction and reception of literary texts. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 358 – Class and Literature (3) This course examines the ways in which 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. Prerequisite: LITR 100 or Junior standing. As demand warrants.

LITR 359 – Literary Themes (3) Development and variation of important themes in literature. Course content will vary from semester to semester. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 317.

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. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 341. Gen Ed: WI credit.

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. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 342. Gen Ed: AC, WI credit.

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. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 343. Gen Ed: WI credit.

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. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 363.

LITR 380 – Literary Criticism (3) History and methods of literary and aesthetic theory and practices from the ancient Greeks to the present. Prerequisite: LITR 100 or Junior standing. As demand warrants. Formerly LITR 316.

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 demand warrants.

LITR 407 – Medieval Literature (3) Explores the fusion of Germanic pagan heroism and Christian piety which formed the heritage of medieval English literature. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants. Formerly LITR 311.

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 demand warrants.

LITR 410 – Shakespeare I - Comedies (3) Introduction to 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 demand warrants.

LITR 411 – Shakespeare II: History and Tragedies (3) Introduction to 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 demand warrants.

LITR 412 – British Renaissance Literature (3) The emergence in England during the 16th and 17th centuries of a renewed interest in the Classics and a new sense

of individualism led to the creation of some of the great literary works of Spenser, Marlowe, Shakespeare, Jonson, Milton and others. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 413 – British Enlightenment Literature (3) Readings in the ‘long century’ (1660-1880), the ‘Age of Reason’, and the birth of the English Novel. Dryden, Pope, Swift, Goldsmith, Richardson, Defoe, Fielding, Sterne, Behn and others. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 414 – British Romanticism (3) Focus on a variety of romantic writers. The romantic movement was stimulated by and influenced great changes in literary and social thinking including attitudes toward nature and individual rights. New literary forms were also developed in response to the new spirit of freedom. Writers studied may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 419 – Victorian Literature (3) Queen Victoria reigned from 1837-1901 and gave her name to an age, to the values embodied therein, and to the legacy we still struggle to understand. 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 demand warrants.

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 demand warrants. Formerly LITR 416.

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 demand warrants.

LITR 423 – Commonwealth and Post-Colonial Literature (3) This course 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 or permission of instructor. As demand warrants.

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. Because it is an upper-level course, attention should be paid to secondary as well as primary texts. Authors and focus will vary from semester to semester. Prerequisites: LITR 200 or 201 and LITR 300 or permission of instructor. As demand warrants.

LITR 430 – Advanced Topics in Film (4) Various topics relating to film theory, aesthetics, national cinemas. Prerequisite: LITR 330 or permission of instructor. As demand warrants.

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 or permission of instructor. As demand warrants.

LITR 435 – American Romanticism (3) This course will focus specifically on American literary romanticism throughout the whole range of the 1800s. We will 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. Pre-requisites: LITR 200 or 201 and LITR 300 or permission of instructor. As demand warrants.

LITR 436 – American Realism and Naturalism (3) This course starts in the aftermath of the Civil War and will consider 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. As demand warrants.

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 demand warrants.

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 demand warrants.

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 demand warrants.

LITR 445 – American Women Writers (3) Examination of selected American women writers. Works will be studied within historical contexts; course will also survey critical responses to literature written by women. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 446 – African-American Writers (3) Introduction to the diversity of writing by African-Americans. Includes slave narratives, autobiography, poetry, plays, and novels. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 447 – Native American Literature (3) This course 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 demand warrants.

LITR 448 – North Country/Adirondack Literature (3) 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 demand warrants.

LITR 449 – Topics in American Literature (3) This course 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 demand warrants.

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. This course may be taken more than once for separate credit, provided the specific topic varies. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants. Formerly LITR 482.

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. This course may be taken more than once for separate credit, provided the specific topic varies. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants. Formerly LITR 481.

LITR 453 – World Literature: Themes (3) This course 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 not originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 454 – Canadian Literature (3) This is a survey of 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 demand warrants.

LITR 455 – Irish Literature (3) This course 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 (Shaw, Yeats, Wilde, Synge, Beckett, Friel), poetry (Swift, Goldsmith, Yeats, Heaney, Coffey), or novels (Swift, Edgeworth, Stoker, Joyce, Doyle). Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

LITR 471 – Renaissance (3) A 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 demand warrants.

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, and Paine. Prerequisites: LITR 200 or 201, and LITR 300. As demand warrants.

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 demand warrants.

LITR 474 – Realism (3) Readings in European and American literatures that examine a tension between two theories of realism - that which suggests 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 demand warrants.

LITR 475 – Modernism (3) This course will examine texts produced during the height of modernism (roughly 1910 to 1940) and see how social, cultural, 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 demand warrants.

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 demand warrants. Formerly LITR 418.

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 demand warrants. Formerly LITR 418.

LITR 511 – Advanced Topics: Literary Non-Fiction (3) This course studies non-fiction (biography, autobiography, the essay, new journalism) of literary value. Integrates close analysis of primary texts, secondary criticism, and critical theory. Focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. As demand warrants.

LITR 512 – Advanced Topics: Short Story (3) The course studies 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. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. As demand warrants.

LITR 513 – Advanced Topics: Drama (3) The course studies the forms and traditions of drama. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. As demand warrants.

LITR 514 – Advanced Topics: Poetry (3) The course studies the forms and traditions of poetry. Integrates close analysis of primary texts, secondary criticism, and critical

theory. Authors and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. As demand warrants.

LITR 515 – Advanced Topics: The Novel (3) The course studies the novel from a variety of foci—though genre, period, theme or topic-based constraints. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. As demand warrants.

LITR 520 – Special Topics (3) An examination of a special topic in literature, focusing on a genre, literary movement, or specific author(s). Topic course will vary from semester to semester. Student may take this seminar more than once, as long as topics differ. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. Yearly.

LITR 523 – Major Authors (3) For each offering a major author from English, American or World literature will be chosen for detailed study. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. Yearly.

LITR 530 – Advanced Topics in Film (3) This course 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. Films and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200, 201 or 330 and LITR 300 or Graduate standing. As demand warrants.

LITR 580 – Literary Theory (3) Theoretical approaches to literature and literary criticism. Prerequisites: LITR 200 or 201, and LITR 300 or Graduate standing. As demand warrants.

Linguistics

LNLS 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. Yearly. Gen Ed: FW credit. Same as ANTH 160.

LNLS 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. Yearly. Gen Ed: FW credit. Same as ANTH 161.

LNLS 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. Yearly. Gen Ed: SA & XC credit.

LNLS 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.

LNLS 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 demand warrants.

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 demand warrants.

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 demand warrants.

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 demand warrants.

LNGS 408 – Topics in Language as a 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 demand warrants.

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 demand warrants.

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 demand warrants.

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. As demand warrants. Cross listed with COMM 460.

Department of Geology

Chair and Contact Person for All Majors and Minors:

Robert Badger
Timerman 216, (315) 267-2624 (badger1@potdams.edu)

SUNY Distinguished Service Professor:

Frank A. Revetta

SUNY Distinguished Teaching Professor:

Neal R. O'Brien

Professor:

Robert L. Badger

Assistant Professors:

Lisa M. Amati, Michael Rygel

Geology Major (B.S.)

66-68 credit hours required.

Research specializations include geophysics, paleontology, mineralogy, sedimentary geology, igneous or metamorphic petrology, geochemistry, structural geology, clay mineralogy or environmental geology.

A student's chosen research field will govern elective courses and cognate requirements.

Core Required Courses:

	Credits
GEOL 100, 101, 103, 106, 125, or 195	3
GEOL 204 Historical Geology	3
GEOL 301 Sedimentary Geology	4
GEOL 302 Principals of Paleontology	4
GEOL 311 Mineralogy	4
GEOL 321 Optics and Petrology	4
GEOL 405 Structural Geology	4
GEOL 407 Geophysics I	3
GEOL 420 Geochemistry	3

Required Research Component:

one of the following

GEOL 480 Geology Research	6
INTD 491 Geology Internship	4

Electives:

6 credit hours from the following, selected by advisement

GEOL 300 Field Geology	3
GEOL 370 Science in Society	3
GEOL 395 Hydrology & Hydrogeology	3
GEOL 395A Geographic Information Systems	3
GEOL 409 Seismology	3
GEOL 421 Environmental Geology Problems	3
GEOL 440 Geologic Resources	3

Cognate Requirements:

24 credit hours.

CHEM 105 General Chemistry I	4
CHEM 106 General Chemistry II	4
MATH 151 Calculus I	4
MATH 152 Calculus II	4
or	
MATH 125 Statistics	4
PHYS 101 College Physics I	4
PHYS 202 College Physics II	4

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.

Geology Major (B.A.)

46 credit hours required.

Core Required Courses:

	Credits
GEOL 100, 101, 103, 106, 125, or 195	3
GEOL 204 Historical Geology	3
GEOL 301 Sedimentary Geology	4
GEOL 302 Principals of Paleontology	4
GEOL 311 Mineralogy	4
GEOL 321 Optics and Petrology	4
GEOL 405 Structural Geology	4
GEOL 407 Geophysics	3
GEOL 420 Geochemistry	3

Electives:

6 credit hours from the following, selected by advisement

GEOL 300	Field Geology	3
GEOL 370	Science in Society	3
GEOL 395	Hydrology & Hydrogeology	3
GEOL 395A	Geographic Information Systems	3
GEOL 409	Seismology	3
GEOL 421	Environmental Geology Problems	3
GEOL 440	Geologic Resources	3
PHYS 330	Meteorology	3
PHYS 335	Astronomy	3

Cognate Requirements:

8 credit hours.

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

Grade Requirements:

Minimum grade of 2.0 is required for all courses in the major and for cognates.

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.

Required Courses:

	Credits
GEOL 100, 101, 103, 106, 125, or 195	3
GEOL 204 Historical Geology	3

Electives:

13 credit hours of 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.

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 Robert Badger, Timerman 216, (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 – Tutorial (1-3)**

GEOL 100 – Earth Science (3) Study of the earth and its history, minerals and rocks, earthquakes, plate-tectonic theory, Earth's interior, atmosphere, oceans, environmental problems and astronomy. Lab included. Fall and Spring. Gen Ed: SP & LB credit.

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. Fall or Spring. Gen Ed: SP & LB credit.

GEOL 102 – Ancient Life (3) Survey of evolution of life as documented by the fossil record. Theory of evolution. Fall. Gen Ed: SP credit.

GEOL 103 – Physical Geology (3) Minerals, rocks, rock deformation, aerial photos, maps, geological processes that shape the land, environmental geology. Lab required. Fall and Spring. Gen Ed: SP & LB credit.

GEOL 106 – Geology of Our National Parks (3) Study of geologic processes using national parks as examples. Processes studied include sedimentology, stratigraphy, volcanology, glaciology and tectonics. National parks studied include Grand Canyon, Arches, Mt. Rainier, Zion, Canyonlands, Badlands, Hawaii Volcanoes, Glacier, Yellowstone, Grand Tetons, Acadia and Shenandoah. Lab required. Spring, even years. Gen Ed: SP & LB credit.

GEOL 125 – Cycles of Nature (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. Fall and Spring. Gen Ed: SP & LB credit.

GEOL 204 – Historical Geology (1-2) 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; second half of the course focuses on Earth systems history (climate, oceans, atmosphere, geologic processes and life). Prerequisite: GEOL 100, 101, 103, 106, 125, or 195. Lab required. Fall and Spring. Formerly GEOL 104. Gen Ed: SP & LB credit.

GEOL 300 – Field Geology (3) Field studies in northern New York stressing map making, use of GPS, geologic cross sections, computer map construction. Fall. 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 104 or 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. Gen Ed: WI & SI credit.

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. Prerequisite: GEOL 104 or 204; Pre- or Co-requisite: CHEM 105. 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 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 405 – Structural and Field 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 104 or 204 and Junior or Senior status. Lab required. Fall.

GEOL 406 – Hydrology-Geomorphology (3) A study of water and of processes that act on the Earth's surface. A study of the characteristics and behavior of water on and below the surface with emphasis on the study of contaminants and their flow in groundwater. Topics include rivers, groundwater, landslides and mass wastage, glaciers, wind and waves. Prerequisites: GEOL 103, 104, 301, 405. Not currently offered.

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. Fall and Summer. Gen Ed: SP & LB credit.

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. Spring. Gen Ed: SP & LB credit.

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, CHEM 105. Co-requisites: GEOL 321, CHEM 106. Spring.

GEOL 421 – Environmental Geology Problems (3) Analysis of environmental problems and introduction to techniques to solve them. Stress is on problem solving. Topics include: land use planning, landslide potential, solid and liquid waste disposal, coastal erosion and water pollution. Weekly written reports. Spring.

GEOL 440 – Geologic Resources (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. Co-requisite: GEOL 321. Lab required. Spring.

GEOL 475 – Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 104 and permission. 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.

Department of History

Chair and Contact Person for All Majors and Minors:

M.J. Heisey

Satterlee 321, (315) 267-2558 (heiseymj@potdam.edu)

Professor:

John F. Schwaller

Associate Professors:

Thomas N. Baker, Geoffrey W. Clark, James D. German,

M.J. Heisey, Sheila McCall McIntyre, Kevin D. Smith

Assistant Professors:

Axel Fair-Schulz, Libbie Freed, Shiho Imai, Steven M. Stannish

Adjunct Instructor:

Linda Nelson

History Major

30 credit hours required.

Required Courses:

	Credits
HIST 101 or HIST 102	3
HIST 201 or HIST 202	3
Additional 100 or 200 level HIST course	3
HIST 302 Fighting Words: History & Story	3
HIST 480 Senior Seminar in History	3

Elective Courses:

Any 300 or 400 level North American History Course	3
Any 300 or 400 level European History Course	3
Any 300 or 400 level African, Asian, or Latin American History Course	3
Any two additional 300 or 400 level History courses	6

Notes:

Students must earn a minimum grade of 2.0 in courses counted toward the major.

The seminar is open only to History majors. Students must take a prerequisite course for the seminar.

History Minor

18 credit hours required. Closed to History majors.

Required Courses:

Any two 100 or 200 level history courses	6
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Elective Courses:

Any four 300 or 400 level history courses	12
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Note:

Students must earn a minimum grade of 2.0 in courses counted toward the minor.

History Course Descriptions

Note:

Sophomore standing is a prerequisite for all courses numbered 300-399. Junior standing is a prerequisite for all courses numbered 400 or above.

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. Fall and Spring. Gen Ed: XC credit.

HIST 101 – Europe from 1500 to 1815 (3) Major developments and issues in European history from 1500 to 1815. Fall and Spring. Gen Ed: WC credit.

HIST 102 – Europe since 1815 (3) Major developments and issues in European history from 1815 to present. Fall and Spring. Gen Ed: WC credit.

HIST 201 – United States to 1877 (3) Major development and issues in American History to 1877. Fall and Spring. Gen Ed: AH credit.

HIST 202 – United States since 1877 (3) Major developments and issues in American History since 1877. Fall and Spring. Gen Ed: AH credit.

HIST 203 – United States to 1877 (4) Major developments and issues in American history to 1877. Gen Ed: AH & FW credit.

HIST 204 – United States Since 1877 (4) Major developments and issues in American History since 1877. Gen Ed: AH & FW credit.

HIST 225 – East Asian History (3) This course is an 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 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.

HIST 302 – Fighting Words: History & Story (3) Course introduces majors to the theories and methods that historians employ as they seek to construct plausible and compelling interpretations of the past. Prerequisites: HIST 101 or 102, and HIST 201 or 202. 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, women's organizations. Gen Ed: AH credit.

HIST 305 – Modern American Women (3) Women in America from 1890 to present; legal positions, social roles, employment and unionization, education, reform movements, suffrage, women's organizations. Changing ideals of American womanhood, women's lib, future of American women. Gen Ed: AH credit.

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.

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.

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.

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.

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.

HIST 313 – The Middle East: 632 - Present (3) Survey of the Middle East and its civilization from the origins of Islam to the Gulf War. Emphasis will be on the heritage of Islamic, Arabic and Persian civilizations, the rise and fall of the Ottoman Empire, the arrival of western imperialism, oil politics, social change and regional conflict in the 20th century.

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 as perceived by the American experience.

HIST 316 – Modern China (3) Origins and development of modern Chinese society and state since early 19th century; social and economic evolution, revolutionary and reform movements and influence of foreign powers.

HIST 318 – Pre-modern Japan (3) Course 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.

HIST 319 – Modern Japan (3) Course 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.

HIST 321 – Ancient Greece and Rome (3) This course examines the Mediterranean world from 1550 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.

HIST 322 – Ancient Middle East (3) This course 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.

HIST 323 – Middle East: Alexander to Islam (3) This course 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.

HIST 325 – American History in Literature (3) Examination of a specific period in United States history through the reading of four to six substantial literary works for their historical content and context.

HIST 326 – Egypt in Late Antiquity (3) Course 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.

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.

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.

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.

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.

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.

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.

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.

HIST 353 – Renaissance & Reformation (3) This course 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.

HIST 354 – The Enlightenment (3) This course 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.

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.

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.

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.

HIST 376 – The U.S. in the 1920s & 1930s (3) Emphasis on domestic issues in the United States from 1919 to 1939. Topics include prosperity of the twenties, the Depression and the New Deal.

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.

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. 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.

HIST 384 – France Since 1789 (3) Emphasis on great revolution of 1789. Traditions, political changes and development in 19th and 20th centuries. France's role in world wars of the 20th century and their aftermath.

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.

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.

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).

HIST 401 – Honors Thesis II (3) Completion of project begun in Honors Thesis I. Prerequisite: Permission.

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 1830's.

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.

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 1890's 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.

HIST 421 – Race & American Film History (3) Course 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.

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.

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.

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.

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.

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.

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.

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.

HIST 459 – American Victorian Culture (3) Course 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.

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.

HIST 462 – Hero in Classical Antiquity (3) Course 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.

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. Fall and Spring. Gen Ed: WI credit.

Department of Mathematics

Chair and Contact Person for Majors and Minors:

Joel Foisy
204 MacVicar, (315) 267-2084 (foisyjs@potdam.edu)

Professors:

Cheryl C. Miller, Laura J. Person

Associate Professors:

Kerrith Chapman, Harold Ellingsen, Joel Foisy, Victoria Klawitter, Blair Madore

Assistant Professors:

Dereck Habermas, Jason Howald, Cornelia Yuen

Adjunct Instructor:

Alison Chapman

Mathematics Major

33 credit hours required.

Required Courses:

	Credits
MATH 151 Calculus I	4
MATH 152 Calculus II	4
MATH 253 Multivariate Calculus	4
MATH 340 Set Theory and Logic	3
MATH 375 Linear Algebra I	3
MATH 423 Modern Algebra I	3
MATH 451 Advanced Calculus I	3
MATH 460 Problem Seminar	3

Elective Courses:

- Any 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. 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. 3

MATH 452	Advanced Calculus II	3
MATH 524	Modern Algebra II	3
MATH 526	Linear Algebra II	3

Recommended Coursework Outside the Major:

This is entirely dependent upon students’ educational and professional objectives. Students are encouraged to consult closely with a departmental adviser in course selection.

Special Notes:

- 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.
- 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.

Required Courses:

	Credits
MATH 151 Calculus I	4
MATH 152 Calculus II	4
MATH 253 Multivariate Calculus	4
MATH 340 Set Theory and Logic	3
MATH 375 Linear Algebra I	3
MATH 423 Modern Algebra I	3
MATH 451 Advanced Calculus I	3
MATH 498 Independent Study I	3
MATH 598 Independent Study II	3

Elective Courses:

3 credit hours.

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	3
MATH 524	Modern Algebra II	3
MATH 526	Linear Algebra II	3

The Honors Examinations:

- 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.
- Written exams covering the broad scope and content of the Honors curriculum must also be taken. Those students with cumulative mathematics averages of 3.5 or higher will be exempt from the written portion of the Honors examinations.

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 cumula-

tive 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 B.A./M.A. 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 21 hours of which 18 (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.

Required Courses:		Credits
MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 340	Set Theory and Logic	3
MATH 375	Linear Algebra I	3

Elective Courses:

6 credit hours.

Two upper division mathematics 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 pages 62-63.

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. Fall and Spring. Gen Ed: FM credit.

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. Fall and Spring. Gen Ed: FM credit.

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. Fall and Spring. Gen Ed: FM credit.

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.

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. Fall and Spring. Gen Ed: FM credit.

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 demand warrants.

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. As demand warrants. Gen Ed: XC credit.

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. Fall and Spring. Gen Ed: FM credit.

MATH 152 – Calculus II (4) Differentiation of transcendental functions, integration with applications, sequences and series. Required for Mathematics majors. Prerequisite: MATH 151. Fall and Spring. Gen Ed: FM credit.

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. Fall and Spring. Fall and Spring. Gen Ed: FM credit.

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. Fall and Spring. Gen Ed: WI credit.

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. Prerequisites: 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.

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 only.

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 only.

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. Fall and Spring. Gen Ed: SI credit.

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 only.

MATH 522 – Number Theory (3) Divisibility, simple continued fractions, congruences, diophantine equations and quadratic residues. Prerequisites: MATH 152 and 340. As demand warrants.

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. Prerequisites: MATH 423. MATH 375 recommended. Spring only.

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. As demand warrants.

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 only.

MATH 542 – Intro to Algebraic Topology (3) Concept of homotopy, fundamental group, covering spaces, integral homology and cohomology. Prerequisite: MATH 541. As demand warrants.

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 demand warrants.

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 only.

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 only.

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. Spring only.

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 only.

MATH 661 – Topology I (3) Ordinals and cardinals, topological spaces, metric spaces, Cartesian products, connectedness, identification topology, weak topologies, separation axioms. Prerequisite: MATH 451. Spring only.

MATH 662 – Topology II (3) Continuation of MATH 661. Second countable spaces, filter bases, compactness and function spaces. Prerequisite: MATH 661. As demand warrants.

MATH 671 – Abstract Algebra I (3) Groups, Sylow theorems, rings, modules. Prerequisites: MATH 375 and permission. Fall only.

MATH 672 – Abstract Algebra II (3) Continuation of MATH 671. Galois theory, structure theorem for semisimple rings, injective and projective modules, introduction to homological algebra. Prerequisites: MATH 671 and permission. Spring only.

MATH 681 – Complex Variables I (3) Complex numbers. holomorphic functions, Cauchy's integral theorem and formula. Taylor and Laurent series, residue calculus, analytic functions and analytic extension. Prerequisites: MATH 451 and permission. Spring only.

MATH 682 – Complex Variables II (3) Continuation of MATH 681. Conformal mapping, Riemann mapping theorem and Dirichlet problem, representation of entire functions and meromorphic functions. Prerequisites: MATH 681 and permission. As demand warrants.

MATH 691 – Real Variables I (3) Real number system, comparison of Riemann integral and Lebesgue integral, measurable functions. Lebesgue Dominated Convergence Theorem. Prerequisites: MATH 451 and permission. Fall only.

MATH 692 – Real Variables II (3) Continuation of MATH 691. Normed linear spaces, Hilbert spaces, modes of convergence, Radan-Nikodym theorem, Riesz representation theorem, Fubini's theorem. Prerequisites: MATH 691 and permission. Spring only.

MATH 696 – Advanced Topics (3) Seminars in advanced topics from various branches of mathematics. May be repeated if content changes. Prerequisite: permission. As demand warrants.

MATH 698 – Seminar: Tutorial (3) Study of current topics in mathematics as found in research articles or reference texts. Prerequisites: four of the 600 level graduate mathematics courses required for the M.A. degree and permission of the department chair. May be repeated if content changes. As demand warrants.

Department of Modern Languages

Chair and Contact Person for All Majors and Minors:

Céline Philibert

Carson 215, (315) 267-2792 (philibcg@potsdam.edu)

Professor:

John W. Cross

Associate Professors:

Gunnar Anderson, Mylène Catel, Lora Lunt, Vilma Manzotti, Céline Philibert, Oscar Sarmiento, Liliana Trevizán

Assistant Professor:

Dolores Martin

Special Notes for Modern Language Majors:

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.

Arabic Studies Minor

18 credit hours required.

Required Courses:

	Credits
ARAB 103 Contemporary Arabic III (ML)	3
ARAB 203 Oral and Written Arabic	3
ARAB 213 Intermediate Conversation (SI)	3
ARAB 320 Media Arabic	3
ARAB 350 North African Literatures and Cultures (AC/XC)	3
*ARAB 380 Arabic Across the Curriculum	3

*One credit hour to be taken concurrently with the three cognate courses selected under advisement. To be completed for a total of 3 credit hours from a list of courses in other disciplines maintained by the Modern Languages department.

French Language and Literature Major

30 credit hours required.

Required Courses:

	Credits
FREN 203 Oral and Written French I	3
FREN 301 Current Idiomatic French	3
FREN 315 French Composition	3
FREN 325 Introduction to French Literature and Thought I	3
FREN 326 Introduction to French Literature and Thought II	3

plus five courses taken from a 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 Language and Literature Major

30 credit hours required.

Required Courses:

	Credits
SPAN 203 Oral and Written Spanish I	3
SPAN 204 Oral and Written Spanish II	3
SPAN 301 Current Idiomatic Spanish	3
SPAN 306 Readings in Hispanic Literature I	3
SPAN 308 Readings in Hispanic Literature II	3

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	3
SPAN 304 Culture of Latin America	3
SPAN 305 Culture of Hispanics in U.S.A.	3
SPAN 461 Seminar	3
SPAN 461 Seminar	3
SPAN 462 Seminar	3
SPAN 462 Seminar	3

Elective Courses: (strongly advised)

6 credit hours.

SPAN 213 Intermediate Conversation	3
SPAN 315 Spanish Composition	3

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.

Required Course:

FREN 203 Oral and Written French I

Credits

3

plus 6 credit hours, two from the following

FREN 202	French for Business	3
FREN 213	Intermediate Conversation	3
FREN 220	French Phonetics and Diction	3
FREN 325	Introduction to French Literature I	3
FREN 326	Introduction to French Literature II	3

plus 9 credit hours, three from the following

FREN 301	Current Idiomatic French	3
FREN 303	Contemporary France	3
FREN 304	Contemporary Quebec	3
FREN 305	Authentic Voices and Images from West Africa	3
FREN 315	French Composition	3
FREN 325	Introduction to French Literature I	3
FREN 326	Introduction to French Literature II	3
FREN 350	North African Literatures and Cultures	3
FREN 410	French Translation	3
FREN 450	The Image of Women in Francophone Cinemas	3
FREN 461	French Literature I: Origins-1700	3
FREN 462	French Literature II: 1700-present	3
FREN 483	Structure of the French Language	3
FREN 495	Special Topics	3

Spanish 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.

Required Courses:

SPAN 203	Oral and Written Spanish I	3
SPAN 204	Oral and Written Spanish II	3
SPAN 301	Current Idiomatic Spanish	3

Credits

plus 3 credit hours, one from the following

SPAN 213	Intermediate Conversation	3
SPAN 306	Readings in Hispanic Literature I	3
SPAN 308	Readings in Hispanic Literature II	3

plus 6 credit hours, two from the following

SPAN 303	Culture of Spain	3
SPAN 304	Culture of Latin America	3
SPAN 305	Culture of Hispanics in U.S.A.	3
SPAN 461	Seminar	3
SPAN 462	Seminar	3

Modern Languages 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 or equivalent.

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 every day 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.

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, 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. Fall and Spring. Gen Ed: XC credit.

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. 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?”

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.

LITT 450 – The Image of Women in Francophone Cinemas (3) This course examines the image of women in Francophone cinema. 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: Assumes completion of FREN 203 or 301, or FREN 325 or 326.

French

FREN 101 – Contemporary French Language I (3) Modern French. 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 or equivalent. 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 or equivalent. Fall and Spring. Gen Ed: ML credit.

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 or equivalent. 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 three years of high school French. Fall. Gen Ed: ML credit.

FREN 213 – Intermediate Conversation (3) Designed to increase fluency. Emphasis on comprehension of spoken French and developing strategies for conversation. Prerequisite: FREN 103 or three years of high school French. Spring. Gen Ed: ML credit.

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. Spring, alternate years. Gen Ed: ML credit.

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 203/301, or one other course under advisement. Every other semester.

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. Prerequisite: FREN 203/301. Every other semester.

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 203/301. Every other semester.

FREN 350 – North African Literatures and Cultures (3) Examination of “plurality” in Maghrebine cultures. Exploration of the historical, literary and culture perspectives. Prerequisite: FREN 203/301. 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. Every other year.

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. Every other year.

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 325/326.

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 325/326. Every other semester.

FREN 483 – Structure of the French Language (3) French Language. Development from Latin to modern vernacular. Analysis of contemporary language using linguistic concepts. Prerequisites: FREN 203, 301.

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 or equivalent. 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 or equivalent. Fall and Spring. Gen Ed: ML credit.

SPAN 203 – Oral and Written Spanish I (3) Intensive, systematic review. Phonetics, grammar, syntax and vocabulary building. Prerequisite: SPAN 103 or equivalent. Fall and Spring. Gen Ed: ML credit.

SPAN 204 – Oral and Written Spanish II (3) Continuation of SPAN 203. Prerequisite: SPAN 203. Fall and Spring. Gen Ed: ML credit.

SPAN 208 – Readings in Hispanic Literature II (3) Selected readings of short stories, dramas or poems and a short novel. Emphasis on literary and cultural reflection and vocabulary building. Conducted in Spanish. Prerequisite: SPAN 206 or equivalent. Spring. Gen Ed: ML credit.

SPAN 213 – Intermediate Conversation (3) Extensive practice in oral Spanish to develop listening comprehension, speaking and vocabulary. Prerequisite: SPAN 203 or equivalent. Every other semester. Gen Ed: ML credit.

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 or equivalent. Every other Spring.

SPAN 304 – Cultures of Latin America (3) Cultural history of Latin American, From Spanish conquest to present. Prerequisite: SPAN 204 or equivalent. 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 or equivalent. Every other Spring.

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, or equivalent. Fall.

SPAN 308 – Readings in Hispanic Literature II (3) Basic principles of literary analysis through contemporary Latin American literature. Focus on narrative: short stories, a novel, significant authors. Emphasis on building a sophisticated vocabulary in the field. Prerequisites: SPAN 203 and 204, or equivalent.

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 206, 208. 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. Conducted in Spanish. Prerequisites: SPAN 206, 208. Spring. Gen Ed: WI credit. Recent offerings: "Border Crossings," "Spanish Romanticism."

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.

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 or equivalent.

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.

GREK 101 – Intro to Classical Greek (3) Introduction to the study of ancient Greek language. Intended for beginning students.

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.

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. Fall.

LATN 102 – Elementary College Latin 2 (3) This course will build upon the bases of the Latin language learned in Latin 101 (or equivalent) 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 or equivalent. Spring.

MOHK 101 – Mohawk Language I (3) Fundamental elements of spoken and written Mohawk, integrating the language with the culture.

MOHK 102 – Mohawk Language II (3) Sequel to MOHK 101. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 101 or equivalent.

MOHK 103 – Mohawk 3 (3) Sequel to MOHK 102. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 102 or equivalent. Gen Ed: ML credit.

Department of Philosophy

Chair and Contact Person for All Majors and Minors:

Judith Little
Morey 201, (315) 267-2019 (littleja@potdam.edu)

Professors:

Joseph J. DiGiovanna, Galen K. Pletcher, Philip Tartaglia

Associate Professors:

David Curry, Judith Little

Philosophy Major

30 credit hours required.

Required Courses:

Credits

Logic

3 credit hours, one of the following

PHIL 110	Introduction to Logic	3
PHIL 210	Introduction to Symbolic Logic	3

Ethics

3 credit hours, one of the following

PHIL 120	Introduction to Ethics	3
PHIL 328	Issues in Ethical Theory	3

History of Philosophy*

6 credit hours, two of the following

PHIL 322	Ancient Philosophy	3
PHIL 323	Medieval Philosophy	3
PHIL 324	Modern Philosophy	3
PHIL 440	20 th Century Analytic Philosophy	3

Other Fundamental Courses:

3 credit hours, one of the following 3

PHIL 350	Philosophy of Science	3
PHIL 380	Philosophy of Mind	3
PHIL 454	Theory of Knowledge	3
PHIL 465	Metaphysics	3
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.

Elective Courses:**15 credit hours.****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 Major**36 credit hours.**

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.

Required Coursework:**27 credit hours.**

PHIL 210	Introduction to Symbolic Logic*	3
	or	
PHIL 217	Language and Symbolic Logic	3
PHIL 322	Ancient Philosophy	3
PHIL 324	Modern Philosophy	3
PHIL 328	Issues in Ethical Theory	3

PHIL 440	20th Century Analytic or	3
PHIL 355	Philosophy of Language	3
PHIL 454	Theory of Knowledge	3
PHIL 465	Metaphysics	3
PHIL 480	Honors Thesis Research I	3
PHIL 481	Honors Thesis Research II	3
PHIL 387	Selected Philosophers or	3
PHIL 475	Special Topics or	3
PHIL 495	Seminar (to be approved by the faculty)	3

Electives:**9 credit hours, 3 courses from the following**

PHIL 320	Aesthetics	3
PHIL 323	Medieval Philosophy	3
PHIL 350	Philosophy of Science	3
PHIL 359	Philosophy of Religion	3
PHIL 370	Social and Political Philosophy	3
PHIL 380	Philosophy of Mind	3

Note:

It is highly recommended that students also take PHIL 110 Introduction to Logic.

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.

Required Courses:**3 credit hours, one of the following**

PHIL 100	Introduction to Philosophy	3
PHIL 105	Human Nature	3

3 credit hours, one of the following

PHIL 322	Ancient Philosophy	3
PHIL 323	Medieval Philosophy	3
PHIL 324	Modern Philosophy	3
PHIL 440	20th Century Analytic Philosophy	3

3 credit hours, one of the following

PHIL 120	Introduction to Ethics	3
PHIL 314	Contemporary Moral Issues	3-4
PHIL 328	Issues in Ethical Theory	3

Elective Courses:**9 credit hours.****Note:**

A minimum of nine credit hours of the minor must be taken at the 300-400 level.

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. Fall and Spring. Gen Ed: PI credit.

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)

PHIL 120 – Introduction to Ethics (3) Nature of judgments or moral value and possible means of justifying them. Gen Ed: PI credit.

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. Cross listed with CIS 217.

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. Cross listed with CIS 317.

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 or permission. Gen Ed: WC credit.

PHIL 324 – Modern Philosophy (3) Major lines of philosophical thought from Renaissance through Kant. Prerequisite: one course in philosophy or permission. Gen Ed: PI and WC credit.

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; Little's section also WI 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 354 – 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 or permission. Replaced by PHIL 454.

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 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 360, but not both, may count towards the major or the minor.

PHIL 365 – Metaphysics (3) Problems of metaphysics; freedom and determinism, fate, time and becoming, and God. Prerequisite: two courses in philosophy or permission. Replaced by PHIL 465.

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. Cross listed with POLS 353.

PHIL 373 – Metaphor (3) Discussion of a variety of issues relating to the meaning and functions of metaphor in ordinary language, philosophy and poetry. Cross listed with LITR 317.

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 – 20th Century Analytic Philosophy (3) Recent British and American philosophy that approaches philosophical problems through logical and linguistic analysis. Prerequisite: two courses in Philosophy. Replaces PHIL 340.

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. Replaces PHIL 354. 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. Replaces PHIL 365.

PHIL 475 – Seminar In Philosophy (3) Prerequisite: Junior or Senior standing and three courses in Philosophy.

PHIL 480 – Honors Thesis Research 1 (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

Chair and Contact Person for All Majors and Minors:

Lawrence P. Brehm
Timerman 214, (315) 267-2279 (*brehmlp@potdam.edu*)

Professors:

Biman Das, M. Azad Islam

Associate Professor:

Lawrence P. Brehm

Physics Major

30 credit hours required.

Required Courses:

	Credits
PHYS 103 University Physics I	4
PHYS 204 University Physics II	4
PHYS 305 University Physics III	4
PHYS 306 Modern Physics	4

Upper Division Elective Courses:

14 credit hours, eleven of the 14 credit hours must be chosen from courses numbered 350 or higher

Cognate Requirements:

16 credit hours.

CHEM 105 General Chemistry I	4
CHEM 106 General Chemistry II	4
MATH 151 Calculus I	4
MATH 152 Calculus II	4

Recommended Coursework Outside the Major:

In developing one's own personal interests and professional opportunities, students majoring in physics might consider augmenting their major coursework with selections from the following areas: computer science, economics, mathematics or any of the other physical or biological sciences. Physics majors who are interested in secondary education should consult the School of Education and Professional Studies undergraduate physics study in order to lay the proper groundwork for the requisite graduate degree.

Special Note:

PHYS 370 Mathematical Physics serves as preparation for the upper division theory courses. This course includes subject matter from lin-

ear algebra, multivariate calculus, and differential equations. Appropriate courses in mathematics can serve as equivalent preparation.

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 is designed to develop competence in fundamental areas of classical and modern physics. Courses start with Newtonian physics, and introduce quantum ideas and Einstein's relativity later. Scientific experimentation in the laboratory complements the theoretical principles in lecture presentations. Problem solving and computational skills are emphasized.

Required Courses:

	Credits
PHYS 103 University Physics I: Lecture and Lab	4
PHYS 204 University Physics II: Lecture and Lab	4
PHYS 305 University Physics III: Lecture and Lab	4
PHYS 306 Modern Physics: Lecture and Lab	4

Upper-division physics Elective level 350 or above
(excluding PHYS 440) 3

3-2 Double Degree Program in Physics and Engineering

This program is recommended for students who have educational and career interests in both physics and engineering.

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 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 chosen by the student. See pages 62-63 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:

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 possibly every third or fourth term or "as demand warrants."

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 of students in the Elementary Education curriculum. 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, typically including consideration of properties of matter and mechanical behavior, light, heat, the causes of geophysical phenomena such as tides, seasons and the movement of celestial objects. Lab required. Fall and Spring. Gen Ed: SP & LB credit.

PHYS 101 – College Physics I (4) The first term of a non-calculus two term sequence (with PHYS 202) of introductory physics. The course is constructed to meet the needs of students who desire an introductory physics course of two-term duration. The first term covers motion and mechanical forces; work, energy and power; gravity; oscillations, waves and sound; heat. College Physics places a greater emphasis on an understanding of qualitative properties and less on the development of skill in analytical methods and computation compared to University Physics. Fall. Gen Ed: SP & LB credit.

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 co-requisite. Topics covered fall under the heading of mechanics; i.e. motion, Newton's laws, dynamics, work, energy, momentum, and rotation. Lab required. Co-requisite: MATH 151. Fall. Formerly General Physics I. Gen Ed: SP & LB.

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. As demand warrants, usually in Winterim. Gen Ed: SP credit.

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. As demand warrants, usually in Winterim. Gen Ed: SP credit.

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. Offered when possible. Gen Ed: LB credit.

PHYS 202 – College Physics II (4) The second term of a non-calculus two-term sequence of introductory physics (preceded by PHYS 101). Electricity, magnetism, electrical circuits, optics, atomic, modern and nuclear physics, and a closer look at particular topics (e.g., biomechanics) depending on the curricular and career paths of the class. Prerequisite: PHYS 101. Spring. Gen Ed: SP & LB credit.

PHYS 204 – University Physics II (4) Part II of the calculus-based sequence and covering statics, wave motion, sound, heat, and thermodynamics. Lab required. Co-requisite: MATH 152. Prerequisite: PHYS 103. Spring. Formerly General Physics II. Gen Ed: SP & LB credit.

PHYS 305 – University Physics III (4) Laws of electromagnetic are fundamental to understanding of the behavior of matter from tiny atom to enormous galaxies. Studies of electric charges, currents, field and circuits, the magnetic field, and properties of light. Exploration of electromagnetic phenomena, understanding of basic electrical machines, lab experiments in electricity, magnetism and optics. Intended for students

interested in science or engineering, technology and applications of mathematics. Lab required. Pre-requisite: PHYS 204. Fall. Formerly General Physics III. Gen Ed: WI, SP & LB credit.

PHYS 306 – Modern Physics (4) Major developments in physics beginning around 1900. Topics include the mind-warping theory of Einstein's relativity and the behavior of particles at high speed, and the quantum physics of the tiny worlds of the electron in atoms and molecules. Laboratory work includes study of pioneering experiments leading to the frontiers of present day research and development and developing problem solving skills in the study of matter at small scales, specifically, at the quantum level. 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. As demand warrants. Gen Ed: SP & WI.

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. As demand warrants. Gen Ed: SP credit.

PHYS 330 – Meteorology (3) Components of the atmosphere, atmospheric dynamics, weather elements, weather phenomena and their physical causes, weather maps, weather predictions, operation and use of weather instruments. Prerequisite: one semester of college science. Fall or as demand warrants. Gen Ed: SP credit.

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. Spring or as demand warrants. Gen Ed: SP credit.

PHYS 350 – Elements of Special Relativity (2) Basic principles of special relativity and their application to four-dimensional space-time and particle reactions. As demand warrants.

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 demand warrants.

PHYS 360 – Advanced Physical Laboratory I (3) Advanced experimental work in electricity, magnetism, optics, and atomic, nuclear, and solid state physics. Prerequisites: PHYS 305 or permission. Fall or as demand warrants. Gen Ed: WI credit.

PHYS 361 – Advanced Physical Laboratory II (3) Continuation of PHYS 360. Prerequisite: PHYS 306 or permission. Spring or as demand warrants.

PHYS 370 – Mathematical Physics (3) Mathematical ideas and methods from linear algebra, multivariate calculus, and differential equations are studied and applied to physical problems. Prerequisite: MATH 152. 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 demand warrants.

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, modern developments in particle physics. Prerequisite: PHYS 305 or equivalent. As demand warrants.

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 demand warrants.

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. Prerequisites: CHEM 106 and PHYS 306 or permission. As needed.

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, rigid body dynamics, moving coordinate systems, and particle interactions. Prerequisites: 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 laws of electromagnetism and the developments at the forefront of technological world. 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 demand warrants.

PHYS 481 – Electromagnetic Theory II (3) Continuation and further development of topics in PHYS 480. Prerequisite: PHYS 480. As demand warrants.

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. Prerequisites: PHYS 305 and 370 or equivalent. Spring or as demand warrants.

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 demand warrants.

PHYS 491 – Quantum Physics II (3) Continuation and further development of topics in PHYS 490. Prerequisite: PHYS 490. As demand warrants.

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. As demand warrants. Gen Ed: SI credit.

Department of Politics

Chair and Contact Person for All Majors and Minors:

Philip Neisser
Satterlee 307, (315) 267-2554 (neissept@potdam.edu)

Professor:

Philip Neisser

Assistant Professors:

Timothy Gordinier, Jack McGuire, Stacy Rosenberg, Susanne Zwingel

Faculty Emeriti:

Richard Del Guidice, John Massaro

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.

Politics Major

36 credit hours required.

Required Courses:

		Credits
POLS 110	Introduction to U.S. Politics	4
POLS 130	Introduction to Comparative Politics	4
POLS 140	Introduction to International Politics	4
POLS 200	Political Ideas	4
POLS 342	Approaching Political Puzzles	4
POLS 400	Senior Seminar	4

Plus Limited Electives:

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	4
Comparative Politics	4
International Relations	4
U.S. Politics	4

Notes:

- All courses in the department are 4 credits.
- Students must have at least 70 hours outside any one department. Consequently, majors ought 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

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.

Required Courses:

		Credits
8 credit hours, any two of the following		
POLS 110	Introduction to U.S. Politics	4
POLS 130	Introduction to Comparative Politics	4
POLS 140	Introduction to International Politics	4
POLS 200	Political Ideas	4

Electives:
12 credit hours.

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.

Notes:

1. 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.
2. Students must earn a minimum grade of 2.0 in all courses to be counted toward the politics minor.

Pre-Law Minor

19 or 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.

Required Courses: **Credits**
8 credit hours.

POLS 110	Introduction to U.S. Politics	4
POLS 122	Bioethics and the Law	4
	or	
POLS 312	Crime and Justice	4

Elective Courses:

The Pre-Law Minor requires three upper division law-related electives (as identified by the pre-law adviser). One of these courses (approved by the pre-law adviser) may be outside the politics major. For example, the following courses may be available in any given semester:

EMRE 301	Employment Law	3
EMRE 322	Labor Law	3
EMRE 430	Conflict Resolution	3
EMRE 431	Negotiations	3

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 wishing to study abroad to achieve a better understanding of global issues and other cultures can complete a variety of requirements in the politics major. For example, students may study (in English) 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 48 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 110 – Introduction to U.S. Politics (4) An introduction to the major political institutions in U.S. national politics and the behavior of individuals and groups involved with these institutions. Fall and Spring. Gen Ed: SA credit, and occasionally taught for FS credit.

POLS 122 – Bioethics and the Law (4) Examination of the ethical and legal issues raised by developments in human biology and medicine. Topics discussed will include withdrawal of life support, abortion and genetic privacy. Fall and Spring. Gen Ed: PI, FC credit; also rarely taught for FS or WI credit.

POLS 124 – Springsteen’s Political Themes (4) This course examines political themes in the life and lyrics of musician and “Poet of the Turnpike,” Bruce Springsteen. Particular themes explored include populism, republicanism, nationalism, patriotism, the work (and play) ethics, religion, manhood, love, and human relationships. Occasionally. Gen Ed: AC credit.

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. Equivalent to WMST 100. Gen Ed: occasionally taught for FS credit.

POLS 130 – Introduction to Comparative Politics (4) This course provides 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. Most semesters. Gen Ed: XC credit.

POLS 135 – Riots Rebellions & Revolutions (4) This course explores social conflict and political violence in its many forms, from isolated outbreaks to popular uprisings. Theories of violence are discussed and applied to examples from different parts of the world. Alternate years. Gen Ed: FS credit.

POLS 140 – Introduction to International Relations (4) This course 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. Fall and Spring. Gen Ed: PI credit.

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 200.

POLS 342 – Approaching Political Puzzles (4) This course is designed to improve students' understanding of political science by enhancing their critical thinking skills and exploring different theoretical approaches to political science. Prerequisite: POLS 110 or 200. Every year.

POLS 347 – Post-Colonial Theories and Societies (4) It is the goal of this class to demonstrate 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. Sophomore standing. Occasionally. Gen Ed: XC credit.

POLS 353 – Feminist Political Thought (4) This course 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 will be 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 or 200. Alternate years. Gen Ed: PI credit.

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. Alternate years. Gen Ed: PI & WC credit.

U.S. Politics Courses

POLS 301 – U.S. Parties, Elections & Interest Groups (4) This course 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) This course is designed to gain a deeper understanding of the interrelationships between mass media, the mass public and public officials. We 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. Prerequisite: POLS 110 or permission of instructor. Prerequisite: POLS 110. Occasionally.

POLS 306 – Congress and the Presidency (4) This course 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. Occasionally. Gen Ed: SA credit.

POLS 312 – Crime and Justice (4) An introduction to the U.S. legal system with emphasis on the criminal justice system. Prerequisite: POLS 110. Once a year. Gen Ed: SA credit.

POLS 317 – Politics of Basketball (4) Examines patterns of power and influence in the world of sports with particular emphasis on basketball. Topics generally include the politics of sport and rules, gender, race, commercialism, and drug and violence. Occasionally. Gen Ed: SA credit.

POLS 321 – Politics and the Judicial Process (4) 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.

POLS 322 – State and Local Government (4) This course 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. Alternate years. Gen Ed: SA credit.

POLS 323 – Politics of Social Welfare (4) Examines social welfare policy in the U.S. political economy with an emphasis on factors influencing the development of the modern social welfare state and its effects on the poor. Prerequisite: POLS 110 or 125 or SOCI 101 or 325 or permission.

POLS 325 – U.S. Public Policy & Administration (4) This course 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 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: Junior standing.

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 or 200 or SOCI 101 or 325. Occasionally.

POLS 412 – Constitutional Law (4) Study of the early formation of the U.S. Constitutional law and the role of the U.S. Supreme Court, with emphasis on issue of federalism. Prerequisite: POLS 110. Spring. Gen Ed: AH & WI credit.

POLS 413 – Civil Liberties: 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. Alternate years. Gen Ed: SA credit.

POLS 414 – Environmental Law (4) This course 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 I: Race, Sex & Privacy (4) The focus of this course will be 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. Occasionally. Gen Ed: SA credit.

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. Occasionally. Gen Ed: WI credit.

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-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-Senior status, permission. Open to all majors. Non-liberal arts credit.

International Politics Courses

POLS 332 – Women and Politics (4) This course 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 or 200. Gen Ed: SA credit.

POLS 335 – Peace and Conflict Resolution (4) Conflict is a natural part of human life that can be a positive force for change, but can also be destructive and eventually lead to violence and war. This course explores different forms of conflict – from non-violent to violent – and their underlying dynamics. The following questions will be addressed: Why can some conflicts be managed in a peaceful way, while others end in genocide? What are origins, stages, and 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. Occasionally. Gen Ed: Occasionally taught for WI and SI credit.

POLS 337 – International Political Economy (4) This course is concerned with the interactions and tensions between states and markets. We will examine 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.

POLS 338 – International Human Rights (4) Since World War II, human rights have gained the status of the universal and non-discriminatory principle of human dignity. Yet in a world assembling a wide variety of value systems, the universality of the idea has attracted widespread criticism. This course sheds light on the theoretical contestations around the understanding of human rights and on the political practices to might make rights a reality. The course analyzes several practices that refer to human rights, ranging from the rights monitoring system of the United Nations and domestic and foreign policies of selected states to transnational organizations working for human dignity, e.g., in the field of indigenous or women's rights. Prerequisite: POLS 140 or permission. Gen Ed: XC credit.

POLS 340 – International Environmental Policy (4) This course 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 346 – North American Environmental Policy (4) Since the late 1980's, 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) It is the goal of this class to demonstrate 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. Sophomore standing. Occasionally. Gen Ed: XC credit.

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. Occasionally. Gen Ed: WI credit.

POLS 432 – Politics of Global Inequality (4) This course 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. Alternate years. Gen Ed: XC credit.

Comparative Politics Courses

POLS 332 – Women and Politics (4) This course 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 or 200. Gen Ed: SA credit.

POLS 334 – Democracy & Democratization (4) This course explores the process of building or transitioning to a democratic political system, and the different ways democracy is practiced around the world. We will examine the political, economic, and social forces that have enabled more countries to abandon authoritarianism and embrace democratic reforms. Prerequisite: Sophomore standing.

POLS 335 – Peace and Conflict Resolution (4) Conflict is a natural part of human life that can be a positive force for change, but can also be destructive and eventually lead to violence and war. This course explores different forms of conflict – from non-violent to violent – and their underlying dynamics. The following questions will be addressed: Why can some conflicts be managed in a peaceful way, while others end in genocide? What are origins, stages, and 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. Occasionally. Gen Ed: Occasionally taught for WI and SI credit.

POLS 432 – Politics of Global Inequality (4) This course 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. Alternate years. Gen Ed: XC credit.

POLS 433 – African Politics (4) This course explores topics in sub-Saharan African Politics with special reference to post-independence events. We examine state formation; how political power is distributed on the continent; and issues of government in-depth. We also study the nature of African economies and how domestic and international political issues have shaped development. Prerequisite: Sophomore standing. Alternate years. Gen Ed: XC credit.

Department of Psychology

Chair and Contact Person for All Majors and Minors:

Heather M. Beauchamp

Flagg 228, (315) 267-2017 (beauchbm@potsdam.edu)

Professors:

Victor J. DeGhett, William E. Herman, Margaret E. Madden, Gregory Reichhart, David Smith, James Terhune

Associate Professors:

Heather M. Beauchamp, Nancy Dodge-Reyome, Thomas J. Gerstenberger, Arlene M. Stillwell, Richard W. Williams

Assistant Professors:

Carrie B. Scherzer, Michael A. Tissaw

Psychology Major**34 credit hours required.****Required Courses:**

		Credits
PSYC 100	Introduction to Psychology	3
STAT 100	Probability and Statistics (or MATH 125/CIS 125)	3
PSYC 300	Research Methods in Psychology	4

Group I:**6 credit hours, two from the following**

PSYC 340	Human Learning and Memory	3
PSYC 380	Animal Behavior	3
PSYC 381	Biopsychology	3
PSYC 384	Cognitive Psychology	3
PSYC 385	Sensory Psychology I: Vision	3
	or	
PSYC 386	Sensory Psychology II: Hearing	3
PSYC 400	History of Psychology	3

Group II:**6 credit hours, two from the following**

PSYC 320	Advanced Topics in Child Development	3
	or	
PSYC 322	Mental Retardation	3
PSYC 330	Social Psychology	3
PSYC 370	Theories of Personality	3
PSYC 375	Abnormal Psychology	3
PSYC 390	Tests and Measurements	3

Elective Courses:**12 credit hours, excluding tutorials, independent studies, and internships****Note:**

Except for tutorial study, independent study and internships, any psychology course, including courses from Groups I and II, may be used as electives. No course may be counted twice.

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.

Special Notes:

- 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.
- Independent studies and internships do not satisfy psychology major requirements.
- 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.
- Residence requirement: a minimum of 15 upper division psychology credits may be completed at this college.
- Transfer of credits – the following three requirements must be met:
 - Courses transferred into the major must be approved by the Psychology Department Chair.
 - 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.

- All courses transferred from two-year colleges carry lower division credit only.

Psychology Honors Program**37 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 analyses 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.

Required Courses:

	Credits
Completion of the Psychology major.	34
Note: one elective course must relate to the honors project	
PSYC 494 Honors Seminar	3
PSYC 496 Honors Thesis Research I	3

Optional Course:

PSYC 499 Honors Thesis Research II	3
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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 presenta-

tion 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.

Required Courses:		Credits
PSYC 100	Introduction to Psychology	3
STAT 100	Probability and Statistics (or MATH 125/CIS 125)	3
PSYC 300	Research Methods in Psychology	4

Elective Courses:

6 upper division credit hours.

Except for tutorial study, independent study and internships, any psychology course, including courses from Group I and II, may be used as an elective.

Group I:

3 credit hours, one from the following

PSYC 340	Human Learning and Memory	3
PSYC 380	Animal Behavior	3
PSYC 381	Biopsychology	3
PSYC 384	Cognitive Psychology	3
PSYC 385	Sensory Psychology I: Vision	3
	or	
PSYC 386	Sensory Psychology II: Hearing	3
PSYC 400	History of Psychology	3

Group II:

3 credit hours, one from the following

PSYC 320	Advanced Topics in Child Development	3
	or	
PSYC 322	Mental Retardation	3
PSYC 330	Social Psychology	3
PSYC 370	Theories of Personality	3
PSYC 375	Abnormal Psychology	3
PSYC 390	Tests and Measurements	3

Note:

At least one-half of the total minor must be at the upper division level. Transfer students must file with the psychology chair for approval of transfer courses.

Pre-Creative Arts Therapy Minor

18-19 credit hours required. 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, cart, 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, 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.

Required Courses:		Credits
PSYC 100	Introduction to Psychology	3
PSYC 220	Child Development	3
	or	
PSYC 321	Adolescent Psychology	
PSYC 300	Research Methods in Psychology	3
	or	
PSYC 322	Mental Retardation	3-4
PSYC 364	Counseling Theories & Methods	3
PSYC 370	Theories of Personality	3
PSYC 375	Abnormal Psychology	3

Required cognate if Research Methods is selected: STAT 100 or its equivalent.

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.

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, Counseling Theories and Methods, Tests and Measurements.

Cognitive Science

Cognitive Psychology, Human Learning and Memory, Biopsychology, Sensory Psychology

Cognitive Development

Child Maltreatment, Mental Retardation, 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 48 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. Fall and Spring. Gen Ed: SA credit.

PSYC 195 – Special Topics (1-12)**PSYC 198 – Tutorial (1-3)**

PSYC 220 – Child Development (3) Major Issues, topics and theories of child development with emphasis on early years. Fall and Spring. Gen Ed: SA credit.

PSYC 270 – Issues of Exceptionality (3) Human exceptionalities: 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 Fall and Spring. Gen Ed: WI credit.

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 demand warrants.

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 demand warrants.

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: PSYC 100 and 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. Fall and Spring. Gen. Ed: SA credit.

PSYC 322 – Mental Retardation (3) Causes, assessment techniques, etiological classification and theories of retardation. Prerequisite: PSYC 100 or 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, 300.

PSYC 335 – Introduction to Psychiatric Rehabilitation (3)

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 demand warrants.

PSYC 338 – Sensory Psychology 2: Hearing (3)

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 or PSYC 220 and Junior 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.

PSYC 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.

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 related psychological syndromes. It is expected that students will gain a psychological understanding of the legal system. Prerequisite: PSYC 100. Spring.

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 demand warrants.

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 demand warrants.

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. Offered occasionally.

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 415 – Research in Psychology (3) Guided research class 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) Similar to PSYC 415. Check with the professor.

PSYC 417 – Research in Psychology (1) Similar to PSYC 415. Check with the professor.

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 demand warrants.

PSYC 445 – @Internship in Psychology (6-12) Similar to PSYC 444. Check with the professor.

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 464 – Principles and Practices of Therapy (3) Not currently offered.

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 demand warrants.

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. Offered occasionally. Gen. Ed: SI credit.

PSYC 494 – Honors Seminar (3) Student selection of honors topics determines content. Current issues in psychology are discussed. Spring. Gen. Ed: SI credit. This course will NOT count as Psychology Elective credit.

PSYC 496 – Honors Thesis Research I (3) Selection, preparation and beginning of Honors Thesis. As demand warrants. This course will NOT count as Psychology Elective credit.

PSYC 499 – Honors Thesis Research II (3) Completion and defense of written Honors Thesis. As demand warrants. This course MAY count as Psychology Elective credit.

Statistics

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.

STAT 300 – Statistical Methods (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisite: STAT 100 or other introductory statistics course.

STAT 350 – Experimental Design Statistics (3)

STAT 401 – Applied Statistics (3)

Department of Sociology

Chair and Contact Person for All Majors and Minors:

Heather Sullivan-Catlin

Satterlee 316-1, (315) 267-2570 (sullivha@potdam.edu)

Distinguished Service Professor:

Frank McLaughlin

Professors:

Jacqueline Goodman, J. Patrick Turbett

Associate Professors:

Nancy Lewis, Heather Sullivan-Catlin

Assistant Professors:

David Bugg, Jeremy van Blommestein

Sociology Major**30 credit hours required.**

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.

Required Courses:

	Credits
SOCI 101 Introduction to Sociology	3
SOCI 300 Introduction to Theory	3
SOCI 315 Research Methods	3
SOCI 475 Senior Seminar	3

Elective Courses:

18 credit hours in Sociology.

Cognate Requirement:

3 credit hours, one statistics course

Notes:

1. Students must earn a minimum grade of 2.0 in courses counted toward the major.
2. At least 15 credits in sociology, with at least a 2.0 in each course, must be completed in residence.
3. At least 15 credits in sociology, with at least a 2.0 in each course, must be upper-division (i.e., 300 or 400 level).

Recommended Coursework Outside the Major:

Consult with a departmental adviser.

Criminal Justice Major**32-35 credit hours required.****Contact Person:**Nancy Lewis, Coordinator, (315) 267-3713 (lewishnl@potdam.edu)

Criminal justice is the study of crime: its perpetrators, its prosecutors, and the social, political and economic phenomena underlying each. The criminal justice major provides a broad interdisciplinary, liberal arts orientation with course requirements in philosophy and politics, in addition to traditional offerings in sociology. This interdisciplinary program will ensure that criminal justice graduates acquire knowledge in the social, political and ethical aspects of justice.

Required Core Courses:

	Credits
POLS 312 Crime and Justice	4
POLS 321 Politics and the Judicial Process	4
SOCI 345 Criminology	3
SOCI 435 Corrections and Punishment	3
SOCI 455 Deviance and Social Control	3
PHIL 120 Introduction to Ethics	3
PHIL 332 Philosophy of Law	
or	
PHIL 333 Philosophy of Justice	3

Required Methods Course:

SOCI 315 Research Methods	3
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Electives:**6-8 credit hours, two from the following***

ANTH 380 Osteology and Forensic Anthropology I	3
ANTH 381 Osteology and Forensic Anthropology II	3
CHEM 315 Forensic Science	3
POLS 412 Constitutional Law	4
POLS 413 Civil Liberties I	4
PSYC 321 Adolescence	3
PSYC 377 Forensic Psychology	3
PSYC 424 Child Maltreatment	3
SOCI 376 Women & Crime	3
SOCI 380 Family Violence	3
SOCI 385 Sociology of Troubled Youth	3
SOCI 386 Victimology	3
SOCI 387 Sociology of Policing	3
SOCI 450 White Collar and Organized Crime	3
SOCI 470 Field Research/Practicum	3-6

Cognate Requirement:**A statistics course, 3 credit hours****Note:**

Please see the department chair for new electives added to list. Students must earn a minimum grade of 2.0 in courses counted toward the major.

Criminal Justice Minor**18-21 credit hours required. Open with restrictions to Sociology majors.**

The Criminal Justice minor is an integrated interdisciplinary sequence of courses in the behavioral and social sciences focusing on the problem of crime. Criminology, as taught within the discipline of the minor, is broader conceptually and relevant to an analysis of criminal justice theory and practice, e.g., issues of prevention, control, legislation and sanctions, which of necessity rely upon a mix of approaches from cognate disciplines.

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.

Required Courses:

	Credits
SOCI 345 Criminology	3
SOCI 435 Sociology of Corrections and Punishment	3
SOCI 455 Sociology of Deviance and Social Control	3
SOCI 470 Field Research/Practicum	3

Special Note:

Requirements for Field/Research Practicum SOCI 470: students must have a minimum overall cumulative grade-point average of 2.5 in their minor courses to be selected for the practicum. If students do not meet this requirement, it is understood that they will take additional courses in consultation with their minor adviser.

Elective Courses:**6-9 credit hours, selected after consultation with adviser**

Supplemental Recommended Courses:

students are strongly encouraged to select a number of electives from among the following

STAT 100	Statistics (MATH 125/PSYC 125/CIS 125 Probability and Statistics I)	3
COMM 324	Persuasive Speaking	3
CIS 233	Scientific Programming	3
ECON 305	Consumer Economics	3
COMP 304	Technical Writing	3
POLS 413	Civil Liberties	4
POLS 491	Public Policy Internship	4
SOCI 305	Sociology of the Family	3
SOCI 320	Work and Complex Organizations	3
PSYC 390	Tests and Measurements	3
PHIL 314	Contemporary Moral Issues	3

Human Services Minor

22-23 semester hours required. Open with certain restrictions to all majors.

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.

Students must earn a minimum grade of 2.0 in courses counted toward the minor.

Core Required Courses:

		Credits
SOCI 325	Sociology of Social Services (prereq.: SOCI 101)	3
PSYC 364	Counseling Theory/Methods (prereqs.: PSYC 100 and 375)	3
POLS 323	Politics of Social Welfare (prereq.: POLS 110 or SOCI 101 or 325)	4

In addition to the core required courses above, students must complete one of the following concentrations:

Child Welfare/Youth Services (9-10 credits)**Required Courses:**

		Credits
SOCI 380	Family Violence	3
SOCI 305	Sociology of the Family	3

plus one of the following

HLTH 250	Drug Studies	3
HLTH 325	Alcohol Studies	3
HLTH 331	Death and Dying	3
HLTH 341	Sexual Health	3
POLS 410	Politics and the Family	4
PSYC 220	Child Development	3

PSYC 321	Psychology of Adolescence	3
PSYC 424	Child Maltreatment	3
PSYC 395	Child Psychopathology	3
SOCI 385	Troubled Youth	3
WILD 445	Therapeutic Recreation	3

Aging (9 credits)**Required Courses:**

		Credits
SOCI 335	Sociology of Aging	3
SOCI 330	Social Thanatology	3

plus one of the following

HLTH 331	Death and Dying	3
PSYC 323	Adulthood, Middle Age and Aging	3
SOCI 380	Family Violence	3

Health (9 credits)**Required Courses:**

		Credits
SOCI 465	Health and Illness	3
HLTH 361	Introduction to Community Health	3

plus one of the following

HLTH 341	Sexual Health	3
HLTH 385	Epidemiology and Biostatistics	3
HLTH 430	Human Disease: Patterns, Preventions and Intervention	3
SOCI 320	Work and Complex Organizations	3
SOCI 375	Women and Work	3
SOCI 390	Sociology of Mental Illness	3

Mental Health (9 credits)**Required Courses:**

		Credits
SOCI 390	Sociology of Mental Illness	3
PSYC 375	Abnormal Psychology	3

plus one of the following

HLTH 250	Drug Studies	3
HLTH 325	Alcohol Studies	3
PSYC 395	Child Psychopathology	3
PSYC 370	Theories of Personality	3

Electives: (3-4 credits)

choose one elective from any of the other courses listed above (in any concentration) or from the following list of supporting courses

ANTH 347	Humans, Disease and Death
ANTH 345	Medical Anthropology
HLTH 300	Critical Issues in Human Ecology
HLTH 345	Issues in Gay/Lesbian 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	Social Class and Social Mobility
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 Minor

18 credit hours required. Not open to Sociology majors.

Required Courses:

Required Courses:	Credits
SOCI 101 Introduction to Sociology	3
SOCI 300 Introduction to Theory	3
SOCI 315 Research Methods	3

Electives:

Three sociology courses, 9 credit hours

Note:

No more than 6 credit hours of this minor may be counted toward the Criminal Justice major. Students must earn a minimum grade of 2.0 in courses counted toward the minor. At least nine of the credits must be upper division.

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. Fall and Spring. Gen Ed: SA credit.

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. Fall and Spring. Gen Ed: SA, FC credit.

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 demand warrants.

SOCI 300 – Introduction to Theory (3) Origin and development of sociological ideas in 19th century and their expression in multiple orientations and viewpoints of 20th century American sociology. Prerequisite: SOCI 101. Fall and Spring.

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 demand warrants.

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. Formerly Racial and Cultural Minorities.

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. As demand warrants. Formerly Third World Cultures. Gen Ed: XC credit.

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 demand warrants.

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 treat 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 demand warrants.

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 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 demand warrants.

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. As demand warrants. Gen Ed: SA credit.

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 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 demand warrants.

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 demand warrants.

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 demand warrants.

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) This course will provide students with an introduction to the sociological study of the experience of victims in North American society. Prerequisite: SOCI 101. As demand warrants.

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 demand warrants.

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 demand warrants.

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 demand warrants.

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 demand warrants.

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 demand warrants.

SOCI 420 – 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 demand warrants.

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 demand warrants.

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 annually, Fall or Spring.

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 demand warrants.

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 demand warrants.

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 demand warrants.

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. Prerequisites: Appropriate upper-division sociology coursework in consultation with sponsoring faculty member and permission. May be taken twice, but no more than 6 semester hours 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.

Department of Theatre and Dance

Chair and Contact Person for All Majors and Minors:

Robin Collen

Dunn 110, (315) 267-2234 (collenr1@potdam.edu)

Associate Professors:

Don Borsh, Kimberley Bouchard, Robin Collen

Assistant Professor:

James W. Pecora

Technical Director:

Jeff Reeder

Costume Designer/Shop Manager:

Julia Ferreri

Visiting Guest Artist:

Susan Neal

Adjunct Instructors:

Don Mandigo, Pam March, Mary Beth Robinson

Special Note:

Students must achieve a minimum grade of 2.0 in all courses used to complete majors and minors in this department.

Dance Major**35 credit hours required.**

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 few years the Department of Theatre and Dance joins the Crane Opera Ensemble for a musical production: *Cabaret* (2002), *Working* (2004), and *Urinetown—The Musical* (2007).

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. Along with ongoing review in their dance coursework, students participate in end-of-year interviews with faculty to assess progress in all aspects of their dance studies.

Required Courses:

	Credits
DANC 211 Dance Improvisation	3
DANC 311 Dance Composition I	3
DANC 319 Movement, Theory and Notation	3
DANC 321 Modern Dance II (Fall)	4
DANC 322 Modern Dance II (Spring)	4

The Technique Track:**6 credit hours**

DANC 234 Intermediate Ballet (Fall)	2
DANC 235 Intermediate Ballet (Spring)	2
DANC 421 Modern Dance III (Fall)	4
DANC 422 Modern Dance III (Spring)	4

DANC 441 Modern Dance IV (Fall)	4
DANC 442 Modern Dance IV (Spring)	4

The Composition Track:**6 credit hours**

DANC 312 Dance Composition II	3
DANC 325 New Repertory	1
DANC 390 Special Problems in Dance Composition	1-3
DANC 411 Group Forms	3
DANC 498 Senior Project	1-3

The Enrichment Area:**6 credit hours**

DANC 201 Dance as an Art Form	3
DANC 205 Production Techniques in Dance, Drama, and Music	3
DANC 302 Dance Education and Performance for Children (K-4)	4
DANC 391 Special Problems in Dance History	1-3
DANC 450 The Teaching of Dance	3
DANC 490 Special Problems in Teaching	3
DANC 491 Special Problems in Movement, Theory and Notation	3

Required Cognate Courses: (or approved substitute)**9 credit hours**

DRAM 235 Acting I	3
PHIL 320 Aesthetics	3
Approved Music Cognate	3

Recommended Coursework Outside the Major:**Consult with a Dance adviser.****Special Notes:**

1. An interview is required 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 on two tracks: technique and composition. They may then branch out into 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 Minor**18 credit hours required.**

Students may declare a dance minor at any time during their college career.

Required Courses:**9 credit hours from the following**

	Credits
DANC 321 Modern Dance II (Fall)	4
DANC 322 Modern Dance II (Spring)	4

DANC 421	Modern Dance III (Fall)	4
DANC 422	Modern Dance III (Spring)	4
DANC 441	Modern Dance IV (Fall)	4
DANC 442	Modern Dance IV (Spring)	4

Elective Courses:

9 credit hours from the following

DANC 211	Dance Improvisation	3
DANC 302	Dance Education and Performance for Children (K-4)	4
DANC 311	Dance Composition I	3
DANC 312	Dance Composition II	3
DANC 319	Movement, Theory, and Notation	3
DANC 325	New Repertory	1
DANC 411	Group Forms	3
DANC 498	Senior Project or a Special Problems Course	1-3

Dance Course Descriptions

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. As demand warrants. Gen Ed: FS & AC credit. Cross-listed as DRAM 100.

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. Fall. Gen Ed: AC & FC credit. Cross listed as DRAM 101.

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. As demand warrants. Gen Ed: AE & PE credit.

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. As demand warrants. Gen Ed: AE & PE credit.

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. As demand warrants. Gen Ed: AE & PE credit.

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. As demand warrants. Gen Ed: PE credit.

DANC 116 – @Pilates Practice (2) Studio course to increase body awareness, balance, strength, flexibility and coordination through methods and theories of Joseph Pilates. As demand warrants. Gen Ed: PE credit.

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. Fall. Formerly Foundations of Performance. Gen Ed: AE credit. Cross listed as DRAM 120.

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.

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. Spring. Gen Ed: AE credit. Cross listed as DRAM 205.

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. Fall. Gen Ed: AE credit.

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. As demand warrants. Gen Ed: PE credit.

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. Fall. Gen Ed: AE & PE credit.

DANC 222 – Modern Dance I (3) Continuation of DANC 221. Prerequisite: DANC 221. Spring. Gen Ed: PE credit.

DANC 223 – @Costume Construction (1-3) Seminar: 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. Same as DRAM 223.

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 instructor permission. As demand warrants. Gen Ed: AE & PE credit.

DANC 232 – Ballet I (3) Continuation of DANC 231. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and instructor permission. As demand warrants. Gen Ed: AE & PE credit.

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 instructor permission. Fall. Gen Ed: AE & PE credit.

DANC 235 – Intermediate Ballet (2) Continuation of DANC 234. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and instructor permission. Spring. Gen Ed: AE & PE credit.

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. Spring. Gen Ed: AE credit. Cross-listed as DRAM 244.

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 of instructor. Spring.

DANC 311 – Dance Composition I (3) Original studies developed through exploration of movement concepts. Prerequisite: DANC 211 or equivalent previous training. Co-requisite: Dance technique class. Fall. Gen Ed: AE.

DANCE 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. Co-requisite: Dance technique class. Fall. Gen Ed: AE credit.

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. Fall, odd years. Gen Ed: AE credit.

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 of instructor. Fall. Gen Ed: AE & PE credit.

DANC 322 – Modern Dance II (4) Continuation of DANC 321. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 321 and permission of instructor. Spring. Gen Ed: AE & PE credit.

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. Co-requisite: Dance technique class. As demand warrants.

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. Co-requisite: Dance technique class. As demand warrants.

DANC 331 – Ballet II (3) Intermediate classical ballet, continued development from DANC 232. Class and concert attendance, and reading/writing assignments required. Prerequisite: DANC 232 and instructor permission. As demand warrants. Gen Ed: AE & PE credit.

DANC 332 – Ballet II (3) Continuation of DANC 331. Class and concert attendance, and reading/writing assignments required. Prerequisite: DANC 331 and instructor permission. As demand warrants. Gen Ed: AE & PE credit.

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. Prerequisites: DANC 130 or 101, DRAM 205 or 206, and 311. Spring, even years. Gen Ed: AE credit. Cross listed as DRAM 355.

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. Prerequisite: DANC 442 or equivalent and instructor's permission. As demand warrants. Gen Ed: AE & PE credit.

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. Co-requisite: 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 of instructor. As demand warrants.

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 of instructor.

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 demand warrants.

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 of instructor. Fall. Gen Ed: AE & PE credit.

DANC 422 – Modern Dance III (4) Continuation of DANC 421. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 421 and permission of instructor. Spring. Gen Ed: AE & PE credit.

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 of instructor. Fall. Gen Ed: AE & PE credit.

DANC 442 – Modern Dance IV (4) Continuation of DANC 441. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 441 and permission of instructor. Spring. 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: Instructor permission. As demand warrants.

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, and either DRAM 312 or 313, and instructor permission. As demand warrants.

DANC 487 – Special Projects: Sound Design (1-3) Advanced study in sound design and engineering for performance in dance. Prerequisite: Instructor permission. As demand warrants.

DANC 488 – @Special Projects: Stage Management (1-3) Advanced project in stage management associated with major dance concert. Prerequisites: DRAM 244 and instructor permission. As demand warrants.

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 instructor permission. As demand warrants.

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 demand warrants.

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: DANCE 319 and instructor permission. As demand warrants.

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 206, and instructor permission. As demand warrants.

DANC 496 – Special Projects: Lighting Design (1-3) Advanced study in lighting design for dance or dance-related productions. Prerequisites: DRAM 355 and instructor permission. As demand warrants.

DANC 497 – Special Projects: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisites: DRAM 331 and permission of instructor. As demand warrants.

DANC 498 – Senior Project (1-3) Faculty-mentored culminating project in choreography and production. Prerequisite: DANC 312. Co-requisite: Dance technique class (3 days per week, minimum). Spring, as demand warrants.

Drama Major

32-34 credit hours required.

The Drama program is currently being revised. Please see contact person for additional information.

The drama major is designed to provide a thorough undergraduate study in all aspects of theatre. 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 and participation in drama productions provide further opportunities to individualize and broaden the student's undergraduate experience and skills.

Auditions for the drama 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. The Theatre Guild sponsors student-directed productions, and its members participate by directing, designing, and performing.

Students majoring in drama may also elect to complete a minor in acting or design and technical theatre, while non-drama majors may pursue their interests by minoring in acting, design and technical theatre or theatre studies.

Required Courses:	Credits
DRAM 206 Stagecraft and Production	4
DRAM 208 Orientation to Theatre	3
DRAM 235 Acting I	3
DRAM 251 Foundations of Design for Stage	4
DRAM 302 Directing I	3
DRAM 312 Theatre History I	3
DRAM 313 Theatre History II	3
DRAM 414 Contemporary Theatre Topics	3

6-8 credit hours, 2 upper-division dramatic literature courses are required for the drama major: The following are strongly recommended.

LITR 357 Modern Drama	3
LITR 410 Shakespeare I	4
LITR 411 Shakespeare II	4

or other literature courses approved by the department chair.

Recommended Coursework Outside the Major:

Courses in dance, music, literature, anthropology and art are highly recommended.

Consult with department adviser.

Acting Minor

19 credit hours required. Open to all majors including Drama Majors*.

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. Drama majors with specific interests in acting would be well served by this minor as an additional stepping stone to graduate or professional schools.

Required Courses:	Credit Hours
DRAM 235 Introduction to Acting (AE)	3
DRAM 336 Scene Study and Realism (AE)	4

three from the following

DRAM 337 Shakespeare and Verse	3
DRAM 338 Audition Techniques (AE)	3
DRAM 438 Acting for Camera (AE)	3
DRAM 439 Comedy and Styles (AE)	3

one from the following

DRAM 210 Interpretation and Analysis of Plays	3
DRAM 312 Theatre History I	3
DRAM 313 Theatre History II	3
DRAM 414 Contemporary Theatre Topics	3

*Six credit hours overlap between the Drama Major and the Acting Minor.

Design and Technical Theatre Minor

20-21 credit hours required. Not available for Drama 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.

Required Courses:	Credit Hours
DRAM 101 Introduction to Performances Studies (AC, FC)	3
DRAM 206 Stagecraft and Production (AE)	4
DRAM 210 Interpretation and Analysis of Plays (AC)	3
DRAM 251 Foundations of Design for Stage (AE)	4

two from the following

DRAM 244 Stage Management	3
DRAM 331 Costume Design (AE)	3
DRAM 333 Stage Makeup and Mask Design (AE)	4
DRAM 343 Advanced Stagecraft	3
DRAM 353 Scene Design (AE)	3
DRAM 355 Lighting Design for the Stage (AE)	3

Theatre Studies Minor

18-20 credit hours required. Not available to Drama 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.

Required Courses:	Credit Hours
DRAM 101 Introduction to Performances Studies	3
DRAM 210 Interpretation and Analysis of Plays (AC)	3
DRAM 235 Introduction to Acting (AE)	3

two of the following

DRAM 205 Production Techniques for Dance, Theatre and Music (AE)	3
DRAM 206 Stagecraft and Production (AE)	4
DRAM 244 Stage Management	3
DRAM 251 Foundations of Design for Stage (AE)	4

one of the following

DRAM 312 Theatre History I (WC)	3
DRAM 313 Theatre History II (WC)	3
DRAM 414 Contemporary Theatre Topics (AC, WI)	3

Drama Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 48 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. As demand warrants. Gen Ed: FS & AC credit. Cross listed as DANC 100.

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. Fall. Gen Ed: AC & FC credit. Cross listed as DANC 101.

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. Fall and Spring. Gen Ed: PE credit.

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. Fall. Formerly Foundations of Performance. Gen Ed: AE credit. Cross listed as DANC 120.

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. Spring. Gen Ed: AE credit. Cross listed as DANC 205.

DRAM 206 – Stagecraft and Production (4) Basic skills and safety procedures in technical theatre, including set and costume construction, scene painting and stage lighting. Laboratory time required. Fall. Gen Ed: AE credit.

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 demand warrants.

DRAM 210 – Interpretation and Analysis of Plays (3) An introduction to genres and styles of dramatic literature from various historical periods and world theatrical traditions. Spring. Gen Ed: AC credit.

DRAM 211 – @Performance and Production (1-3) Supervised experience in various phases of play production. Fall and Spring.

DRAM 223 – @Costume Construction (1-3) Seminar: 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. Same as DANC 223.

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 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. Spring. Gen Ed: AE credit. Cross listed as DANC 244.

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. Spring. Gen Ed: AE credit.

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: DRAM 101, 210, 244, 251, and 336. Fall. Gen Ed: AC & SI credit.

DRAM 312 – History of the Theatre 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 – History of Theatre 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 331 – Costume Design (1-3) Rendering costumes, design, costume construction, costume history as well as understanding the role of costume designers in interpreting plays. Lecture/Lab. Prerequisites: 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-mache. Fall. Gen Ed: AE credit.

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. Spring. Gen Ed: AE credit.

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. Fall, even years. Gen Ed: AE credit.

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. Fall, odd years. Gen Ed: AE credit.

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 ac-

tor 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. As demand warrants. Gen Ed: AE credit.

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. As demand warrants. Gen Ed: AE credit.

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. Spring, odd years. Gen Ed: AE credit.

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: DRAM 101, 205 or 206, and DRAM 251. Spring, even years. Gen Ed: AE credit. Cross listed as DANC 355.

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 to use drama techniques to study, research, facilitate and perform issues of significant import in the lives of community members. As demand warrants.

DRAM 366 – Reader's Theatre (3) Principles and techniques in selection, preparation, and performance of dramatic material using oral interpretation techniques. As demand warrants. Gen Ed: AE credit.

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. Spring. Gen Ed: AE and SI credit.

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. As demand warrants. Gen Ed: AC and WI credit.

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.

DRAM 439 – Comedy & Styles (3) Explores the techniques for acting in comedy. Comic styles from contemporary sitcoms to historical styles such as farce and comedy of manners are studied.

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 a continued 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 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 demand warrants.

DRAM 486 – Special Projects: 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: DRAM 210 and 312 or 313, and permission of instructor. As demand warrants.

DRAM 487 – Special Project/Sound Design (1-3) Advanced Projects in the design and engineering of sound for theatrical productions and dance concerts. Prerequisite: permission of instructor. As demand warrants.

DRAM 488 – Special Projects: Stage Management (1-3) Advanced project in managing main stage faculty and guest artist productions in theatre and dance. Prerequisites: DRAM 244 and permission of instructor. As demand warrants.

DRAM 489 – Special Projects: Make-up (1-3) Advanced independent study in make-up. Prerequisites: DRAM 333 and permission of instructor. As demand warrants.

DRAM 490 – Special Projects in Acting (1-3) Advanced independent study in acting. Prerequisites: DRAM 338 and permission of instructor. As demand warrants.

DRAM 491 – Special Projects: 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: DRAM 206, 343 and permission of instructor. As demand warrants.

DRAM 492 – Special Projects: Directing (1-3) Advanced independent study in directing. Prerequisites: DRAM 302, 403 and instructor permission. As demand warrants.

DRAM 493 – Special Projects: Scene Design (1-3) Advanced independent study in scenic design for dance or theatre productions. Prerequisites: DRAM 353 and permission of instructor. As demand warrants.

DRAM 494 – Special Projects: Reader's Theatre (3) Advanced independent study in reader's theatre. Prerequisites: DRAM 466 and permission of instructor. As demand warrants.

DRAM 496 – Special Projects: Lighting Design (1-3) Advanced independent study in stage lighting for dance or theatre productions. Prerequisites: DRAM 355 and permission of instructor. As demand warrants.

DRAM 497 – Special Projects: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisites: DRAM 331 and permission of instructor. As demand warrants.

DRAM 499 – Special Projects: Theatre Education (1-3) Project-based study of theatre used in educational or community settings. Prerequisite: Instructor permission. As demand warrants.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

William Amoriell, Dean
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Eileen B. Raymond, Associate Dean
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Departments:

- Business Administration
- Community Health
- Curriculum and Instruction
- Secondary Education
- Information and Communication Technology*
- Literacy*
- Special Education*

*Graduate programs

Offices

Office of Graduate Studies

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Department of Business Administration

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.

Chair:

Donna Mosier
Dunn 219, (315) 267-2206, (*mosierdj@potsdam.edu*)

Associate Professors:

Donna Mosier, Edwin Portugal, Joe Timmerman

Assistant Professors:

Lee Cliff, Gregory Gardner, David Kisler

Adjunct Instructors:

Shahadat Hossain, Meilee Lin

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, and Union University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 65.

Business Administration Major (B.S.)*

42 credit hours required, plus 9 credit hours of cognates.

Required Courses:

	Credits
@ACCT 201 Principles of Accounting I	3
@ACCT 202 Principles of Accounting II	3
@FINA 301 Finance	3
@MGMT 301 Principles of Management	3
@MKTG 301 Principles of Marketing	3
EMRE 330 Human Resource Management	3
@MGMT 330 Legal Environment of Business	3
@MGMT 340 Information Systems for Business	3
@MGMT 410 Operations Management	3
@MGMT 490 Strategic and Global Management	3

Elective Courses:

	Credits
4 additional courses from the following	
@ACCT 301 Intermediate Accounting I	3
@ACCT 302 Intermediate Accounting II	3
@ACCT 360 Federal Individual Taxation	3
@ACCT 385 Managerial Accounting	3
@ACCT 395 Special Topics in Accounting	1-12
@ACCT 450 Fraud Examination	3
@ACCT 485 Cost Management	3
@ACCT 491 Accounting Internship	3
@ACCT 495 Special Topics in Accounting	1-12
@CMPT 210 Introduction to Information Technology	3
@CMPT 310 Using Spreadsheets	3
@CMPT 320 Networking and Computer Communications	3
@CMPT 491 Information Technology Internship	3
@FINA 320 Management of Risk and Insurance	3

@FINA 395	Special Topics in Finance	1-12
@FINA 410	Investments and Portfolio Analysis	3
@FINA 460	Financial Statement Analysis	3
@FINA 491	Finance Internship	3
@FINA 495	Special Topics in Finance	1-12
@MGMT 310	Organizational Behavior and Ethics	3
@MGMT 320	International Business	3
@MGMT 360	Corporate Law	3
@MGMT 370	Entrepreneurship	3
@MGMT 395	Special Topics in Management	1-12
@MGMT 420	Leadership in Organizations	3
@MGMT 491	Management Internship	3
@MGMT 495	Special Topics in Management	1-12
@MKTG 320	Principles of Advertising and Promotion	3
@MKTG 330	Marketing Research	3
@MKTG 370	Business-to-Business Marketing	3
@MKTG 395	Special Topics in Marketing	1-12
@MKTG 491	Marketing Internship	3
@MKTG 495	Special Topics in Marketing	1-12
@MUAI 327	Business of Music I	3
@MUAI 328	Business of Music II	3
@MUAI 400	Legal Aspects of the Music Industry	3
ECON 300	Statistical Methods in Economics and Business	3
ECON 307	Forecasting and Data Modeling	3
ECON 441	Money and Banking	3
EMRE 300	Employment Relations	3
EMRE 301	Employment Law	3
EMRE 420	Compensation	3
EMRE 432	Organizational Development	3

Cognate Requirements: Credits

9 credit hours

ECON 105	Principles of Microeconomics	3
ECON 110	Principles of Macroeconomics	3

one Statistics course from the following

MATH 125, STAT 100	3
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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 the Department of Economics and Employment Relations. Cognate requirements are excluded from this rule.
5. Students must take a minimum of 9 courses (27 credit hours) at

SUNY Potsdam toward fulfilling the requirements for the business administration major.

6. Students pursuing Bachelor of Science degrees must complete a minimum of 75 credit hours of liberal arts courses. Non-liberal arts courses are designated with the “@” symbol.
7. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing.
8. Up to 3 credit hours of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
9. MGMT 301, 310, and MKTG 301 are Speaking-Intensive (SI).
10. MGMT 490 is Writing-Intensive (WI). It is also the capstone course that should be taken in senior year.

Business Administration Minor

18 credit hours required.

**Elective Courses: Credits
six of the following, selected in consultation with minor adviser**

@ACCT 201	Principles of Accounting I	3
@ACCT 202	Principles of Accounting II	3
@FINA 301	Finance	3
@MGMT 301	Principles of Management	3
@MKTG 301	Principles of Marketing	3
EMRE 330	Human Resource Management	3
@MGMT 330	Legal Environment of Business	3
@MGMT 340	Information Systems for Business	3
@MGMT 410	Operations Management	3
@MGMT 490	Strategic and Global Management	3

Special Notes:

1. Business administration minors must earn a minimum grade of 2.0 in every required course counted toward the minor. Students may not elect the S/U option for any required course.
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 and Employment Relations. Cognate requirements are excluded from this rule.
3. All 300 and 400 level courses require at least a junior standing.
4. At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
5. MGMT 301 and MKTG 301 are Speaking-Intensive (SI).
6. MGMT 490 is Writing-Intensive (WI) and should be taken in senior year.

Information Technology Minor

18 credit hours required.

Effective September 1, 2008, students will not be admitted to this program.

**Required Courses: Credits
9 credit hours required.**

one from the following 3

@CMPT 210	Introduction to Information Technology
CIS 100	Knowledgeware
CIS 105	Introduction to Computing

plus the following

@CMPT 301	Introduction to Business Applications	6
@CMPT 320	Networking and Computer Communications	

Elective Courses:**9 credit hours, three from the following**

@CMPT 310	Using Spreadsheets	3
@CMPT 330	Database Management	3
@CMPT 410	Visual Programming Basics	3
@CMPT 420	Web Page Design	3
@CMPT 491	Information Technology Internship	3
@MGMT 340	Information Systems for Business	3
CIS 203	Computer Science II	3
SOCI 314	Computer Applications in the Social Sciences	3

one of the following

CIS 103	Introduction to Problem Solving	3
CIS 201	Computer Science I	

plus one of the following

ECON 380	Introduction to Econometrics	3
STAT 300	Probability and Statistics II	

Special Notes:

- Information technology minors must earn a minimum grade of 2.0 in every required and elective course counted toward the minor.
- CMPT 210 Introduction to Information Technology, CIS 100 Knowledgeware, or CIS 105 Introduction to Computing is a prerequisite for all upper-division CMPT courses.
- Students may not double-count more than two courses across the programs in the Department of Business Administration.
- Additional elective courses may be offered each semester by different departments on campus, and will be noted in the schedule of classes. Electives should be chosen with adviser approval.
- At least three courses (9 credit hours) counted toward the information technology minor must be taken at SUNY Potsdam.
- All CMPT courses are non-liberal arts.

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.

Required Courses:

MUAI 327	Business of Music I	3
MUAI 328	Business of Music II	3
MULT 101	Music Theory (for non-music majors)	3
MUAI 410	Music Merchandising and Retail	3
MUAI 421	Internship/Practicum	3

Electives:**two of the following**

MUAH 301	History of Rock Music	
MUAH 328	History of Jazz Style	
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 Audio Techniques	
MUAI 433	Record Company Administration	
MUCT 330	Jazz Theory and Arranging	

Or other electives with adviser approval

Notes:

- Some of the courses printed above may have prerequisites.
- MUCE, MUCI and MUCT courses require the approval of the instructor.
- 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 48 for a description. All 300 and 400 level courses require at least a junior standing.

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. 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.

@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. Prerequisites: ACCT 202 and 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: MATH 125 or STAT 100. Fall.

@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 and Spring.

@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: Senior/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 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.

@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 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 legal framework for business activities and how to manage that legal framework in a rapidly changing business environment. It will also show the role of law in society, including sources of law, the processes of law, and law as a means of achieving social and economic changes. 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 a business plan term project. Prerequisite: MGMT 301, MKTG 301, ACCT 201. As demand warrants.

@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 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 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. 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 adviser. 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. Gen Ed: SI credit.

@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. Fall.

@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 demand warrants.

@MKTG 370 – Business-to-Business Marketing (3) This course focuses on the business-to-business segment that makes up one third of the economy. The concepts of marketing strategy applied to business-to-business situations will be explored in the context of a dynamic global environment. Topics will include marketing planning, organizational buyer behavior, business marketing channels, and the marketing mix elements. Prerequisite: MKTG 301. As demand warrants.

@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: Senior/Junior standing at the time of internship. For application deadlines and more information, see your advisor. Fall and Spring.

Information Technology (not currently offered)

@CMPT 101 – Introduction to Computing and Information Systems (4) An introduction to computer and management information systems, with an emphasis on the software available for microcomputers that address organizational, management, and communication problems encountered in the workplace. Not currently offered.

@CMPT 210 – Introduction to Information Technology (3) This course will introduce students to the concepts and technologies that make up the modern information revolution. It introduces the fundamental concepts of hardware and software as a foundation for treating the computer as a general information-processing tool. The class will explore the basic parts of a personal computer and the major types of application software. Students will be introduced to the role of computers in education, medicine, business, government, humanities, sciences and art. Not currently offered.

@CMPT 301 – Introduction to Business Applications (3) This course covers the uses of productivity applications in a business environment at the basic and intermediate levels. It includes the use of word-processing, spreadsheets, databases, and presentation graphics. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. Not currently offered.

@CMPT 310 – Using Spreadsheets (3) This course covers the uses of spreadsheet software in a business environment. It covers intermediate and advanced topics including the creation of template workbooks, using scenarios, using functions, and managing data lists. Prerequisites: CMPT 210 or CIS 100 and CMPT 301. Not currently offered.

@CMPT 320 – Networking and Computer Communications (3) This course will explore how computer users experience a local area network. Elements of both a peer-to-peer and a client-server structure will be discussed. Topics will include network components and design, network access, network environments, network security, and the role of the network administrator. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. Not currently offered.

@CMPT 330 – Database Management (3) This course will introduce the technologies used to develop and implement database systems. It covers the implementation of logical design specifications in a database environment. It provides an understanding

of how database information technology contributes to organizational data management. Data modeling concepts and principles of good database design will be used to illustrate the construction of integrated databases. Students will be required to complete a project that incorporates good database design concepts. This course also includes lab instruction in Microsoft Access, Visual dBase, and Paradox. Prerequisite: CMPT 210 or CIS 100. Not currently offered.

@CMPT 410 – Visual Programming Basics (3) This class will explore structured programming in a visual environment. Primary focus will be given to Visual Basic and its use in productivity applications. Students will be introduced to the concept of object-oriented programming, structured procedures and the use of function libraries. Students will have the opportunity to develop a program that simplifies office-oriented tasks. Prerequisite: CMPT 210 or CIS 100. Not currently offered.

@CMPT 420 – Web Page Design (3) This course shows students how to create web pages using HTML, JavaScript, Active Server Pages and web server management. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. Not currently offered.

@CMPT 491 – Internship (1-12) Students who wish to obtain workplace experience can complete an internship where they provide assistance to users of personal computers. The internship is a structured academic program. During the internship, a student will develop skills for solving user problems, techniques for providing users with assistance and training methods for computer applications. In addition, students will work on term projects such as analyzing the uses of computers in specific fields, the impact of computers on the workplace, or the psychological or social impact of information technology. Prerequisites: CMPT 210 or CIS 100 and CMPT 310. Not currently offered.

Department of Community Health

Chair:

Maureen McCarthy

Dunn 100C, (315) 267-2919 (mccartma@potsdam.edu)

Associate Professors:

Maureen McCarthy, Laurel Sharmer

Assistant Professors:

Kathleen O'Rourke, Kelly Bonnar-Kidd

Wilderness Education Coordinator:

Mark Simon

Community Health Internship Coordinator:

Ada Santaferria

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 in order to prevent health problems from occurring and improve wellness 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. Community Health majors can choose from a variety of concentrations in these and other topic areas. In addition, the Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. 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.

Community Health Major (B.S.)

47 credit hours required, plus 10 credit hours of cognates.

The community health major requires students to successfully complete 26 core course credits, 9 credits in a concentration area, a 12-credit internship, and 10 credits of cognate courses. Students who declare the community health major are required to write an essay to evaluate whether they may need assistance with writing skills. If a student is determined to need additional assistance with writing, they will enroll in a course specifically focusing on writing skills development and must earn a 2.0 in this class. 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.

Core Courses:		Credits
HLTH 165	Health: A Lifestyle Approach	3
HLTH 250	Drug Studies	3
HLTH 333	Human Nutrition	3
HLTH 361	Introduction to Community Health (SI)	3
HLTH 385	Epidemiology and Biostatistics	3
HLTH 430	Human Disease: Patterns, Prevention and Intervention	3
@HLTH 470	Program Planning (WI)	3
HLTH 480	Program Implementation and Evaluation	3
@HLTH 485	Pre-internship seminar	2
@HLTH 490	Internship	12

Note: Bachelor of Science Degree

Seventy-five liberal arts credits are required for the B.S. degree. General Education requirements are the same as for the B.A. program.

Cognates:		Credits
10 credit hours		
BIO 107	Human Biology	3
BIO 210	Human Anatomy and Physiology	4
STAT 100	Statistics	3

Concentrations within the Community Health Major:

A concentration of 9 credits in addition to the core courses is required for the community health B.S. degree. Students must choose from one of the concentrations listed below. At least three credits must be a HLTH class taught by community health faculty.

Adolescent Health

HLTH 325	Alcohol Studies	3
HLTH 331	Death and Dying: Implications for Growth	3
HLTH 341	Sexual Health	3
PSYC 321	Psychology of Adolescence	3
SOCI 305	Sociology of the Family	3
SOCI 385	Sociology of Troubled Youth	3

Gerontology

HLTH 331	Death and Dying: Implications for Growth	3
PSYC 323	Adulthood, Middle Age, and Aging	3
SOCI 330	Social Thanatology	3
SOCI 335	Sociology of Aging	3

Therapeutic Recreation

WILD 320	Outdoor Education	3
@WILD 350	Wilderness and Adventure Programming	3
WILD 445	Therapeutic Recreation	3
HLTH 300	Critical Issues in Human Ecology	3

Workplace Wellness

HLTH 300	Critical Issues in Human Ecology	3
HLTH 425	Exercise Physiology	3
HLTH 445	Therapeutic Recreation	3
PE 326	Health and Sports Medicine	4

Additional concentrations such as nutrition, substance abuse prevention, environmental health, occupational health and safety, maternal and child health, women's health and sexual health may be available through consultation with the faculty,

Suggested Electives:

	Credits	
ANTC 311	Anthropology of AIDS	3
ANTC 320	Cross-Cultural Aspects of Mental Health	3
ANTC 321	Cross-Cultural Aspects of Women's Health	3
POLS 122	Bioethics and the Law	3
SOCI 365	Sociology of Sex Roles	3
SOCI 390	Sociology of Mental Illness	3
SOCI 465	Sociology of Health and Illness	3

Health Science Minor

20 credit hours required.

Requirements:

A minimum of 20 hours of credit to be taken in the Department of Community Health is required of all students seeking a minor. Students must earn a 2.0 in each course to receive credit for the minor.

Core Courses:

	Credits	
HLTH 165	Health: A Lifestyle Approach	3
HLTH 250	Drug Studies	3
HLTH 333	Human Nutrition	3
HLTH 361	Introduction to Community Health	3
HTLH 475	Senior Seminar	2

Electives:

two of the following

	Credits	
HLTH 300	Critical Issues in Human Ecology	3
HLTH 325	Alcohol Studies	3
HLTH 331	Death and Dying: Implications for Growth	3
HLTH 341	Sexual Health	3
HLTH 342	Women's Health	3
HLTH 344	Gay, Lesbian and Bisexual Health	3
HLTH 371	Nutrition for Special Populations	3
HTLH 373	Current Topics in Community Health Nutrition	3
HLTH 375	Navigating the American Diet	3
HTLH 395	Selected Topics	3
HTLH 495	Selected Topics	3
HLTH 430	Human Disease: Patterns, Prevention and Intervention	3
HTLH 498	Independent tutorial	3

Registration

To declare the major or minor, contact the chair of the Department of Community Health.

Wilderness Education Minor**23 credit hours required.****Contact Person:**

Mark Simon

Satterlee 100D, (315) 267-3130 (*simonm@potdam.edu*)

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

**Required Courses:
one of the following**

		Credits
GEOL 101	Environmental Geology (SP LB)	3
BIOL 111	Adirondack Ecology (SP LB)	

complete all of the following courses

@WILD 240	Backpacking (PE)	2
@WILD 220	Wilderness First Responder	4
@WILD 320	Outdoor Education (SI)	3
@WILD 350	Wilderness and Adventure Program Planning	3

choose either a Wilderness Leadership Emphasis or an Adventure Education Emphasis**Wilderness Leadership Emphasis Requirements**

@WILD 340	Wilderness Leadership I	4
@WILD 345	Wilderness Leadership II	4

Adventure Education Emphasis Requirements

@WILD 160	Introduction to Rock Climbing (PE)	1
@WILD 170	Rock Climbing (PE)	2
WILD 360	Leadership In Adventure Education	2
WILD 445	Therapeutic Recreation	3

students may choose to take the following elective

@WILD 175	Ice Climbing (PE)	2
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See page 167 for Wilderness Education course descriptions.

Community Health Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 48 for a description of non-liberal arts credits.

HLTH 165 – Health: A Lifestyle Approach (3) A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of ones 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.

HLTH 230 – School Health (CA, SAVE) (2) The class provides an overview of the National Health Education Standards in order to assist Teacher Education students in achieving Health Literacy. Included in the course is information related to child abuse identification, reporting, and prevention. Additionally, course material will address issues regarding education to prevent school violence. The course will focus on health risk behaviors of children as identified by the Federal Centers for Disease Control and Prevention, and on ways that teachers may help their students become critical thinkers, responsible and productive learners, and effective communicators, as these characteristics relate to the health of Americans in the 21st century.

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 critically 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.

HLTH 300 – Critical Issues in Human Ecology (3) An analysis of the implications individual and societal interactions have on the natural environment. Focus on current environmental issues and their impact on the health of individuals, cultures and ecosystems as a whole. Fall.

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. Spring.

HLTH 326 – Health and Sports Medicine (4) Anatomical, physiological and psychological factors in prevention, treatment and rehabilitation of pathological processes which occur in athletic participation. Fall.

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. 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.

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.

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 344 – Issues in Lesbian, Gay, and Bisexual Health (3) Explores issues related to health and well being of lesbian women, gay men, and bisexual women and men. Topics include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; 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. Offered Occasionally.

HLTH 361 – Introduction to 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.

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, odd years.

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, even years.

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 such as the South Beach Diet and the Atkins Diet; 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. Offered occasionally.

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 and Sports Physiology (3) The physiological adaptations to exercise for sports and fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisites: BIOL 107 and 210. 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 210, HLTH 385 and 361 or permission of instructor.

@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 385 and 361. Spring.

HLTH 475 – Seminar (2) Exposes Health Science minors to programs or agencies involved in the Community Health field. Students gain experience developing or working on a project within a health agency. Health Science minors only. Prerequisite: 12 credit hours in Health Science. Spring.

HLTH 480 – Program Implementation and 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 470 with a grade of at least a 2.0. Fall.

@HLTH 485 – Pre-Internship Seminar (2) This course is designed to prepare Community Health students 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. Prerequisites: HTLH 361, 385, and HTLH 470 or 480.

@HLTH 490 – Internship (12) A full semester experiential placement in a community-based, health related agency (two separate, eight week experiences). May require residence in any part of state at students expense. All courses required for the major and concentration must be completed with a 2.5 GPA or higher; students must earn a 2.0 in each health class counting towards the major and receive adviser approval to be eligible. Students must have received a passing score on the entrance essay or a 2.0 in a writing course specified by the Community Health Faculty. Contact the Community Health Internship Coordinator Ada Santaferri at santafam@potdamsdam.edu.

Wilderness Education Course Descriptions

@WILD 160 – Introduction to Rock Climbing (PE) (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. Successful completion of this course will result in one academic credit and one physical education equivalent.

@WILD 170 – Rock Climbing (PE) (2) Designed for those who aspire to lead outdoor 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. Students will simultaneously earn 1 physical education equivalent and 2 academic credits through successful completion of this course.

@WILD 175 – Ice Climbing (PE) (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. Students will simultaneously earn 1 physical education equivalent and 2 academic credits through successful completion of this course. Spring only. Prerequisite: WILD 160 or 170.

@WILD 220 – Wilderness First Responder (4) 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. Offered Spring only.

@WILD 240 – Backpacking (PE) (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. Students will simultaneously earn 1 physical education equivalent and 2 academic credits through successful completion of this course.

@WILD 320 – Outdoor Education (SI) (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. Offered Spring only. Prerequisite: WILD 240.

@WILD 340 – Wilderness Leadership I (4) Introduction to: leadership, judgment and decision making, teaching Leave No Trace camping skills, group leadership, 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. Spring only. Prerequisite: WILD 240.

@WILD 345 – Wilderness Leadership II (4) 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. Spring only. Prerequisite: WILD 340.

@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. Offered Fall only. Prerequisite: WILD 325.

WILD 360 – Leadership in Adventure Education (2) 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.

WILD 445 – 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. Fall only.

Teacher Preparation Programs

NCATE

The Standard of Excellence
in Teacher Preparation

The School of Education and Professional Studies is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts 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

- analyzes and solves problems
- organizes thought and communicates effectively
- understands history and social and political institutions
- understands and respects other cultures and our intercultural world
- understands the impact of science and technology on our lives
- uses technology appropriately
- 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-based models of curriculum, instruction and assessment
- meets the diverse learning needs of students
- applies knowledge of local, state, and national standards
- uses 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
- is flexible, takes risks, and shows 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 (Sisson 119)

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 under-represented 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.

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 financial support for review books for teacher licensing exam preparation and payment of the New York State Teacher Certification Examination

fees; educational programs on successful methods and strategies to teach at-risk students; opportunities to attend educational conferences; portfolio development; academic and personal counseling; and TOC graduates are 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/provisional/permanent 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 under-served 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 historically underrepresented or economically disadvantaged 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, a 2.5; juniors and seniors, a 2.75; and graduate students, a 3.0.

For further information about TOC membership, please contact the TOC Director, Sisson Hall 119, 315-267-2745 or e-mail fisherdg@potsdam.edu.

Academy for Leadership in Literacy Education

The Academy for Leadership in Literacy Education (ALLE) provides current and future educators with the opportunity to explore topics in literacy education. In association with the Sheard Literacy Center, College Writing Center, Teacher Opportunity Corps, and Learning Communities program, ALLE sponsors the Write Well, Teach Well and Effective Teaching Seminar series, the School and Community General Education course clusters, Teacher Study Groups, and the Practicum and Student Teaching Sponsors programs.

All education students and in-service teachers from partner districts attend ALLE programs without charge. Preference for registration and supplementary materials is limited to ALLE members who commit to forty hours of professional development within one year. To complete their commitment, participants attend ALLE events, research and inquiry related to literacy education, and present at a culminating colloquium. ALLE members are also eligible for funding to attend professional conferences, such as the New York State Reading Association, North County Council of the International Reading Association, and New York State Secondary English Council conferences.

ALLE is a Teacher/Leader Quality Partnerships (TLQP) Program funded by the New York State Education Department that provides professional development to preservice and in-service teachers for the purpose of improving student achievement in core academic subjects by improving the quality and recruitment of teachers and administrators in high needs school districts.

For more information contact Julie Reagan, Project Director (reaganjl@potsdam.edu).

Policies for Education Programs

Admission and Advising for Education Programs

A SUNY Potsdam student with Acceptable Standing (2.0 or higher grade point average) will be granted admission into any undergraduate teacher education certification program upon completion of the following steps.

Students in the Early Childhood and Childhood Education programs complete an arts and sciences concentration and a specialization in one of the following: English, mathematics, biology, chemistry, geology, physics or social sciences/history.

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.

Note: Admission requirements for the BA/MST program are different.

Step 1. Declare an education major by completing the following process:

- Go to www.potsdam.edu/teacher_advising and view the undergraduate teacher education admission tutorial;
- Successfully complete the accompanying on-line quiz;
- Submit a completed declaration form.

Note: Undergraduate Education Majors Declaration Periods: May 1 - September 15 and December 1 - February 1

Step 2. Read the *Guide to Student Teaching* and College catalog section on teacher education programs within 30 days of acceptance into the program. The *Guide to Student Teaching* is available online at www.potsdam.edu/studteach. This guidebook is a valuable resource. However, candidates should be aware that the *Guide* is subject to on-going revision, and that they should consult the Web site frequently for updated information.

Additional Criteria:

- Student must meet with their education adviser at least once each semester. Students cannot register for education courses without obtaining written 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 Dispositional Framework and the Gates/Benchmark criteria, which are distributed at the time of admission to the program.

Pre-Student Teaching Field Experiences

Students planning to become teachers in the State of New York are required to have 100 hours of early and 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. Students must be aware that pre-student teaching field experience placements must be made by the Office of Field Experiences 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 to a prospective 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.

Student Teaching Guidelines and Regulations

Candidates apply online for student teaching two semesters before the intended student teaching semester, following the guidelines published in the *Reporter* and on the student teaching Web site www.potsdam.edu/EDUC/studteach. Candidates must read and be familiar with the contents of the *Guide to Student Teaching*, available online at www.potsdam.edu/EDUC/studteach.

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, the following criteria must be met:

- A minimum grade of 2.0 in any required course (liberal arts or education major);
- A cumulative GPA of 2.75 in the education major;
- A cumulative GPA of 2.5 in the academic major or specialization; (Note: Minimum GPA for the B.A./M.S.T. program is 2.75.)
- A cumulative GPA of 2.5 overall.

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 Office of Field Experiences and Teacher Certification. Placements are made according to students' subject areas, availability of College supervisors, the willingness of public schools to accept student teachers, and the College's commitment to serve public schools equally. The superintendent of each school will assign classroom placements in cooperation with the Coordinator of the Office of Field Experiences 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 limited to certain counties within the state. Due to limited placement possibilities, it is impossible to place each 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, although the National Student Exchange (NSE) program is not applicable for any internship in teacher education programs.

SUNY Urban Teacher Education Center (SUTEC)

The Office of Field Experiences 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 student teachers 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. The SUNY Potsdam Office of Field Experiences and Teacher Certification advertises campus-wide when the SUTEC Director visits the campus.

Student Teaching Abroad Program

Student Teaching Abroad (STA) in Australia is coordinated through SUNY Potsdam's Office of International Education, the Office of Field Experiences and Teacher Certification, and Colin Balfour, Project Manager of International Relations at the University of the Sunshine Coast in Queensland, Australia. Applications and further information for the Student Teaching Abroad (STA) are available from the Office of International Education and the Office of Field Experiences and Teacher Certification.

Certification Procedures

Beginning February 2, 2004, 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. SUNY Potsdam recommends a candidate for Initial certification once all requirements in his/her program of studies have been completed.

Candidates should consult with the Office of Field Experiences and Teacher Certification for current information on the procedures for applying for certification. In addition to completing program requirements, applicants must pass the LAST, ATS-W, and CST portions of the New York State Teacher Certification Examinations. Test information and registration procedures can be found at www.nystce.nesinc.com.

Candidates must also complete HLTH 230 School Health (CA, SAVE) or the equivalent. All persons applying for New York State teacher certification must also submit their fingerprints for screening. Fingerprinting packets are available in Satterlee 111.

After completing three years of teaching experience (including one year of mentored teaching) and a master's degree (which must be completed within five years of receiving Initial Certification) in a subject area "functionally relevant" to the area of teaching, candidates may apply for Professional Certification. Candidates completing their master's degrees at SUNY Potsdam may apply through the Office of Field Experiences and Teacher Certification for their Professional certificate, which may then be renewed every five years upon submission of evidence of completion of ongoing, lifelong learning according to NYSED requirements.

Individuals who are interested in additional certifications or alternative certification should contact their regional BOCES certification office. New York State Education certification regulations are on reserve in Crumb Library. Requests for verification of degree completion for out-of-state certification require a minimum of five business days to complete.

The process for certification is complex and has many facets. Contact the certification officer at (315) 267-2539 for clarification on the process.

Department of Curriculum and Instruction

Birth - 6th Grade

Chair:

Sandy Chadwick
Satterlee 201, (315)-267-2525, (chadwic@potsdam.edu)

Professors:

Sergei Abramovich, Sandy Chadwick

Associate Professors:

Deborah Conrad, Andrew Ha, Kathleen Valentine

Assistant Professors:

Debbie Anderson, Eun Cho, Glenn Simonelli

Clinical Faculty:

Becky Duprey, Vicki Hayes, Michele Pinard, Julie Reagan

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.

Early Childhood Education Program (B.A.)

Birth-Grade 2

Contact Person:

Eun Cho, Program Coordinator
114C Satterlee, (315) 267-2105 (choek@potsdam.edu)

Education Major

41 credit hours required.

Each course in the Early Childhood Education major must be completed with a 2.0 or higher.

The Early Childhood Education major must be completed with an overall GPA of 2.75 or higher to be allowed to student teach. (Note: General Education designators are indicated in parentheses.)

Required Courses:

		Credits
EDLS 201	Principles of Education (PI) (prerequisite to the following education courses)	3
@EDUC 305	Early Childhood Development and Learning	3

Professional Block I:

EDLS 306	Early Childhood Literacy I (WI)	3
@EDUC 302	Early Childhood Practicum I	1
@EDUC 303	Learning Through Sensory and Creative Experiences	3
@EDUC 304	Care and Education of Young Children with Special Needs	3

Professional Block II:

@EDUC 402	Early Childhood Practicum II	2
@EDUC 404	Building School/Home Partnerships	3
@EDUC 405	Early Childhood Curriculum: Integrated Math, Science, Social Studies	3
@EDUC 406	Early Childhood Literacy II	3

Student Teaching Semester:

@EDUC 417	Student Teaching Internship I: Pre-K or K (SI)	6
@EDUC 418	Student Teaching Internship II: Grades 1 or 2 (SI)	6
EDLS 420	Student Teaching Issues Seminar: Issues and Ideas in Early Childhood Education	2

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (multi-subject)
2. Fingerprinting Clearance

Arts and Sciences Concentration

71-73 credit hours, plus 4 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

English: (10 credit hours)

		Credits
COMP 101	Writing and Critical Thinking (FW)	4
LITR 100	Introduction to Literature (AC, FC)	3
COMM 106	Basic Principles of Speech (FS)	3

Mathematics: (9 credit hours)

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 (FM) (prerequisite to MATH 102)	3
MATH 102	Mathematics for Elementary Education II (FM)	3
MATH 125	Probability and Statistics I (FM)	3

Science: (9 credit hours)

BIOL 125	Biological Concepts (SB, LB)	3
GEOL 125	Cycles of Nature (SP, LB)	3

plus one of the following 3

PHYS 100	Physical Science (SP, LB)	
CHEM 125	Matter and Energy (SP, LB)	

For students planning to pursue a science specialization in physics, PHYS101 College Physics is a recommended alternative to PHYS100 or CHEM125.

Social Science/History: (13 credit hours)

GEOG 350	World/U.S. Geography (XC)	4
HIST 100	World History (XC)	3
HIST 201	U.S. History to 1877 (AH)	3
HIST 202	U.S. History Since 1877 (AH)	3

Fine Arts: (6-8 credit hours)**Fine Arts I:**

one of the following 3-4

ARTH 100	Idea and Image (AC)	3
ARTH 101	Survey of Art: Ancient to Renaissance (WC)	3
ARTH 102	Survey of Art: Renaissance to Modern (WC)	3
DANC 100	Mind of the Artist (AC)	4
DRAM 100	Mind of the Artist (AC)	4
DRAM 101	Introduction to Performance Studies (FC)	3
DRAM 208	Orientation to Theater (AC)	3
DRAM 210	Play Analysis & Interpretation (AC)	3
DRAM 312	History of Theatre I (WC)	3
DRAM 313	History of Theatre II (WC)	3
MULH 101	Crane Live (AC)	3

Fine Arts II:

one of the following 3-4

ARTS 109	Introductory Studio Art (AE)	4
ARTS 110	Drawing I (AE)	4
ARTS 120	Color and Design (AE)	4
DANC 302	Dance Education & Performance (SI, PE, AE)	4
DRAM 235	Acting I (AE)	3
DRAM 463	Theatre for Young Audiences (AE, SI)	3
DRAM 464	Applied Theatre (AE, WI)	3

Psychology: (6 credit hours)

PSYC 220	Child Development (SA)	3
PSYC 350	Educational Psychology	3

Health: (2 credit hours)

HLTH 230	School Health (CA, SAVE)	2
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Liberal Arts Electives: 7-8

At least 3 elective credits must be an upper-division course for those in the following specializations: English, math, biology, chemistry or physics.

Modern Language (ML) Requirement or Liberal Arts Elec. 9

Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.

Physical Education Requirements:

@PE 148	Cooperative Activities (PE)	1
@Physical Education (PE)		1
@Physical Education (PE)		1
@Physical Education (PE)		1

Specialization Areas:

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 that are in the specialization discipline) must be 2.5 or higher to be allowed to complete the Early Childhood Education Program and enroll in student teaching.

English Specialization: (16-17 credit hours)

one of the following 3

LITR 200	Literary Traditions	
LITR 201	Patterns of Literature	

one of the following 4

COMP 201	Intermediate Writing	
COMP 202	Creative Writing	

plus the following

LITR 322	Children's Literature	3
LITR	One 300-level LITR course	3
	One Upper division non-Literature elective (LNCS, COMP or COMM)	3-4

Mathematics Specialization: (17 credit hours)

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 340	Set Theory and Logic	3
MATH 375	Linear Algebra I	3
MATH	Upper Division Elective (chosen under advisement)	3

Biology Specialization: (16 credit hours)

BIOL 152	General Biology II	4
BIOL 300	Ecology	3
BIOL 311	Genetics	4
BIOL	Upper Division Electives	5

Chemistry Specialization: (17 credit hours)

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

plus at least nine credits from the following

CHEM 301	Fundamentals of Environmental Science	3
CHEM 304	Chemistry Lab Techniques	1-3
CHEM 311	Quantitative Analysis	4
CHEM 315	Forensic Science	3
CHEM 341	Organic Chemistry I	4
CHEM 342	Organic Chemistry II (prerequisite: CHEM 341)	4

Geology Specialization: (15 credit hours)

one of the following 3

GEOL 102	Ancient Life	
GEOL 104	Historical Geology	

plus 12 credits from the following

GEOL 301	Sedimentology-Paleontology-Stratigraphy I	4
GEOL 302	Sedimentology-Paleontology-Stratigraphy II	4
GEOL 311	Mineralogy	4
GEOL 405	Structural and Field Geology	4
GEOL 406	Hydrology	3
GEOL 407	Geophysics	3
GEOL 409	Seismology and Plate Tectonics (SP, LB)	3
GEOL 420	Geochemistry	3
GEOL 421	Environmental Geology Problems	3
GEOL 480	Geology Research	3

Physics Specialization: (16-17 credit hours)

one of the following 3-4

PHYS 111	Laser and Light	
PHYS 130	Music Acoustics	

plus the following

PHYS 202	College Physics II	4
PHYS 330	Meteorology	3
PHYS 335	Astronomy	3

plus one of the following 3

PHYS 325	Energy and the Environment	
GEOL 407	Geophysics	
CHEM 301	Fundamentals of Environmental Science	
CHEM 315	Forensic Science	

Social Science/History Specialization: (15-16 credit hours)

HIST 379	History of New York State	3
Upper Division Elective in U.S. Political Institutions		3-4
Upper Division Elective in European or U.S. History		3
Upper Division Elective in Third World History		3
Upper Division Liberal Arts Elective (History/Social Science)		3

Childhood Education Program (B.A.)

Grades 1-6

Contact Person:

Deborah Conrad, Program Coordinator
208 Satterlee, (315) 267-2505 (conraddj@potdam.edu)

Childhood Education Major

41 credit hours required.

Each course in the Childhood Education major must be completed with a 2.0 or higher.

The Childhood Education major must be completed with an overall GPA of 2.75 or higher to be allowed to student teach. (Note: General Education designators are indicated in parentheses.)

Required Courses:

EDLS 201	Principles of Education (PI)	3
	(prerequisite to the following education courses)	
EDLS 207	Literacy I (WI)	3

Professional Block I: (prerequisite to Block II)

@EDUC 308	Practicum I	1
@EDUC 310	Elementary Mathematics Methods	3
@EDUC 312	Elementary Social Studies Methods	3
@EDUC 314	Assessment and Strategies for Teaching Students with Special Needs	3

Professional Block II: (prerequisite to student teaching)

@EDUC 407	Literacy II	3
@EDUC 408	Practicum II	2
@EDUC 409	Elementary Science Methods	3
@EDUC 411	Foundations of Classroom Behavior	3

Student Teaching Semester:

EDLS 414	Student Teaching Seminar with Portfolio Assessment	2
@EDUC 415	Student Teaching Internship I: Grades 1-3 (SI)	6
@EDUC 416	Student Teaching Internship II: Grades 4-6 (SI)	6

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (multi-subject).
2. Fingerprinting Clearance.

Arts and Sciences Concentration

71-73 credit hours, plus 4 PE activities; All courses in the Arts and Sciences Concentration must be completed with a 2.0 or higher.

English: (10 credit hours)

COMP 101	Writing and Critical Thinking (FW)	4
LITR 100	Introduction to Literature (AC, FC)	3
COMM 106	Basic Principles of Speech (FS)	3

Mathematics: (9 credit hours)

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 (FM)	3
	(prerequisite to MATH 102)	
MATH 102	Mathematics for Elementary Education II (FM)	3
MATH 125	Probability and Statistics I (FM)	3

Science: (9 credit hours)

BIOL 125	Biological Concepts (SB, LB)	3
GEOL 125	Cycles of Nature (SP, LB)	3

plus one of the following 3

PHYS 100*	Physical Science (SP, LB)	
CHEM 125*	Matter and Energy (SP, LB)	

*For students planning to pursue a science specialization in physics, PHYS 101 College Physics (SP, LB) is a recommended alternative to PHYS 100 or CHEM 125.

Social Science/History: (13 credit hours)

GEOG 350	World and U.S. Geography (XC)	4
HIST 100	World History (XC)	3
HIST 201	U.S. History to 1877 (AH)	3
HIST 202	U.S. History Since 1877 (AH)	3

Fine Arts: (6-8 credit hours)**Fine Arts I:****one of the following** 3-4

ARTH 100	Idea and Image (AC)	3
ARTH 101	Survey of Art: Ancient to Renaissance (WC)	3
ARTH 102	Survey of Art: Renaissance to Modern (WC)	3
DANC 100	Mind of the Artist (AC)	4
DRAM 100	Mind of the Artist (AC)	4
DRAM 101	Introduction to Performance Studies (FC)	3
DRAM 208	Orientation to Theater (AC)	3
DRAM 210	Play Analysis & Interpretation (AC)	3
DRAM 312	History of Theatre I (WC)	3
DRAM 313	History of Theatre II (WC)	3
MULH 101	Crane Live (AC)	3

Fine Arts II:**one of the following** 3-4

ARTS 109	Introductory Studio Art (AE)	4
ARTS 110	Drawing I (AE)	4
ARTS 120	Color and Design (AE)	4
DANC 302	Dance Education & Performance (SI, PE, AE)	4
DRAM 235	Acting I (AE)	3
DRAM 463	Theatre for Young Audiences	3
DRAM 464	Applied Theatre	3

Psychology: (6 credit hours)

PSYC 220	Child Development (SA)	3
PSYC 350	Educational Psychology	3

Health: (2 credit hours)

HLTH 230	School Health (CA, SAVE)	2
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Liberal Arts Electives: 7-8

At least 3 elective credits must be an upper-division course for those in the following specializations: English, Math, Biology, Chemistry or Physics.

Modern Language (ML) Requirement or Liberal Arts Elec. 9

Note: If ML has been satisfied, 9 credit hours of liberal arts elective credits must be selected.

Physical Education Requirements:

@PE 148	Cooperative Activities (PE)	1
@Physical Education (PE)		1
@Physical Education (PE)		1
@Physical Education (PE)		1

Specialization Area:

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 must be 2.5 or higher to be allowed to complete the Childhood Education Program and enroll in student teaching.

English Specialization (16-17 credit hours)**one of the following** 3

LITR 200	Literary Traditions	
LITR 201	Patterns of Literature	

plus one of the following 4

COMP 201	Intermediate Writing	
COMP 202	Creative Writing	

plus the following

LITR 322	Children's Literature	3
LITR	One upper-division LITR course	3-4
	One Upper division non-Literature elective (LNGS, COMP or COMM)	3-4

Mathematics Specialization: (17 credit hours)

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 340	Set Theory and Logic	3
MATH 375	Linear Algebra I	3
MATH	Upper Division Elective (chosen under advisement)	3

Biology Specialization: (16 credit hours)

BIOL 152	General Biology II	4
BIOL 300	Ecology	3
BIOL 311	Genetics	4
BIOL	Upper Division Electives	5

Chemistry Specialization: (17 credit hours)

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

plus at least nine credits from the following

CHEM 301	Fundamentals of Environmental Science	3
CHEM 304	Chemistry Lab Techniques	1-2
CHEM 311	Quantitative Analysis	4
CHEM 315	Forensic Science	3
CHEM 341	Organic Chemistry I	4
CHEM 342	Organic Chemistry II (prereq: CHEM 341)	4

Geology Specialization: (15 credit hours)**one of the following** 3

GEOL 102	Ancient Life	
GEOL 104	Historical Geology	

plus 12 credits from the following

GEOL 301	Sedimentology-Paleontology-Stratigraphy I	4
GEOL 302	Sedimentology-Paleontology-Stratigraphy II	4
GEOL 311	Mineralogy	4
GEOL 405	Structural and Field Geology	4
GEOL 406	Hydrology	3

GEOL 407	Geophysics	3
GEOL 409	Seismology and Plate Tectonics (SP, LB)	3
GEOL 420	Geochemistry	3
GEOL 421	Environmental Geology Problems	3
GEOL 475	Geology Lab Techniques	1
GEOL 480	Geology Research	3

Physics Specialization: (16-17 credit hours)

one of the following		3-4
PHYS 111	Laser and Light	
PHYS 130	Music Acoustics	

plus the following		
PHYS 202	College Physics II	4
PHYS 330	Meteorology	3
PHYS 335	Astronomy	3

plus one of the following		3
PHYS 325	Energy and the Environment	
GEOL 407	Geophysics	
CHEM 301	Fundamentals of Environmental Science	
CHEM 315	Forensic Science	

Social Science/History Specialization: (15-18 credit hours)

HIST 379	History of New York State	3
Upper Division Elective in U.S. Political Institutions		3-4
Upper Division Elective in European or U.S. History		3
Upper Division Elective in Third World History		3-4
Upper Division Liberal Arts Elective (History/Social Science)		3-4

Department of Secondary Education

Chair:

Peter Brouwer
Satterlee 214, (315) 267-3161 (*brouweps@potdam.edu*)

Professors:

Ronald Bretsch, Peter Brouwer, Linda Seramur

Associate Professors:

William Doody, Elvira Sanatullova-Allison, Robert Vadas

Clinical Faculty:

Donna Kennedy, Michael Sovay, 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 candidate to be familiar with the criteria and monitoring procedures that have been established for their programs.

General Education designators are indicated in parentheses ().

Middle and Secondary English Language Arts Education

Grades 7-12 with 5-6 extension

Contact Person:

Linda Seramur, Program Coordinator
202A Satterlee, (315) 267-2528 (*seramull@potdam.edu*)

Education Program:

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 Middle and Secondary English Language Arts Education Program must also complete the English (Literature/Writing) major with a 2.7 overall GPA.

Contact the chair of the English and Communication Department to declare the major, be assigned an English adviser and select appropriate courses.

Education Major:

		Credits
EDLS 349	Introduction to Middle and Secondary Education	3
@SECD 210	Computer Applications in Middle and Secondary School	1

Learning Community I (LAI):

Introduction to Teaching the English Language Arts: Grades 5-12 (Prerequisites: Successful completion of EDLS 349 and SECD 210)		
@SECD 340	Classroom Management in Secondary Education	1
@SECD 361	English Language Arts: Grades 5-12	3
@SECD 381	Practicum I: Teaching English Language Arts: Grades 5-12	1
EDLS 315	Teaching Students with Special Needs: Grades 5-12	3

Courses which must be taken concurrently:

LITR 323	Young Adult Literature**	3
ANTL 203	Language and Culture (XC, SA)**	3

Learning Community II (LA2):

Teaching Writing, Language and Communication: Grades 5-12 (Prerequisites: Successful completion of Learning Community I and recommendation to continue to Learning Community II)		
@SECD 371	Teaching Writing, Language and Communication: Grades 5-12	3
@SECD 391	Practicum II: English Language Arts: Grades 5-12	1
SECD 358	Grammar Study for Teachers	1

Courses which must be taken concurrently:

COMP 202	Introduction to Creative Writing*	4
LNGS 301	Language and Structure*	3

Learning Community III (LA3):

Teaching Reading and Literature: Grades 5-12
(Prerequisites: Successful completion of Learning Communities I and II and recommendation to continue to Learning Community III)

@SECD 471	Teaching Reading and Literature: Grades 5-12	3
@SECD 491	Practicum III: Teaching the English Language Arts: Grades 5-12	2

Courses which must be taken concurrently:

COMM 408	Visual Communication*	3
COMP 401	Theory of Composition*	3
LITR	Upper Division Literature Course*	3

Learning Community IV (LA4):

Student Teaching in the English Language Arts Classrooms: Grades 5-12
(Prerequisites: Completion of Middle and Secondary School English Education program requirements and English Literature/Writing major and recommendation to continue to Learning Community IV)

@SECD 455	Student Teaching in the Junior High School (SI)	6
@SECD 456	Student Teaching in the Senior High School (SI)	6
EDLS 421	Seminar in Middle/Junior and Secondary Education	2

*These courses are requirements within the English major.

**Cognate course

Cognate Requirements:

All cognate courses must be completed with a 2.0 or higher.		Credits
PSYC 321	Psychology of Adolescence (SA)	3
PSYC 350	Educational Psychology	3
HLTH 230	School Health (CA, SAVE)	2

Modern Language (ML) Requirement: 0-9

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (English)
2. Fingerprinting Clearance

Middle and Secondary French Education

Grades 7-12 with 5-6 extension

Contact Person:

Elvira Sanatullova-Allison, Program Coordinator
206 Satterlee, (315) 267-2025 (sanatue@potdam.edu)

Education Program:

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

Students pursuing the Secondary French Education Program must also complete a French major.

Contact the chair of the Department of Modern Languages to declare the major, be assigned a French major adviser and select appropriate courses. The French major must be completed with a 2.5 GPA.

General Education designators are indicated in parentheses ().

Education Major:

@SECD 210	Computer Applications in Middle and Secondary Education	1
@SECD 356	Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 340	Classroom Management	1
EDLS 315	Teaching Students with Special Needs: Grades 5-12	3
EDLS 333	Education, Language and Culture	3
EDLS 349	Introduction to Middle and Secondary Education	3

The following two courses must be taken concurrently:

@SECD 374	Introduction to First and Second Language Acquisition	3
@SECD 394	Observation in the Foreign Language Classroom: Grades 5-12	1

The following two courses must be taken concurrently:

@SECD 474	Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12 (prerequisites: SECD 374 and 394)	3
@SECD 494	Practicum in the Foreign Language Classroom, Grades 5-12	1

Student Teaching Semester:

The following courses must be taken concurrently:

@SECD 455	Student Teaching in the Middle/Junior High School (SI)	6
@SECD 456	Student Teaching in the Senior High School (SI)	6
EDLS 421	Seminar in Middle/Junior and Secondary Education	2

Cognate Requirements:

All cognate courses must be completed with a 2.0 or higher.		Credits
Arts and Sciences elective (selected with approval ed. adviser)		3
FREN 303	Contemporary France	3
FREN 304	Contemporary Québec	3
HLTH 230	School Health (CA, SAVE)	2
PSYC 321	Psychology of Adolescence (SA)	3
PSYC 350	Educational Psychology	3

one of the following 3

COMM 106	Basic Principles of Speech (FS)
COMM 311	Small Group Communication (WI, SI, SA)
COMM 324	Persuasive Speaking (SI)

plus one of the following 3-4

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: LAST, ATS-W and CST (French)
2. Fingerprinting Clearance

Middle and Secondary Mathematics Education

Grades 7-12 with 5-6 extension

Contact Person:

Peter Brouwer, Program Coordinator
214 Satterlee, (315) 267-3161 (*brouwepe@potsdam.edu*)

Education Program:

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 Secondary 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.

General Education designators are indicated in parentheses ().

Education Major:	Credits
EDLS 349 Introduction to Middle and Secondary Education	3
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
@SECD 316 Technology and Media in Middle and Secondary Mathematics	3
@SECD 356 Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 357 Reading/Literacy in the Middle and Secondary Schools II (prerequisite: SECD 356)	3

The following two courses must be taken concurrently:

@SECD 370 Teaching Mathematics in the Middle School	3
@SECD 390 Practicum in the Middle School Mathematics	2

The following two courses must be taken concurrently:

@SECD 470 Teaching Mathematics in the Secondary School	3
@SECD 490 Practicum in the Secondary School Mathematics	2

Student Teaching Semester:

The following courses must be taken concurrently.

EDLS 421 Seminar in Middle and Secondary Education	2
@SECD 455 Student Teaching in the Junior High School (SI)	6
@SECD 456 Student Teaching in the Senior High School (SI)	6

Cognate Requirements: **Credits**

All cognate courses must be completed with a 2.0 or higher.

COMP 101 Writing and Critical Thinking (FW)	4
HLTH 230 School Health (CA, SAVE)	2
PSYC 321 Psychology of Adolescence (SA)	3
PSYC 350 Educational Psychology	3
MATH 425 Applied Combinatorics	3

one of the following 3

MATH 404 Elements of Geometry	
MATH 553 Concepts of Geometry	

plus one of the following 3

MATH 125 Probability and Statistics I (FQ, FM)	
MATH 461 Probability and Mathematical Statistics	

Modern Language (ML) Requirement: 0-9

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (Mathematics)
2. Fingerprinting Clearance

Middle and Secondary Social Studies Education

Grades 7-12 with 5-6 extension

Contact Person:

Robert Vadas, Program Coordinator
211 Satterlee, (315) 267-2534 (*vadasre@potsdam.edu*)

This program is currently being revised. For more information on current requirements, please consult with the program coordinator.

Education Program:

All Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All Secondary 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.

General Education designators are indicated in parentheses ().

Education Major:	Credits
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
@SECD 210 Computer Applications in Middle and Secondary Education	1
@SECD 356 Reading/Literacy in the Middle/Junior and Secondary Schools I	3
@SECD 357 Reading/Literacy in the Middle/Junior and Secondary Schools II (prerequisite: SECD 356)	3

The following two courses must be taken concurrently:

@SECD 373 Middle and Secondary School Social Studies Curriculum	3
@SECD 393 Classroom Observation in Middle and Secondary School, Social Studies Curriculum	1

The following two courses must be taken concurrently:

@SECD 473 Middle and Secondary School Social Studies Instruction (prerequisites: SECD 373 and 393)	3
@SECD 493 Practicum in Middle and Secondary School Social Studies Instruction	1

Student Teaching Semester:

The following courses must be taken concurrently.

@SECD 455 Student Teaching in the Junior High School (SI)	6
@SECD 456 Student Teaching in the Senior High School (SI)	6
EDLS 421 Seminar in Middle and Secondary Education	2

Cognate Requirements:

All cognate courses must be completed with a 2.0 or higher.

ANTC 202	Cultural Anthropology (CC, XC)	3
ARTH	Elective	3
GEOG 360	Social Geography	4
HIST 101	Europe to 1815 (WC, HI)	3
HIST 102	Europe Since 1815 (WC, HI)	3
HIST 201	United States to 1877 (HI, AH)	3
HIST 202	United States Since 1877 (HI, AH)	3
HIST 379	History of New York State (HI)	3
HIST	Elective U.S. History at 300 or 400 level	3
HLTH 230	School Health (CA, SAVE)	2
PSYC 321	Psychology of Adolescence (SA)	3
SOCI 101	Introduction to Sociology (SA)	3

one of the following

PSYC 100	Introduction to Psychology	3
PSYC 220	Child Development	3

two courses on Africa, Asia or Latin America/ Caribbean, chosen from two of the following disciplines: anthropology, geography, history, sociology

one of the following

MUAM 401	Music of Native Americans	3
MUAM	One music course with a focus on national or regional cultures (with advisement)	3

one of the following

COMM 106	Basic Principles of Speech (FS)	3
COMM 311	Small Group Communication (WI, SI, SA)	3
COMM 324	Persuasive Speaking (SI)	3

one of the following

ECON 105	Principles of Microeconomics (FP, SA)	4
ECON 110	Principles of Macroeconomics (FP, SA)	4

one of the following

PHIL 314	Contemporary Moral Issues (WI)	3
PHIL 330	Environmental Ethics (WI, PI)	3

one of the following

POLS 110	Introduction to U.S. Politics (SA)	4
POLS 200	Political Ideas (SA)	4

Modern Language (ML) Requirement:

0-9

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (Social Studies)
2. Fingerprinting Clearance

Middle and Secondary Spanish Education**Grades 7-12 with 5-6 extension****Contact Person:**

Elvira Sanatullova-Allison, Program Coordinator
206 Satterlee, (315) 267-2025 (sanatu@potdam.edu)

Education Program:

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

The Secondary 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.

General education designators are indicated in parentheses ().

Education Major:**Credits**

EDLS 315	Teaching Students with Special Needs: Grades 5-12	3
@SECD 210	Computer Applications in Middle/Junior and Secondary Education	1
@SECD 356	Reading/Literacy in the Middle/Junior and Secondary Schools I	3
EDLS 333	Education, Language and Culture	3
EDLS 349	Introduction to Middle and Secondary Education	3
@SECD 340	Classroom Management	3

The following two courses must be taken concurrently:

@SECD 374	Introduction to First and Second Language Acquisition	3
@SECD 394	Observation in the Foreign Language Classroom: Grades 5-12	1

The following two courses must be taken concurrently:

@SECD 474	Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12	3
@SECD 494	Practicum in the Foreign Language Classroom, Grades, 5-12	1

Student Teaching Semester:**The following courses must be taken concurrently.**

EDLS 421	Seminar in Middle/Junior and Secondary Education	2
@SECD 455	Student Teaching in the Middle/Junior High School (SI)	6
@SECD 456	Student Teaching in the Senior High School (SI)	6

Cognate Requirements:**Credits**

All cognate courses must be completed with a 2.0 or higher.

Arts and sciences elective (selected with approval of edu. adviser)

HLTH 230	School Health (CA, SAVE)	2
PSYC 321	Psychology of Adolescence (SA)	3
PSYC 350	Educational Psychology	3
SPAN 303	Historia Cultural de Espana (CC)	3
SPAN 304	Panorama Cultural de Latinoamerica (CC)	3

one of the following	3-4
COMM 106 Basic Principles of Speech (FS)	
COMM 311 Small Group Communication (SI, WI, SA)	
COMM 324 Persuasive Speaking (SI)	
plus one of the following	3
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: LAST, ATS-W and CST (Spanish)
2. Fingerprinting Clearance

Secondary School Science Education

Grades 7-12

Contact Person:

William Doody, Program Coordinator
215 Satterlee, (315) 267-2530 (doodywj@potdam.edu)

Education Program:

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the Education major.

Students pursuing the Secondary School 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.

Education Major:	Credits
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
@SECD 356 Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 357 Reading/Literacy in the Middle and Secondary Schools II (prerequisites: SECD 356)	3
@SECD 472 Science Curricula, Programs, and Standards	3
@GRED 502 Issues in Science-Technology-Society	3

The following two courses must be taken concurrently:

@SECD 372 Science Instruction and Assessment: Gr. 5-12 (prerequisites: 9 SECD credits including SECD 472 and 356; co-requisite SECD 410)	3
@SECD 410 Middle or Secondary Field Experience (prerequisites: SECD 356)	3

Student Teaching Semester:

The following courses must be taken concurrently.

EDLS 421 Seminar in Middle/Junior and Secondary Education	2
@SECD 455 Student Teaching in the Middle/Junior High School (SI)	6
@SECD 456 Student Teaching in the Senior High School (SI)	6

Cognate Requirements:	Credits
All cognate courses must be completed with a 2.0 or higher.	
HLTH 230 School Health (CA, SAVE)	2
PSYC 321 Psychology of Adolescence (SA)	3

one of the following	3
PSYC 100 Introduction to Psychology	
PSYC 220 Child Development	

Modern Language (ML) Requirement: 0-9

Additional Science Cognates:

For Biology Majors	
Physics course	3
Geology course	3
For Chemistry Majors	
Biology course	3
Geology course	3
For Geology Majors	
Astronomy course	3
Meteorology course	3
Genetics course	3
For Physics Majors	
Biology course	3
Geology course	3

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (biology, chemistry, physics, and/or earth science)
2. Fingerprinting Clearance

BA-MST Secondary School Science Education Option "A"

Certification in One High School Science Content Area with Middle School Extension

Contact Person:

William Doody, Program Coordinator
215 Satterlee, (315) 267-2530 (doodywj@potdam.edu)

Grades 7-12 with Grades 5-6 extension Program:

Application into this program requires completion of 16 credit hours in the science content major with a minimum 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. Secondary School 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 and minor: biology, chemistry, geology or physics major. 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.

Education Major:	Credits
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
EDLS 349 Introduction to Middle and Secondary Education: Grades 5-12	3
@SECD 356 Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 472 Science Curricula: Programs and Standards	3
@SECD 411 Science Field Experience (Middle School; concurrent with SECD 472)	3

Cognate Requirements:

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, SAVE)	2
one of the following	3
PSYC 100 Introduction to Psychology	
PSYC 220 Child Development	

plus one of the following

PSYC 321 Psychology of Adolescence	3
GRE 677 Development and Learning for Teachers	3

Modern Language (ML) Requirement:**0-9****Graduate-level Requirements:****Credits****Summer:**

GRE 675 Secondary Science Teaching Research	3
IT 614 Technology in Education	3
GRE 677 Elective (530 or 544 or 610)	3

Fall:

GRE 502 Issues in Science-Technology-Society (fall only)	3
GRE 557 Reading/Literacy in Middle and Secondary School	3
GRE 571 Science Education Instruction in the Secondary School	3
GRE 603 Seminar: Teaching in the Secondary School	3
GRE 673 Secondary Science Field Work (Science major)	3

Spring: Student Teaching

GRE 676 Student Teaching Seminar: Policies and Practice in American Education	2
GRE 694 Student Teaching in the Middle/Junior High School	6
GRE 697 Student Teaching in the Senior High School (major discipline)	6

Culminating Experience:

GRE 670 with advisement	3
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Additional Science Cognates:**For Biology Majors**

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	3
Geology course	3
Astronomy course	3
Meteorology course	3

For Chemistry Majors

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	3
Geology course	3
Astronomy course	3
Meteorology course	3

For Geology Majors

Major in Geology – 33 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course	3
Physics course	3
Astronomy course	3
Meteorology course	3

For Physics Majors

Major in Physics – 30 credits (astronomy and meteorology to be included in the major) and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course	3
Geology course	3

Certification Requirements:

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (biology, chemistry, earth science and/or physics)
2. Fingerprinting Clearance

BA-MST Secondary School Science Education Option "B"

Certification in Two High School Science Content Areas

(e.g., biology and chemistry, or biology and physics, or biology and earth science, or chemistry and physics, or chemistry and earth science, or physics and earth science; for other combinations, see adviser)

Grades 7-12**Contact Person:**

William Doody, Program Coordinator
215 Satterlee, (315) 267-2530 (doodywj@potdam.edu)

Program:

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. Secondary School Science Education Option "B" (for dual certification in two sciences) must complete an appropriate science major and minor.

Select one of the following majors and minor: 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.

Education Major:		Credits
EDLS 315	Teaching Students with Special Needs: Grades 5-12	3
EDLS 349	Introduction to Middle and Secondary Education: Grades 5-12	3
@SECD 356	Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 472	Science Curricula: Programs and Standards	3
@SECD 411	Middle School Field Experience (minor discipline: concurrent with SECD 472)	3

Cognate Requirements:		
All cognate courses must be completed with a 2.3 or higher.		
HLTH 230	School Health (CA, SAVE)	2

one of the following		3
PSYC 100	Introduction to Psychology	
PSYC 220	Child Development	
plus one of the following		3
PSYC 321	Psychology of Adolescence	
GRED 677	Development and Learning for Teachers	

Modern Language (ML) Requirement:		0-9
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Graduate-level Requirements:		Credits
<i>Summer:</i>		
GRED 675	Secondary Science Teaching Research	3
IT 614	Technology in Education	3
GRED	Electives (530 or 544 or 610)	6

<i>Fall:</i>		
GRED 502	Issues in Science-Technology-Society	3
GRED 557	Reading/Literacy in Middle/ Secondary School II	3
GRED 603	Seminar: Teaching in the Secondary School	3
GRED 571	Science Education Instruction in the Secondary School	3
GRED 673	Secondary Science Field Work (science major)	3

<i>Spring: Student Teaching</i>		
GRED 676	Student Teaching Seminar: Policies and Practice in American Education	2
GRED 694	Student Teaching in the Middle/Junior High School	6
GRED 697	Student Teaching in the Senior High School (major discipline)	6

Culminating Experience:		
GRED 670 (with advisement)		3

Additional Content Area Requirements:		Credits
<i>For Biology Majors</i>		
Major in Biology		36
<i>and one of the following minors:</i>		
Minor in Chemistry		22
Minor in Physics		19
Minor in Earth Science		25
(19 geology, 3 astronomy and 3 meteorology)		

For Chemistry Majors	
Major in Chemistry	33
<i>and one of the following minors:</i>	
Minor in Biology	23
Minor in Physics	19
Minor in Earth Science	25
(19 geology, 3 astronomy and 3 meteorology)	

For Geology Majors	
Major in Geology	33
<i>and one of the following minors:</i>	
Minor in Chemistry	22
Minor in Physics	19
Minor in Biology	23

For Physics Majors	
Major in Physics	30
<i>and one of the following minors:</i>	
Minor in Chemistry	22
Minor in Biology	23
Minor in Earth Science	25
(19 geology, 3 astronomy and 3 meteorology)	

Note: There may be additional requirements from each science department.

Certification Requirements:
1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (biology, chemistry, earth science and/or physics)
2. Fingerprinting Clearance

Education Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 48 for a description of non-liberal arts credits.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

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. May include classroom observation/participation in elementary classrooms.

EDLS 207 – Literacy I (3) Designed for preservice teachers responsible for teaching literacy skills to children in grades 1-6. This is a beginning literacy methods course that teaches the “whys” and “hows” of developmental literacy. Prerequisite: EDLS 201.

EDLS 270 – Exceptional Learner (3) Provides an overview of the educational, psychological and social needs of learners with disabilities and gifted and talented students; discusses the impact of special education law on the public school program; provides background for designed appropriate interventions for students with a variety of special learning needs.

EDLS 306 – Early Childhood Literacy I (3) This course is designed for the Early Childhood preservice teacher who will be responsible for the literacy development of children from birth to grade 2. It is assumed that students enrolled in this course will have little or no background in the theories of literacy development. With this assumption in mind, this course is geared to preparing future teachers to provide sound; research based instructional strategies that will guarantee appropriate literacy development for the very young in today’s public educational setting. This course’s emphasis is placed 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. Pre-requisite: EDLS 201; Co-requisite: EDUC 302, 303, 304.

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 and gifted and talented students 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 a variety of special learning needs.

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 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. Offered 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.

EDLS 333 – Education, Language and Culture (3) This course examines various constructions 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 With Portfolio Assessment (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance at professional development workshops is mandatory.

EDLS 420 – Seminar: Issues and Ideas in Early Childhood Education (2) This course will provide a forum for discussion of the broad range of contemporary educational and professional issues in early childhood education, as well as their historical routes. Students will critically examine various perspectives of a topic through reading and research. Students will complete the compilation of a professional portfolio including samples of work showing their professional growth during the program. (For Early Childhood Majors only.)

EDLS 421 – Seminar in Middle/Junior and Secondary School Education (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance at professional development workshops is mandatory.

@EDUC 302 – Early Childhood Practicum I (1) Field Placement in the primary grades focusing on ages 4-7 years old will provide teacher candidates with the opportunity to apply knowledge and skills in authentic situations. Focus on developing a deeper understanding of growth and development and relationship to curriculum planning with an emphasis on self-evaluation of knowledge, skills, and dispositions essential to teaching. In Addition to the field assignment, the student will attend and participate in a weekly seminar. Co-requisites: EDLS 306, EDUC 303, 304.

@EDUC 303 – Creative and Sensory Experiences (3) The purpose of this course is to provide students with knowledge of the development of creative and affective 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. Co-requisites: EDUC 302, 304, EDLS 306.

@EDUC 304 – Teaching Young Children with Special Needs (3) Teachers of young children with special needs and other early interventionists need to develop a clear understanding of the needs presented by these children and their families. This course will present early childhood professionals with both a comprehensive overview of the field of early childhood special education (ECSE), and in-depth information on state of the art practices which facilitates both teacher and child competencies. The focus of this course is on “application”, with an emphasis on “hands on” experience. Co-requisites: EDUC 302, 303, EDLS 306.

@EDUC 305 – Early Child Development and Learning (3) This course is designed to help students to be equipped with the knowledge, skills, and attitudes to support children’s positive learning and optimum growth through developmentally appropriate and culturally responsive practices. The course begins with an overview of the philosophical, social, and psychological foundations in early childhood development and learning. Then, it profiles the characteristics and needs of young children ages birth to eight. Focus will be on developmentally appropriate practices for young children. Strategies for evaluating early childhood settings and observing a child to provide optimum learning environment will also be examined.

@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. Co-requisites: EDUC 310, 312, 314.

@EDUC 310 – Elementary Mathematics Methods (3) Prepares students to teach mathematical concepts and skills Pre-K-6. Memorization of facts and usual algorithms considered but higher-level thought processes and problem solving emphasized. Current mathematics in Pre-K-6 programs highlighted. Prerequisite: EDLS 201, 207. Co-requisite: EDUC 308, 312, 314.

@EDUC 312 – Elementary Social Studies Methods (4) Provides Pre-K-6 certification students an overview of goals, objectives, structure, methods and strategies of social studies education. Special emphasis on inquiry-oriented teaching and learning. Includes observation/participation in elementary classroom. Prerequisite: EDLS 201, EDLS 207. Co-requisite: EDUC 308, 310, 314.

@EDUC 314 – Assessment and Strategies in Teaching Students with Special Needs (3) This course will discuss identification of special learning needs and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress; will include selection, modification, and development of appropriate teaching strategies for use with children with special needs who are integrated into the regular classroom. A collaborative, multi-disciplinary approach to education will be stressed. Co-requisite: EDUC 308, 310, 312.

@EDUC 402 – Early Childhood Practicum II (2) This is a continuation of the Practicum I Field Experience. Field Placement in the primary grades focusing on ages 4-7 years old will provide teacher candidates with the opportunity to apply knowledge and skills in authentic situations. Focus on developing a deeper understanding of growth and development and relationship to curriculum planning with an emphasis

on self-evaluation of knowledge, skills, and dispositions essential to teaching. In addition to the field assignment, the student will attend and participate in a weekly seminar. Pre-requisite: Block 1; Co-requisite: EDUC 404, 405, 406.

@EDUC 404 – Building School/Home Partnerships (3) This course focuses on guidance techniques and school/home interactions. Ethics, classroom management, approaches to guidance and school/home contacts are explored. Prerequisite: Block 1; Co-requisite: EDUC 402, 405, 406.

@EDUC 405 – Early Childhood Education Curriculum: Integrating Math/Science/Social Studies (3) This course is designed to focus on the curriculum of the very young (birth-eight). Special emphasis is placed on 1) developmentally appropriate integrated learning experiences that facilitate development and learning in all areas-cognitive, language, physical, psychosocial, and aesthetic; 2) planning, implementing, and evaluating developmentally appropriate content and methodology; and 3) creating safe and healthy learning environments using instructional manipulatives, toys, and play as instruments for enhancing development and learning. Prerequisite: Block 1; Co-requisite: EDUC 402, 404, 406.

@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; Co-requisite: EDUC 402, 404, 405.

@EDUC 407 – Literacy II (3) A continuation of Literacy 1. Knowledge and application of literacy instructional strategies are refined and preservice teachers have the opportunity to apply what they have learned in an actual childhood classroom (grades 1-6). Prerequisite: Block I. Co-requisite: EDUC 408, 409, 411.

@EDUC 408 – Practicum II (2) This pre-student teaching field experience will focus on curriculum, strategies, and instructional planning. Components will include planning, classroom management, teaching, and assessment. Prerequisite: Block I. Co-requisite: EDUC 407, 409, 411.

@EDUC 409 – Elementary Science Methods (3) Develops broad competency in teaching science to elementary school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Includes observation/participation in elementary classroom. Prerequisite: Block I. Co-requisite: EDUC 407, 408, 411.

@EDUC 411 – Foundations of Classroom Behavior (3) Provides theoretical and philosophical foundation from which to examine interactions within educational setting. Examines approaches to preventing and responding effectively to inappropriate behavior. Prerequisite: Block I. Co-requisite: EDUC 407, 408, 409.

@EDUC 415 – Student Teaching Internship I: Grades 1-3 (6) Half semester of student teaching at Grade 1-3 level.

@EDUC 416 – Student Teaching Internship II: Grades 4-6 (6) Half semester of student teaching at Grade 4-6 level.

@EDUC 417 – Student Teaching Internship I: Pre-K & K (6) This course provides the future early childhood teacher with a time and place where theory of coursework at the College can be put into actual practice of teaching. Experience will include placement at the Pre-Kindergarten/Kindergarten level. This course is designed to focus the future early childhood teacher's attention on the complete range of teacher functions and responsibilities found in authentic early childhood settings.

@EDUC 418 – Student Teaching Internship II: Grades 1-2 (6) This course provides the future early childhood teacher with a time and place where theory of coursework at the College can be put into actual practice of teaching. Experience will include placement at the Grade 1-2 level. This course is designed to focus the future early childhood teacher's attention on the complete range of teacher functions and responsibilities found in authentic early childhood settings.

@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, 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 Geometers' 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 World Wide Web to support secondary mathematics education. In addition, they will review the use of other multimedia devices and products. Prerequisite or concurrent 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. Current issues and problems will also be discussed. Prerequisite: EDLS 349.

@SECD 356 – Reading/Literacy in Middle/Secondary School I (3) Teaching literacy skills in reading, writing, speaking, listening and study skills in regular secondary school content areas to native English speakers and students who are English language learners. Includes practicum experience.

@SECD 357 – Reading/Literacy in Middle/Secondary School II (3) Continuation of SECD 356. Refines knowledge and provides opportunities for classroom application of methodologies required to teach literacy to native and reading to non-native English speakers. Addresses current issues of reading, writing, listening, and speaking skills, and study skills confronting secondary content area teachers. Participation with secondary school pupils. Prerequisite: SECD 356.

@SECD 358 – Intensive Grammar Study for Teachers (1) This course will be an intensive review of and instruction in English grammar. Students will learn grammatical terms, research English grammar, and practice applying this knowledge to their own English language skills. Emphasis will be placed on the parts of speech, sentence elements, and patterns and usage in English. An essential outcome of the course is to help participants develop knowledge of, skills in, and comfort with English grammar.

@SECD 361 – English Language Arts: Grades 5-12 (3) 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 development 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: EDLS 349, SECD 210; full admission to Middle and Secondary School English Language Arts Program; and satisfactory completion of the four core courses in the Literature/Writing major. Co-requisites: Learning Community I courses EDLS 315, SECD 381. Fall, Spring.

@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, Science and Technology and the NCTM Standards. Students will concurrently take SECD 390. Prerequisites: EDLS 349, SECD 316.

@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. Co-requisites: Learning Community II course SECD 391. Prerequisite: Learning Community I. Fall, 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 only.

@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. Co-requisite: SECD 393. Spring only.

@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. Co-requisite: SECD 394.

@SECD 381 – Practicum 1: Teaching the English Language Arts: Grades 5-12 (1) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisites: EDLS 349, SECD 210. Co-requisites: EDLS 315, SECD 361.

@SECD 390 – Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Co-requisite: SECD 370.

@SECD 391 – Practicum 2: 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. Co-requisite: Students must be concurrently in the following: 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. Co-requisite: SECD 373. Spring only.

@SECD 394 – Observation Foreign Language Classroom Grades 5-12 (3) Pre-student teaching field experience involving forty hours of classroom observation of foreign language teachers and learners in grades 5-12. Co-requisite: 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, you will observe, design and deliver lessons in an assigned public school classroom. You 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 your mentor teacher, you will lead small group learning activities in the classroom. After one month and as approved by your mentor teacher, you 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 you with 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 you with a special opportunity to apply what you learn in a meaningful context. Given these criteria, by enrolling in this course you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as 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, student 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 you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre-college classroom. Co-requisite: SECD 372.

@SECD 455 – Student Teaching in the Junior High School (6) Half semester of student teaching in student's academic major in grades 7, 8, or 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 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 Science and Technology and the NCTM Standards. Prerequisites: PSYC 350, SECD 357, SECD 370; Co-requisite: SECD 490.

@SECD 471 – Teaching Reading and Literature: Grades 5-12 (3) 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 data bases and examine instructional uses of power point and electronic communication. Prerequisite: Learning Community I and II. Co-requisite: Students must be concurrently enrolled in the following Learning Community II course: SECD 491. Fall, Spring.

@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; Co-requisite: SECD 410.

@SECD 473 – Middle/Secondary School Social Studies Instruction (3) 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 and 393. Co-requisite: SECD 493. Fall only.

@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, SECD 394. Co-requisite: SECD 494.

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. Co-requisites: SECD 373 and 493. Pre-requisite: SECD 373 and 393. For Social Studies 7-12 5-6 Ext MST Majors.

@SECD 490 – Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Co-requisite: SECD 470.

@SECD 491 – Practicum III: 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. Co-requisite: Learning Community III course SECD 471. Prerequisite: Learning Community I and II.

@SECD 493 – Practicum: Middle/Secondary School Social Studies Instruction (1) Students will observe and give instruction in social studies in the middle and secondary school. Prerequisite: SECD 373. Co-requisite: SECD 473. Fall only.

@SECD 494 – Practicum in the Foreign Language Classroom: Grades 5-12 (1) Pre-student teaching field experience involving forty hours of classroom instruction and assessment of and curriculum development for foreign language learners in grades 5-12. Prerequisite: SECD 374, SECD 394. Co-requisite: SECD 474.

Graduate Courses for BA/MST Secondary Science Program

@GRED 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 every day decision making.

@GRED 557 – Reading and Literacy in Middle and Secondary School II (3) Continuation of GRED 556. Refines knowledge and provides opportunities for classroom application of methodologies required to teach literacy to native and reading to non-native English speakers. Addresses current issues of reading, writing, listening, and speaking skills, and study skills confronting secondary content area teachers. Participation with secondary school pupils. Prerequisite: SECD 356 or GRED 556. Offered fall only.

@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 develop in GRED 561. Prerequisite: GRED 561. Fall only. MST only.

GRED 603 – Seminar: Teaching Science in Secondary Schools (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 only.

GRED 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).

GRED 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>). You will be assigned to a mentor teacher during the first week of the course. You will develop a secondary science unit plan with advisement of the course instructor and your mentor teacher. Beginning in week two, you will observe and assist in the classroom of your mentor teacher for a minimum of seven hours each week in the public school. Beginning in week four and for the duration of the semester you will continue to observe and assist for six hours per week and will teach a minimum of one hour per week. Your teaching will begin with small groups, and progress to whole class groups. You will have opportunity to reflect on your 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 on Wednesday's and in the on-line discussion forum provided in the Blackboard class space. The distance learning class space will include mentor teachers. Field experience provides the major setting for Performance Based Assessments required in your 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. Offered Fall.

GRED 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.

GRED 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. Students will critically examine various perspectives of a topic through reading and research. Co-requisites: MST Elementary: GRED 613 and GRED 696; MST Secondary: GRED 692 or GRED 694 and GRED 697.

GRED 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 only. Offered summer.

GRED 693 – Supervised Clinical Experience/Student Teaching, Grades 10-12 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a grade 10-12 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. MST only. Co-requisite GRED 692, GRED 676.

GED 694 – Student Teaching in the Middle/Junior High School (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7 and/or 8, under the guidance of a sponsor teacher and a college supervisor. For MST & BA/MST secondary students only. Co-requisites: GRED 697 and GRED 676.

GED 697 – Student Teaching in the Senior High School (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. For MST and BA/MST students only. Co-requisites: GRED 692 or 694 and GRED 676.

IT 614 – Technology in Education (3) This course is a survey of various technologies, both computer based and non-computer based, for use in instructional settings. Topics covered include sound capture and editing, video capture editing, computer graphics, applied learning theories, and various other technologies. Students will receive hands-on instruction in each area, and will create a project in each of these areas which reflect a theory of learning. Intermediate level - not an introductory course. Offered summer (odd years) and fall.

CRANE SCHOOL OF MUSIC

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

Alan Solomon, Dean
Bishop C219, (315) 267-2415 (solomon@potsdam.edu)

Glenn Guiles, Associate Dean/Director, Music Admissions
Bishop C220, (315) 267-2453 (guilesgs@potsdam.edu)

Distinguished Teaching Professor:

James Petercsak

Guest Artist In-Residence:

Stephanie Blythe

Professors:

Kenneth Andrews, Gary Busch, John Ellis, Rebecca Gerber, Carleen Graham, Glenn Guiles, Mark Hartman, David Heinick, John Lindsey, Boris Loushin, James Madeja, C. Douglas Rubio, Paul Siskind, Alan Solomon, Paul Steinberg, Mathias Wexler, Bret Zvacek

Associate Professors:

Marsha Baxter, Mark Campbell, Nelly Case, Charles Guy, Carol Heinick, Sarah Hersh, Robyn Hosley, Peter McCoy, John McGinness, David Pittman-Jennings, Rebecca Reames, Michael Schaff, Suzanne Schons, Jessica Suchy-Pilalis, Eugenia Tsarov, Jess Tyre, Gregory Wanamaker, Margaret Wheeler

Assistant Professors:

Christopher Creviston, Kirk Dougherty, Brian Doyle, Heather Eyerly, Hannah Gruber, Anna Hendrickson, Julianne Kirk, J. Koon, Christopher Lanz, Deborah Massell, Insook Nam, Jill Pearson, Raphael Sanders, Kirk Severtson, Shelly Tramposh, Paul Wyse

Visiting Assistant Professors:

Garth Bardsley, Christopher Fobes, Terrence Paynter

Instructors:

Debra Campbell, Caron Collins, Kelly Drifmeyer, Kathryn Koscho, Carol Lowe, Kathleen Miller

Lecturers:

Bryan Burkett, Lyn Burkett, Heather Wheeler

Adjunct Instructors:

Kathleen Allen, Carol Britt, Howard Cohen, John Geggie, Ioan Harea, Lynn McGrath, Julie Miller, Joshua Rager, Daryle Redmond, Michael Scriminger, Brenda Vredenburg, Jeffrey Vredenburg, Tracy Wanamaker

Faculty Emeriti:

Scott LaVine, Alan Woy

Professional Staff:

Gary Galo, Glen Grigel, Lane Miller, Lorelei Murdie, Kathy Olsen

Departments

- Music Business
- Music Education
- Performance
- Theory, History and Composition

History and Background

The Crane School of Music was founded in 1886, the year Julia Erta Crane established the Crane Normal Institute and developed one of the first curricula in the United States for school music supervisors. Training 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 trained 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 of Music

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. More information regarding admissions can be found in the Audition Information insert in the Crane View Book and on the Crane Web site at www.potsdam.edu/crane (click on "Crane Admissions").

The performance audition is designed to give candidates an opportunity to demonstrate their readiness to achieve performance requirements on a primary instrument or their voice during their College career. The audition is 20 minutes in length per medium and is administered by qualified faculty. Candidates for the Bachelor of Music degree with a major in Performance are expected to have a broad performance capability. Please refer to the Crane Web site for specific audition requirements by performance medium. Students who plan to audition on piano, percussion and harp must audition on-campus.

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.

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 Web site.

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, Orchestra, Choral/Vocal, General Music
	Musical Studies	Theory/History, Composition
	Performance	
	Music Business Double Degree: Music Education/Performance	
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/Strings Track
Voice	Vocal/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.

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 or voice with the amount of study varying with the major. The only program which leads to certification to teach music in the public schools is the Bachelor of Music degree with a major in Music Education.

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.

Transfer Credit in Area of Applied Study

- Credit in the area of applied study for transfer students from other institutions 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 (for exceptions, see 4c).
- Transfer students are advised that requirements in the area of applied study be based on students' capacity to develop musically and technically on their instrument or voice in a limited amount of time. For this reason, students will be assigned to an appropriate semester of studio by the audition faculty member(s) at the audition and will be informed in their acceptance letter.
- 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 anticipated time frame to complete a degree. If this is not possible, students should consider the following alternatives:

- Private study at another institution (see 4a).
 - Examination in area of applied study (see The Crane School of Music publication, Academic Information Supplement).
 - Application to take credits exceeding those offered per semester (see 4b).
- Auditions are required for Studio transfer credit in the following situations:
 - Applicants who attend institutions not accredited by the National Association of Schools of Music.
 - Transfer students requesting to enroll for semester credit in Crane beyond the number stated in the Undergraduate Catalog. An application for Accelerated Applied Study is available in the Office of the Dean of The Crane School of Music.
 - Transfer students who request acceptance of transfer credit toward studio requirements in excess of the number offered at Potsdam for any semester (e.g., three semester hours of credit for a semester may be requested — SUNY Potsdam program requires only two semester hours).

Transfer Credit in Theory and Music Literature Musicianship Core Sequence

Although all college-level transfer credit will be accepted from regionally accredited colleges, placement within a musicianship core 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 on-line in the Crane Academic Information Supplement. The placement exam is given on the Saturday 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.

Basic Musicianship Courses for Music Majors

29 semester hours required.

Semester I	Credits
MUCB 101 Keyboard Skills I	1
MUCB 302 Theory I	3
MUCB 306 Aural Skills I	1
Semester II	Credits
MUCB 102 Keyboard Skills II (prerequisite: MUCB 101)	1
MUCB 352 Theory II (prerequisite: MUCB 302)	3
MUCB 356 Aural Skills II (prerequisite: MUCB 306)	1
Semester III	Credits
MUCB 301 Literature and Style I (prerequisite: MUCB 302)	3
MUCB 402 Theory III (prerequisite: MUCB 352)	3
MUCB 406 Aural Skills III (prerequisite: MUCB 356)	1

MUCP 209 Conducting I 1
(prerequisite: MUCB 302)

Semester IV

MUCB 312 Literature and Style II 3
(prerequisite: MUCB 352)

MUCB 452 Theory IV 3
(prerequisite: MUCB 402)

MUCB 456 Aural Skills IV 1
(prerequisite: MUCB 406)

MUCP 309 Conducting II 1
(prerequisite: MUCP 209)

Semester V

MUCB 323 Literature and Style III 3
(prerequisite: MUCB 352)

Requirements for a Bachelor of Music Degree

25-42 semester hours required. This program is currently being revised. Please see contact person for additional information.

The total number of credit hours for the B.M. degree varies according to the major program and track. In addition, candidates for the B.M. degree must satisfy the liberal arts and General Education requirements described below. Information for each specific degree program can be found on the Crane Web site: www.potsdam.edu/Crane (click on "Degree Programs" and go to the Sequence and Curriculum Audit Sheets for the year the student entered college).

General Education Requirements

Curricula in music leading to the Bachelor of Music degree require 36 semester hours of liberal arts courses. The liberal arts courses and other College requirements must be distributed as follows, except as noted below:

First-Year Experience:

Verbal: [FW] Writing and Critical Thinking	4
Quantitative: [FM] Freshman Mathematics	3
Critical Thinking (FC)	0

Modes of Inquiry:

Scientific [SP] or [SB] Physical or Biological (A laboratory experience is recommended)	3
Social Analysis [SA] (PSYC 220: Child Development is required for Music Education majors; Micro or Macroeconomics fulfills SA for Music Business majors)	3
Western Civilization [WC]*	3*
American History [AH]	3
Cross-Cultural [XC]	3
Aesthetic [AE] and [AC]*	6*

*These modes have music courses that can fulfill the requirements but AE or XC must be taken outside of The Crane School of Music if the other is fulfilled with a music course.

Language Proficiency:

Modern Language requirement must be met as defined by SUNY Potsdam. See General Education Manual for more information.

Liberal Arts Electives:

9-14 semester hours.

Free Electives:

8-9 semester hours. (Musical Studies, Music Business)

Physical Education Experience Requirement:

4 experiences. See the General Education Manual for more information.

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 faculty qualified from the performance area concerned. The requirements for each level are determined by the appropriate performance area (e.g., voice, strings, brass, etc.). 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 semester 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 at the Crane Web site: www.potsdam.edu/Crane (click on "Degree Programs" and go to the Crane Academic Information Supplement for the year the student entered The College). This information is found in the "Applied Music" section of the Supplement

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: Theory/History

- 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 Musical Studies: Composition

- A recital of compositions.

Bachelor of Music in Performance and Bachelor of Music in Music Education and 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.
- Presentation of a thirty-minute recital for during the junior year
- Presentation of a full hour recital for 1 credit during the senior year (register for MUCP 499).

Bachelor of Music Degree: Music Business

- Satisfactory completion of the Level A audition.
- 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 web site under "Degree Programs" in the *Academic Information Supplement and Sequence and Curriculum Audit Sheets* section.

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, 1st Year Students: Men's Ensemble, Phoenix Club

Choral, 2nd-4th Year Students: Concert Choir, Hosmer Choir, Opera Ensemble, Men's Ensemble, Phoenix Club, Potsdam Community Chorus

Chamber Ensembles

Instrumental: Brass Quintets, Guitar Quartets, Saxophone Quartets, Woodwind Quintets, Chamber Music for Pianists

Vocal: Voice with Instruments

Special Ensembles

Contemporary Music Ensemble, Latin Ensemble, Early Music Ensemble, Jazz Ensemble, Jazz Band, Opera Orchestra

Like Ensembles

Trumpet Ensemble, Horn Choir, Trombone Ensemble, Flute Choir, Clarinet Choir, Saxophone Ensemble, Percussion Ensemble, Harp Ensemble, Tuba/Euphonium Ensemble

Bachelor of Music in Music Education

127-130 total semester hours required.

Contact Persons:

Robyn Hosley, Co-Chair, Department of Music Education
Schuette A331, (315) 267-2665 (hosleyrl@potsdam.edu)

Peter McCoy, Co-Chair, Department of Music Education
Schuette A329, (315) 267-3210 (mccoypm@potsdam.edu)

Required Courses:

	Credits
Basic Musicianship Sequence	31
Performance	21-26
MUCS 420 Performance Concentration (7 sem. @ 2 credits)	14
Ensembles (7 sem. @ 1 credit)	7
<i>Vocal/Choral Tracks only</i>	
MUCP 131 Introduction to Diction	2
Music Education	37-42.5
MUCE 205 Principles of Music Education	3
MUCE 306 Music Teaching and Learning I	3
MUCE 307 Practicum in Elementary General Music	1

Band Track Only

MUCE 335/337 Wind Practices Elementary/ Secondary	2+2
MUCE 336 Practicum in Teaching Beginning Instruments	1-2

Orchestra Track Only

MUCE 140 String Seminar	.5
MUCI 340 Practicum in String Teaching	1
MUCE 341/342 String Practices Elementary/Secondary	2+2

Choral/Vocal Track Only

MUCE 334 Practicum in Elementary Choir	1
MUCE 338 Choral Practices Elementary/ Middle School	2
MUCE 339 Choral Practices Secondary/Adult	2

General Music Track Only

MUCE 308 Practicum in General Music I	1
MUCE 316 Music Teaching and Learning II	3
MUCE 318 Practicum in General Music II	1
Workshops	1+1

Technical Profession Courses (see below) 7-10.5

MUCE 467 Student Teaching	15
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Required Courses for State Certification:

5 semester hours required.

EDLS 207 Literacy I	3
HLTH 230 School Health	2

Electives:

9 semester hours

Free Music Electives	3
<i>Limit one ensemble per semester</i>	
Upper Division Music History and Theory (MUCH, MUCT)	3
Upper Division Music Education (MUCE)	3

Techniques Competency Requirements for Music Education Majors

Music Education majors are required to take 10 credit hours of techniques courses that follow one of these areas of emphasis:

Techniques Distribution

TECH CLASS	COURSE NUMBER(S)	CREDITS
Band track		
Woodwinds	MUCC 161, 162, 163, 164, 165	.5 each
Percussion	MUCC 330	1
Brass Techniques I-II	MUCC 121, 122	1 each
Functional Keyboard	MUCC 203, 204	1 each
Choral Techniques	MUCC 341	1
Orchestra Techniques	MUCC 342	1
Vocal Experience	MUCC 350 or choral ensemble	1
Orchestra Track		
String Playing		3 @ .5 each
String Teaching		4 @ .5 each
Functional Keyboard	MUCC 203, 204	1 each
Band Techniques	MUCC 340	1
Choral Techniques	MUCC 341	1
Vocal Experience	MUCC 350 or choral ensemble	1

Vocal/Choral Track

Introduction to Diction	MUCP 131	2
Functional Keyboard	MUCC 201, 202, 301, 302	1 each
Band Techniques	MUCC 340	1
Orchestra Techniques	MUCC 342	1

Vocal/Choral Track (Piano Major)

Introduction to Diction	MUCP 131	2
Functional Keyboard	MUCC 303	1
Vocal Techs	MUCC 350	2 @ 1 credit
Band Techniques	MUCC 340	1
Orchestra Techniques	MUCC 342	1

Vocal/Choral Track (Guitar or Harp Major)

Introduction to Diction	MUCP 131	2
Functional Keyboard	MUCC 201, 202, 301, 302	1 each
Vocal Techs	MUCC 350	2 @ 1 credit
Band Techniques	MUCC 340	1
Orchestra Techniques	MUCC 342	1

General Music Track

Functional Keyboard	MUCC 201, 202, 301, 302	1 each
Vocal Experience	MUCC 350 or choral ensemble	1
Classroom Instruments	MUCE 207	1
Choral Techniques	MUCC 341	1
Band or Orchestra Tech.	MUCC 340 or 342	1

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 Academic Information Supplement.

Teaching Certification Requirements for Bachelor of Music (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 Academic Information Supplement 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 either an Initial or Professional certificate. Applications must be completed on-line at: www.highered.nysed.gov/tcert/teach.

The fee for either a Initial or Professional certificate is \$50 payable to the New York State Education Department.

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 submit evidence of successful completion of the New York State Teacher Certification Examinations (NYSTCE), as well as fingerprinting (which can be done by the SUNY Potsdam University Police but must be submitted to the NYS Education Department) the Identification and Report of Child Abuse Workshop, the School Violence Prevention and Intervention Workshop, and the Health Standards Workshop.

Bachelor of Music in Performance

125-130 total semester hours required. This program is currently being revised. Please see contact person for additional information.

Applied studio instruction is offered in percussion, piano, string instruments, wind instruments and voice.

Contact Person:

Doug Rubio , Chair, Department of Music Performance
Bishop C317, (315) 267-2812 (rubiold@potsdam.edu)

**Required Courses:
all applied areas**

	Credits
Musicianship Core Sequence	29
Performance	39-43
MUCS 430 Performance Concentration (8 sem. @ 3 credits)	24
Ensembles	1 each
Thirty-Minute Recital	NC
MUCP 499 Senior Recital	1

Additional Required Music Courses for Piano Performance Majors:

Ensembles:	Major	4
	Chamber	2
MUCP 324	Piano Literature	2
MUCP 343	and /or MUCP 430 Art of Accomp. Sem. and/or Art Song Rep.	2
MUCE 460	and 461: Piano Pedagogy and Practicum I and II	6

Additional Required Music Courses for String, Wind and Percussion Performance Majors:

Ensembles:	Major	8
	Other	2
MUCP 308/309	Instrumental Repertory and Pedagogy I and II	4

Additional Required Music Courses for Voice Performance Majors:

Ensembles:	Major	6
	Opera	3
MUCP 195	Introduction to Diction	2
MUCP 332/336/337/338/339	Diction	3
MUCP 303	Music Theater Performance I	3
MUCP #TBA	Vocal Pedagogy	2
MUAC 430	Production Techniques for Music Theater	3
MUCC 201, 202, 301, 302	Functional Keyboard	4
MUCP 518	Vocal Coaching	1+1

Additional Required Music Courses for Guitar Performance Majors:

Ensembles:	Major	2
	Guitar Ensemble or Quartet	4
	Elective	2
MUCH 445	Guitar History and Literature	3
MUCE 480	Guitar Pedagogy	3

Additional Required Music Courses for Harp Performance Majors:

Ensembles:	Major	8
	Harp Ensemble	2
	NSP String Practicum (4 sem. @ 1 credit)	4

Free Electives:

6-15 semester hours.

Upper Division Music Electives:

9 semester hours, 300 or higher course number, MUCH or MUCT

Bachelor of Music in Music Business

127 total semester hours required.

Contact Person:

Carol Britt, Coordinator of Business of Music Program
Bishop C210, (315) 267-2103 (brittc@potdams.edu)

Required Courses:

	Credits
Musicianship Core Sequence	29
Performance	
MUCS 420 Performance Concentration (7 sem. @ 2 credits)	14
Ensembles (7 sem. @ 1 credit)	7

Music Business

MUAI 327/328	Business of Music I/II	6
MUAI 329	Essential Practices of Music Business	3
MUAI 400	Legal Aspects of Music Industry	3
MUAI 421	Practicum in Music Business	2
MUAI 495	Music Industry Internship	12
MUCE 520	Topics in Music Technology	3

Music Business Electives (Business and Economics)

ECON 105	Microeconomics	3
ECON 110	Macroeconomics	3
BUEC 201	Principles of Accounting I	3
BUEC 350	Principles of Management	3
BUEC 360	Principles of Marketing	3

Bachelor of Music in Musical Studies

122 semester hours required. This program is currently being revised.
Please see contact person for additional information.

Contact Person:

Jessica Suchy-Pilalis, Chair, Department of Theory, History and Composition
Schuette A118, (315) 267-2447 (suchyjr@potdams.edu)

Required Courses for Both Concentrations:**Musicianship Core Sequence** 29**Theory/History Concentration****Performance** 24

MUCS 420 Performance Concentration (8 sem. @ 2 credits) 16

Ensembles (8 semesters @ 1 credit) 8**Music Theory and Analysis** 9

MUCT 514 Modal Counterpoint 3

or

MUCT 515 Tonal Counterpoint 3

MUCT 517 Analytical Techniques 3

or

MUCT 520 Theory and Analysis of 20th Century Music 3

and

MUCT 521 Orchestration 3

Music History Electives 9

Three courses from the MUCH category

Research 3

MUCH 410 Introduction to Music Bibliography 1

MUCH 488 Project in Music History and Literature

or

MUCT 488 Project in Music Theory

Upper Division Music Electives, MUCH, MUCT 6**Composition Concentration****Performance** 8

MUCS 420 Performance Concentration (5 sem. @ 2 cr) 10

Ensembles (6 semesters @ 1 cr.) 6

Composition	24
MUCT 401 Composition I *	3
MUCT 402 Studio Composition	3
or	
MUCT 411 Electronic Composition I *	3
MUCT 402 Studio Composition (Electronic)	3
<i>A minimum of 6 credit hours of both Composition I/ Studio Composition and Electronic Composition I/Studio Composition must be completed. Prerequisite: junior standing or permission.</i>	

Music Theory and Analysis	9
MUCT 514 Modal Counterpoint	3
or	
MUCT 515 Tonal Counterpoint	3
MUCT 517 Analytical Techniques	3
or	
MUCT 520 Theory and Analysis of 20th Century Music and	3
MUCT 521 Orchestration	3

Music History Electives 6
Two courses from the MUCH category

Research	3
MUCH 410 Introduction to Music Bibliography	1
MUCT 499 Recital of Compositions	2

Upper-Division Music Electives 3

Free Music Electives 3

Special Notes:

1. Students are accepted for admission who demonstrate by audition the potential to accomplish Audition A in area of applied study by the end of the fourth semester. If this audition 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 Audition A and the performance of a Ten-Minute Recital.
3. Students who meet Audition B 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 Musicianship Core Sequence.

Bachelor of Arts in Music Degree

Candidates for this major must successfully complete The Crane School of Music entrance audition.

Contact Person:

Jessica Suchy-Pilalis, Chair, Department of Theory, History and Composition
Schuette A118, (315) 267-2447 (*suchyjr@potdam.edu*)

General Education Requirements

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.

Music Requirements	Credits
Musicianship Core Sequence	27

Performance	12
MUCS 420 Perf. Concentration (4 sem. @ 2 credits)	8
Ensembles (4 sem. @ 1 credit)	4
(to be selected in consultation with adviser)	

Academic Music Electives

Upper Division Music, MUCH, MUCT	6
Free Electives in Music	12

Special Notes:

1. Audition A in area of applied study must be satisfied within the first four semesters of study.
2. Up to 6 semester hours of additional applied study may be earned in the category of free electives on a space available basis.

Business of Music Minor

23 semester hours required. Open to all students of the College except for B.S. in Business Administration majors. See page 162 for the appropriate minor.

Contact Person:

Carol Britt, Coordinator of Business of Music Program
Bishop C210, (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.

Required Courses:	Credits
MUAI 327 Business of Music I	3
MUAI 328 Business of Music II	3
MUAI 421 Practicum in Music Business	2

Music Electives:**6 semester hours, two from the following**

MUAH 301	History of Rock Music	3
MUAH 328	History of Jazz Styles	3
MUAI 400	Legal Aspects of the Music Industry	3
MUAI 401	Arts Administration and Grant Writing	3
MUCE 495	Instrument Maintenance/Repair	3
MUCE 520	Topics in Music Technology	3
MUCI 405	Recording and Production Techniques	3
MUCI 410	Music Merchandising and Retail	3
MUCT 330	Jazz Theory and Arranging	3

Business Electives:**9 semester hours, three from the following**

@BUEC 201	Principles of Accounting I	3
@BUEC 202	Principles of Accounting II	3
@BUEC 330	Operations Management	3
@BUEC 350	Principles of Management	3
@BUEC 360	Principles of Marketing	3
@BUEC 381	Information Systems for Business	3
ECON 105	Microeconomics	3
ECON 110	Macroeconomics	3
ECON 460	Industrial Organizations	3
EMRE 330	Human Resource Management	3
STAT 100	Statistics	3

Jazz Studies Minor**19 semester hours required.**

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.

Contact Person:

Bret Zvacek, Director of Jazz Studies
Bishop C306, (315) 267-2423 (zvacekbr@potdam.edu)

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 students' 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.

Required Courses:**Credits**

MUCC 420	Jazz Techniques (prerequisite: Sophomore standing* or permission)	2
MUCT 330	Jazz Theory and Arranging (prerequisite: Sophomore standing* or permission)	3
MUCT 335	Jazz Improvisation I (prerequisite: Sophomore standing* or permission)	3
MUCT 422	Jazz Styles and Analysis	3
MUCT 424	Jazz Improvisation II (prerequisite: Improvisation I or permission)	2

*Determined by number of semester hours earned, as defined under
*Class Standing in this Undergraduate Catalog.

one of the following

MUAH 328	History of Jazz Styles	3
MUCH 440	Historical Development of Jazz (prerequisite: Junior standing* or permission)	3

one of the following

MUAI 327	Business of Music I	3
MUAI 328	Business of Music II	3
MUAM 416	Music of India and the Far East	3
MUAM 417	Music of Africa and the Middle East	3

Performance Stipulation: (Non-credit, see page 198)

MUCP 374	Jazz Ensemble
MUCP 392	Jazz Band (any combination, minimum 2 semesters)
MUCP 393	Small Jazz Group (minimum 1 semester)

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 semester hours required.**

Open to students enrolled in any music degree program.

Contact Person:

Kathryn Koscho, Coordinator of Piano Pedagogy
Bishop C102, (315) 267-3230 (koschokd@potdam.edu)

Required Courses:**Credits**

MUCE 460	Piano Pedagogy and Practicum I	3
MUCE 461	Piano Pedagogy and Practicum II	3
MUCE 462	Piano Pedagogy and Practicum III	3
MUCC 303	Functional Keyboard	1

(Non-keyboard majors must successfully complete MUCC 204 or 302. In addition, a piano audition administered by the Coordinator of Piano may be substituted for MUCC 303.)

Jazz Studies Concentration

11 semester hours required.

Open to students enrolled in any music degree program.

Contact Person:

Bret Zvacek, Director of Jazz Studies
Bishop C306, (315) 267-2423 (*zvacekbr@potdam.edu*)

Required Courses:

MUCC 420	Jazz Techniques	2
MUCT 330	Jazz Theory and Arranging	3
MUCT 335	Jazz Improvisation I	3

one of the following

MUAH 328	History of Jazz Styles	3
MUCH 440	Historical Development of Jazz	3
MUCT 422	Jazz Styles and Analysis	3
MUCT 424	Jazz Improvisation II	3

Performance Stipulation:

(one semester, either of the following)

MUCP 374	Jazz Ensemble	1
MUCP 392-01	Jazz Band	1

Special Education – Music Concentration

Open to Music Education majors.

Contact Person:

Tracy Wanamaker, Coordinator, Special Music Education
Schuette A334, (315) 267-2433 (*wanamats@potdam.edu*)

Required Courses:

MUCE 445	Music in Special Education	3
MUCE 446	Practicum in Special Music Education	2

plus one of the following

EDLS 315	Teaching Students with Special Needs (grades 5-12)	3
EDUC 314	Assessment and Strategies for Teaching Students with Special Needs	3

Options:

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:

PSYC 100	Introduction to Psychology	3
SOCI 101	Introduction to Sociology	3

Option 2:

PSYC 100	Introduction to Psychology	3
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plus one of the following

PSYC 300	Research methods in Psychology	4
PSYC 321	Psychology of Adolescence	3
PSYC 322	Mental Retardation	3
PSYC 361	Elements of Behavior Modification	3
PSYC 375	Abnormal Psychology	3

Option 3:

SOCI 101	Introduction to Sociology	3
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plus one of the following

SOCI 380	Family Violence	3
SOCI 385	The Sociology of Troubled Youth	3

Option 4:

MUCE 448	Psychology of Music	3
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plus one of the following

PSYC 100	Introduction to Psychology	3
SOCI 101	Introduction to Sociology	3

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

@ = Indicates a non-liberal arts course. Please refer to page 48 for a description of non-liberal arts credits.

Courses are offered each semester unless otherwise designated.

Music Course Subject Codes

MUAC	Music-related technical courses for all students of the College
MUAH*	Music history and literature courses for all students of the College
MUAI	Music business courses for all students of the College
MUAM*	Multicultural courses for all students of the College
MUAP	Performance courses for all students of the College
MUAT*	Music theory courses for all students of the College
MUCB	Musicianship Core Sequence courses for Crane students (music majors) only
MUCC	Technical/Professional courses for Crane students (music majors) only
MUCE	Music education courses for Crane students (music majors) only
MUCH	Music history and literature courses for Crane students (music majors) only
MUCP	Performance-related courses for Crane students (music majors) only
MUCS	Studio/Performance concentration for Crane students (music majors) only
MUCT	Music theory and composition courses for Crane students (music majors) only
MULE	Music education courses for students majoring in disciplines other than music
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.

*Liberal arts credit for liberal arts majors only.

MU__ 195, 295, 395, 495 – Special Topics (1-12)

MU__ 198, 298, 398, 498 – Tutorial (1-3)

Technical/Professional Music Courses

Note: These courses are designed for the development of basic performance and teaching skills in media other than the performance concentration. Students should select techniques courses in consultation with an academic adviser, keeping in mind not only prerequisites to MUCE 467- Student Teaching in Music, but also professional goals. Instruction in techniques is a vital component in the preparation of the music educator. The purpose of this instruction is to provide an extensive background in new teaching and performing skills in order to become effective teachers in instrumental, vocal or general music assignments. Students MUST master fundamentals and means of development of instrumental and/or vocal performance as well as methods of teaching these basic musical skills. To obtain this mastery students are required to be able to analyze and diagnose problems as well as to prescribe solutions in a given musical situation. In sequence, students study pedagogy, physiology and literature pertinent to the particular medium.

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.

MUCC 121 – @Brass Techniques I (1)

MUCC 122 – @Brass Techniques II (.5)

MUCC 141 – @Violin Playing (.5)

MUCC 142 – @Viola Playing (.5)

MUCC 143 – @Cello Playing (.5)

MUCC 144 – @Bass Playing (.5)

MUCC 161 – @Flute Techniques (.5)

MUCC 162 – @Oboe Techniques (.5)

MUCC 163 – @Clarinet Techniques (.5)

MUCC 164 – @Saxophone Techniques (.5)

MUCC 165 – @Bassoon Techniques (.5)

MUCC 200 – @Functional Guitar (1)

MUCC 201 – @Functional Keyboard–Choral/General Music I (1)

MUCC 202 – @Functional Keyboard–Choral/General Music II (1)

MUCC 203 – @Functional Keyboard–Band/Orchestra I (1)

MUCC 204 – @Functional Keyboard–Band/Orchestra II (1)

MUCC 241 – @Violin Teaching (.5)

MUCC 242 – @Viola Teaching (.5)

MUCC 243 – @Cello Teaching (.5)

MUCC 244 – @Bass Teaching (.5)

MUCC 301 – @Functional Keyboard–Choral/General Music III (1)

MUCC 302 – @Functional Keyboard–Choral/General Music IV (1)

MUCC 303 – @Functional Keyboard–Piano (1)

MUCC 309 – @Functional Jazz Keyboard (1)

MUCC 310 – @Functional Guitar 1 (1)

MUCC 311 – @Functional Guitar 2 (1)

MUCC 330 – @Percussion Techniques (1) Band and Orchestra emphasis.

MUCC 340 – @Band Techniques (1)

MUCC 341 – @Choral Techniques (1)

MUCC 342 – @Orchestra Techniques (1)

MUCC 350 – @Vocal Techniques (1)

MUCC 352 – @Training Children's Voices (1)

MUCC 370 – @Harp Techniques (1) Technique for pedal and non-pedal harps. Enrollment by permission of instructor only.

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 stand or permission.

Music Education Courses for Music Majors Only

MUCE 140 – @Freshman String Seminar (.5) Information and support for entering string music education majors. Topics will include understanding of the orchestra track sequence; healthy string playing; what to expect at levels and juries; working with an advisor; technology; construction and maintenance of school instruments; history of string instruments and string resources at Crane.

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.

MUCE 206 – @Sophomore Evaluation (0)

MUCE 303 – @Music Theatre Performance (3)

MUCE 306 – @Music Teaching and Learning I (3)

MUCE 307 – @Practicum in Elementary General Music (1)

MUCE 314 – @Suzuki Teaching Principles (3)

MUCE 316 – @Music Teaching and Learning II (3)

MUCE 318 – @Practicum in General Music (1)

MUCE 325 – @Choral Conducting Lab (1) Serves as a simulated classroom for students in Choral Practices, Conducting 3 (choral), and Teaching Children's Choirs. Students conduct pieces, develop skills in rehearsal techniques, and learn age appropriate literature of elementary, middle school and high school choirs and rehearse in light of current knowledge of appropriate performance practice.

MUCE 334 – @Practicum in Elementary Choir (1)

MUCE 335 – @Wind Practices–Elementary (2) Prerequisite: MUCP 309.

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.

MUCE 337 – @Wind Practices–Secondary (2) Study of all aspects of the public school choral curriculum. Special emphasis placed on methods and materials, appropriate literature, strategies for comprehensive music teaching, choral curriculum development, and teaching musical concepts. Field experiences may be included. Prerequisite: MUCP 309.

MUCE 338 – @Choral Practices–Elementary/Middle School (2) Prerequisite: MUCP 309.

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: MUCP 309.

MUCE 341 – @String Practices: Secondary (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 secondary methods and practices.

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.

MUCE 378 – @Practicum Suzuki String Teaching (1-3) Student teaching experience in private studio strings under supervision of master teacher. Prerequisite: MUCE 431 or permission. May be repeated for additional experience.

MUCE 405 – @Teaching Instruments to Non-Majors (1-15) 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.

MUCE 406 – @Teaching Piano to Non-Majors (1-15) Students teach a weekly piano 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.

MUCE 407 – @Teaching Voice to Non-Majors (1-15) Students provide private vocal instruction to non-music majors in order to develop skills needed to teach voice lessons in public school music programs. Prerequisite: 4 semesters of college level vocal study or successful completion of a Level A in voice.

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 evaluating 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.

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: MUCC 340, 341 and permission.

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 or permission. As demand warrants.

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: permission. 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 439 or 445 and permission.

MUCE 448 – @Psychology of Music (3)

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.

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.

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.

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.

MUCE 467 – @Student Teaching in Music (1-15)

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.

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.

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.

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.

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.

MUCE 533 – @Band Instrument Maintenance for Wind Educators (3)

MUCE 534 – @School String Fleet Maintenance for String Educators (3)

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: Summer only.

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 courses are for music majors enrolled in the new curriculum beginning Fall 2006 and non-music majors and received credit. MUCP ensembles are for the old curriculum prior to Fall 2006 and receive 0 credit.

- MUAP 115/MUCP 115 – @Campus/Community Band*
- MUAP 310/MUCP 310 – @Potsdam Community Chorus*
- MUAP 336/MUCP 334 – @Saxophone Quartets
- MUAP 338/MUCP 333 – @Repertory Percussion Ensemble
- MUAP 340/MUCP 340 – @Crane Trumpet Ensemble
- MUAP 341/MUCP 341 – @Crane Marimba Ensemble
- MUAP 344/MUCP 344 – @Accompanying
- MUAP 347/MUCP 346 – @Early Music Ensemble
- MUAP 350/MUCP 350 – @Crane Chorus*
- MUAP 354/MUCP 354 – @Crane Chamber Choir
- MUAP 355/MUCP 355 – @Phoenix Club*
- MUAP 356/MUCP 356 – @Hosmer Choir
- MUAP 357/MUCP 357 – @Men’s Ensemble*
- MUAP 358/MUCP 358 – @Crane Concert Choir
- MUAP 360/MUCP 360 – @String Orchestra
- MUAP 361/MUCP 361 – @Crane Chamber Orchestra
- MUAP 362/MUCP 362 – @Crane Symphony Orchestra
- MUAP 363/MUCP 363 – @String Quartets
- MUAP 364/MUCP 364 – @Brass Quintets
- MUAP 366/MUCP 366 – @Piano with Other Instruments
- MUAP 367/MUCP 367 – @Harp Ensemble
- MUAP 369/MUCP 369 – @Voice with Instruments
- MUAP 370/MUCP 370 – @Crane Wind Ensemble
- MUAP 371/MUCP 371 – @Tuba-Euphonium Ensemble
- MUAP 372/MUCP 372 – @Crane Trombone Ensemble
- MUAP 373/MUCP 373 – @Horn Choir
- MUAP 374/MUCP 374 – @Crane Jazz Ensemble
- MUAP 375/MUCP 375 – @Guitar Ensemble
- MUAP 376/MUCP 376 – @Crane Percussion Ensemble
- MUAP 377/MUCP 377 – @Crane Latin Ensemble
- MUAP 380/MUCP 380 – @Crane Flute Ensemble
- MUAP 381/MUCP 381 – @Clarinet Quartet
- MUAP 382/MUCP 382 – @Woodwind Quintets
- MUAP 383/MUCP 383 – @Clarinet Choir
- MUAP 384/MUCP 384 – @Guitar Quartets
- MUAP 386/MUCP 386 – @Crane Saxophone Ensemble
- MUAP 387/MUCP 387 – @Crane Symphonic Band
- MUAP 388/MUCP 388 – @Crane Concert Band
- MUAP 391/MUCP 391 – @Contemporary Music Ensemble
- MUAP 392/MUCP 392 – @Jazz Band
- MUAP 393/MUCP 393 – @Small Jazz Groups
- MUAP 394/MUCP 394 – @Opera Ensemble & Production
- MUAP 395/MUCP 395 – @Chamber Ensembles
- MUAP 396/MUCP 396 – @Opera Orchestra

Performance Courses for Music Majors Only

MUCP 131 – @Introduction to Diction (2)

MUCP 209 – @Conducting (1) Non-verbal communication, beat patterns, use of the left hand, entrances and releases, dynamics, styles of articulation, baton technique. Prerequisite: MUCB 302. Fall.

MUCP 231 – @English Diction I (1)

MUCP 232 – @English Diction II (1)

MUCP 233 – @Italian Diction I (1)

MUCP 234 – @Italian Diction II (1)

MUCP 235 – @French Diction I (1)

MUCP 236 – @French Diction II (1)

MUCP 237 – @German Diction I (1)

MUCP 238 – @German Diction II (1)

MUCP 303 – @Performance Practicum for Singers I (3)

MUCP 305 – @Performance Practicum for Singers II (3)

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. Upper division elective only. Prerequisite: MUCP 309.

MUCP 322 – @Instrumental Repertory & Pedagogy I (2)

MUCP 323 – @Instrumental Repertory & Pedagogy II (2)

MUCP 324 – @Piano Literature (2)

MUCP 331 – @Vocal Coaching Seminar (1)

MUCP 332 – @Russian Diction I (1-3)

MUCP 343 – @Art of Accompanying Seminar (2)

MUCP 347 – @Oboe Orchestral Studies (1) Designed for primarily oboe performance majors to study the major oboe and English horn excerpts from orchestral literature.

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.

MUCP 399 – @Recital Junior Performance (1) Required of performance majors during third year of study. (old curriculum only)

MUCP 430 – @Art Song Repertoire (2)

MUCP 499 – @Recital Senior Performance (2) Required for performance majors during fourth year of study. Prerequisite: MUCP 399. (old curriculum only)

MUCP 518 – @Vocal Coaching (1) Coaching for advanced vocal students. In-depth musical work on interpretation and performance of vocal repertoire.

Studio/Performance Courses for Music Majors Only

MUCS 420 – @Performance Class (2) Studio instruction on a specific performance medium for those degrees requiring two credits.

MUCS 430 – @Performance Class (3) Studio instruction on a specific performance medium for those degrees requiring three credits (B.M. Performance, Double Degree in Music Education and Performance).

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)

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 and 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 and 328.

MUAI 410 – @Music Merchandising and Retail (3)

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 and 328.

MUAI 422 – @Music Business Internship (1-12)

MUAI 431 – @Recording and Production Techniques (3) An introduction to recording techniques including multi-track recording, sound reinforcement and applying effects. Prerequisites: MUAI 327 and 328.

MUAI 433 – @Inside a Record Label (3)

Music Theory/History Department (MUTH)

MUAC 430 – Production Technique/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)

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 452/456/301/312.

MUAH 351 – @Women & Popular Music in the U.S. 1920-1990 (3)

Musicianship Core Sequence Courses for Music Majors Only

MUCB 100 – Introduction to Music Literature and Theory (3) Development of analytical listening techniques and historical style analysis through integration of theory, aural skills, and applied writing. Overview of all historical eras and introduction to library research skills. Fall.

MUCB 101 – Keyboard Skills I (1) Basic keyboard skills, including scales, chord progressions, improvisation, and beginning-level repertoire. Fall.

MUCB 102 – Keyboard Skills II (1) Continuation of MUCB 101: expanded harmonic vocabulary, more challenging repertoire. Prerequisite: MUCB 101. Spring.

MUCB 301 – Literature and Style I (3) Survey of Western styles from antiquity through 1750. Prerequisite: MUCB 301. Fall.

MUCB 302 – Theory I (3) Fundamentals of pitch and rhythm, melodic analysis and diatonic harmony. Spring.

MUCB 306 – Aural Skills I (1) Development of aural acuity through exercises in dictation and solfege. Spring.

MUCB 312 – Literature and Style II (3) Survey of Western styles from 1750 to 1900. Prerequisite: MUCB 352. Spring.

MUCB 323 – Literature and Style III (3) Survey of Western styles from 1900 to the present. Prerequisite: MUCB 402.

MUCB 352 – Theory II (3) Continuation of MUCB 302, modulation, secondary function, small forms and an introduction to counterpoint. Prerequisite: MUCB 302. Spring.

MUCB 356 – Aural Skills II (1) Continuation of MUCB 306. Prerequisite: MUCB 306. Spring.

MUCB 402 – Theory III (3) Continuation of MUCB 352; chromatic harmony; 18th and 19th century forms and styles. Prerequisite: MUCB 352. Fall.

MUCB 406 – Aural Skills III (1) Continuation of MUCB 356. Prerequisite: MUCB 356. Fall.

MUCB 452 – Theory IV (2) Musical styles, forms and techniques of the 20th century. Prerequisite: MUCB 402. Spring.

MUCB 456 – Aural Skills IV (1) Prerequisite: MUCB 406. Spring.

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 301/402/406.

MUCH 304 – Music of the 19th Century (3)

MUCH 305 – Early 20th Century Music (3) Music literature spanning the first half of the 20th century. Emphasis on development of various schools of composition and their technical musical aspects. Prerequisites: 323/452/456.

MUCH 311 – Choral Literature (3) Style, structure and historical background of great choral works of all periods. Prerequisite: MUCB 323/452/456 or permission.

MUCH 312 – Opera Literature (3) A survey of styles introduced through representative works from Monteverdi to contemporary American opera. Intensive listening and some writing assignments expected. Can be used to fulfill the upper-division level history requirement. Prerequisite: MUCB 211/312.

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 312/452/456.

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 312/402/406.

MUCH 410 – Music Bibliography (1) 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 323/452/456 or permission.

MUCH 412 – Opera Literature (3)

MUCH 414 – Symphonic Literature (3) Symphonies in standard repertoire. Emphasis on aesthetic, stylistic and historical aspects. Prerequisite: MUCB 312/402/406.

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 312/402/406.

MUCH 424 – Music of the Nineteenth Century (3) Music literature from Beethoven to Debussy. Consideration of stylistic and formal elements together with aesthetic principles and historical perspectives. Prerequisite: MUCB 312/402/406.

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 301/402/406.

MUCH 434 – Renaissance Culture and Music (3) Musical styles from 1400 to 1600, including sacred and secular genres within a cultural context. Prerequisites: MUCB 301/402/406.

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.

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: 312/452/ 456.

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 or permission.

MUCH 441 – @The American Musical (3)

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 312/402/406. 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. Every semester. Prerequisites: MUCB 312/452/456.

MUCH 488 – Project in Music Literature (2) Concluding written project that, with aid of faculty adviser, will allow the Musical Studies or Music Literature majors to draw together knowledge and experience. Prerequisite: permission.

Music Theory and Composition for 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 or permission.

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 or permission.

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 or permission.

MUCT 411 – @Electronic Composition I (3) Art of composing with electronically generated sound. Major works and independent compositions. Open to all students with permission.

MUCT 416 – @Counterpoint (3)

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 or permission.

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 or permission.

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 452/456.

MUCT 430 – @Studio Composition (3)

MUCT 455 – Music of Beethoven (3)

MUCT 488 – @Project in Music Theory (2) Concluding written project that, with aid of faculty adviser, allows Musical Studies majors to draw together knowledge and experience gained during residency in College.

MUCT 499 – @Recital of Compositions (2) Senior composition majors organize and present recital of original works that reflect variety of style and genre. Prerequisite: MUCT 407 or 408.

MUCT 516 – @Counterpoint (3)

MUCT 517 – @Analytical Techniques (3) Study of selected analytic approaches to tonal music, including issues of form, harmony, and style. Fall.

MUCT 520 – @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. Spring.

MUCT 521 – @Orchestration (3) Techniques of orchestration for various instrumental ensembles at an advanced level culminating in the scoring of a work for full symphony orchestra. Spring.

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.

MULH 110 – Music Through the Ages (3) Prerequisite: Non-music major. Gen Ed: AC credit.

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.

MULP 101 – @Class Piano I (2) Class instruction for beginning piano. Prerequisite: Non-music major. Gen Ed: 2 credits AE credit.

MULP 102 – @Class Piano II (2) Class instruction for beginning piano. Prerequisite: MULP 101, Non-music major. Gen Ed: 2 credits AE credit.

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: 2 credits AE credit.

MULP 104 – @Class Voice II (2) Continuation of MULP 103. Prerequisite: MULP 103, Non-music major. Gen Ed: 2 credits AE credit.

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. May be repeated for credit. Admission dependent upon availability of Crane student teachers. Prerequisite: Non-music major. Gen Ed: 2 credits AE credit.

MULP 106 – @Piano Lessons for Non-Music Majors (2) Prerequisite: Non-music major. Gen Ed: 2 credits AE credit.

MULP 107 – @Voice Lessons for Non-Music Majors (2) Prerequisite: Non-music major. Gen Ed: 2 credits AE credit.

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: 2 credits AE credit.

MULT 101 – Music Theory for Non-Music Majors (3) Basics of musical language and notation as used in a variety of styles and historical periods explored through listening, reading and writing. Open to non-music majors with little or no experience in music. Prerequisite: Non-music major. Gen Ed: AE credit.

MULT 102 – @Songwriting for Non-Music Majors (3) Prerequisite: MULT 101, Non-music major. Gen Ed: AE credit.

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