
UNDERGRADUATE CATALOG 2010 • 2012

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

Accredited by a CHEA-recognized accrediting organization





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 2009. Names of instructors for courses, and days and times of class sessions are given in the online Schedule of Classes, available to students at the time of registration. All applicants are reminded that SUNY Potsdam is subject to the policies promulgated by the Board of Trustees of The State University of New York. Fees and charges are set forth in accordance with such policies and may change in response to alterations in policy or actions of the legislature, during the period covered by this publication. The College reserves the right to change its policies without notice.

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

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

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

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

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

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

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

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

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

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.

At SUNY Potsdam, we believe in the value of a handcrafted education. Here you will work with fellow students, faculty, and staff to create a learning experience that is unique. You will study both the basic building blocks of a broad education and have the opportunity to dig deep into one specific area. 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 the chance 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.

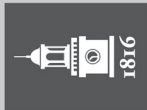
The sum of your experience at SUNY Potsdam will undoubtedly change your life and lead to an understanding that YOU can change our world. The faculty, staff, and administration are all here simply to help you find the most meaningful way to make a profound difference, be it in the classroom or the local or global community.

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! The faculty, staff, and I are genuinely interested in your involvement here and dedicated to providing you with the very best education.

Dr. John F. Schwaller, President, SUNY Potsdam

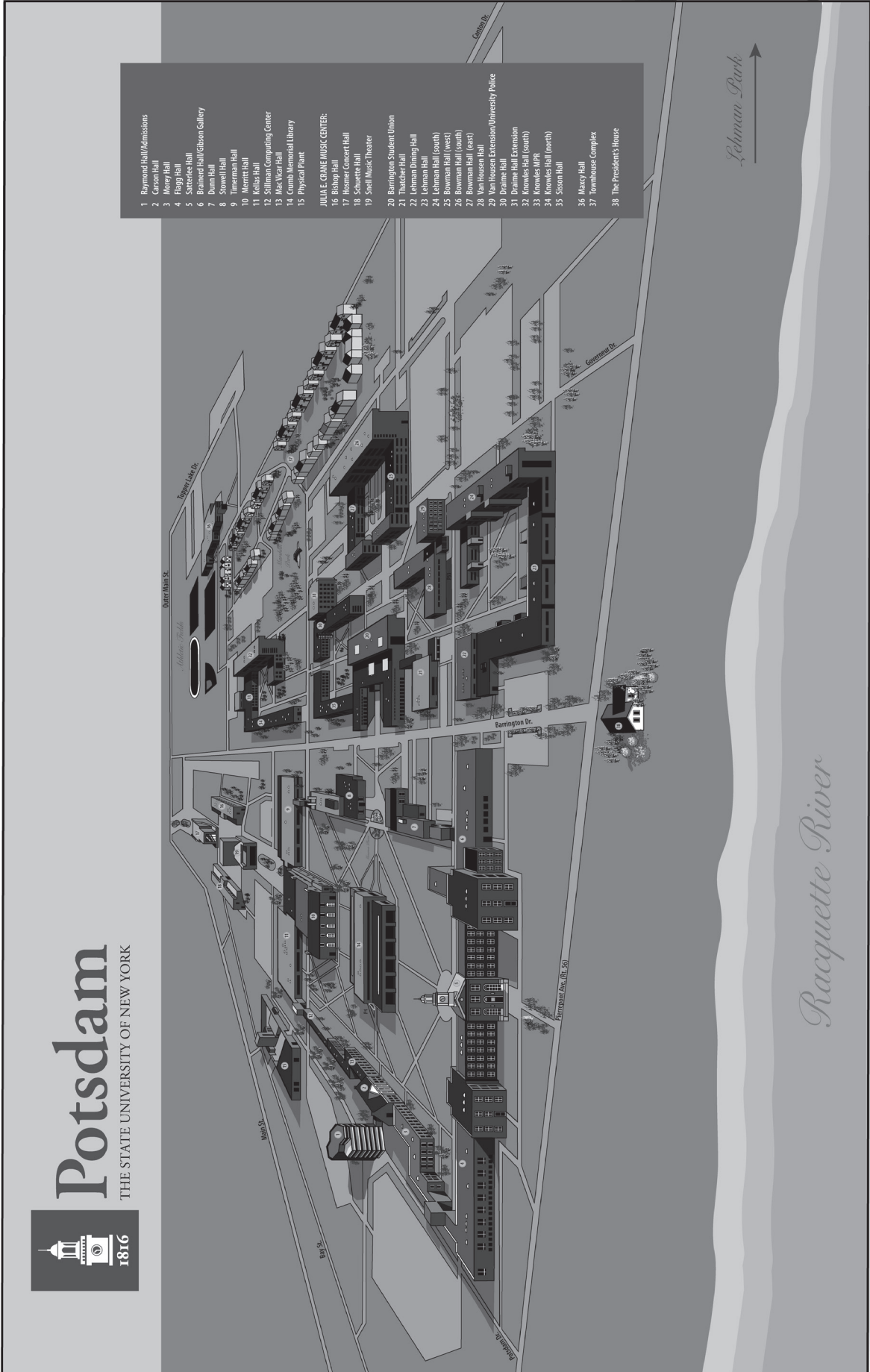




Potsdam

THE STATE UNIVERSITY OF NEW YORK

- 1 Raymond Hall/Admissions
- 2 Carson Hall
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- 5 Satterlee Hall
- 6 Brainerd Hall/Gibson Gallery
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- 31 Draine Hall Extension
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- 34 Knowles Hall (north)
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- 37 Townhouse Complex
- 38 The President's House



Racquette River

Lehigh Park

6 Academic Calendar

Fall 2010

New Students Move In.....	Fri., Aug. 27
Welcome Week Activities	Sat. Aug. 28-Fri. Sep. 3
Returning Students Move In	Sat.-Sun., Aug. 28-29
Classes Begin	Mon., Aug. 30
Last Day to Add/Drop	Fri., Sep. 3
Early Alerts Due.....	Fri., Oct. 8
Fall Recess Begins.....	Fri., Oct. 8 (10 pm)
Classes Resume.....	Wed., Oct. 13 (8 am)
Last Day to Withdraw.....	Tue., Oct. 26
Last Day to Elect S/U.....	Tue., Oct. 26
Thanksgiving Recess Begins	Tue., Nov. 23 (10 pm)
Classes Resume.....	Mon., Nov. 29 (8 am)
Last Day of Classes.....	Fri., Dec. 10
Academic Preparation.....	Sat.-Sun., Dec. 11-12
Final Examinations.....	Mon.-Fri., Dec. 13-17
Final Grades Due	Tue., Dec. 21 (10 am)

WINTERIM: Tentatively, January 5-18, 2011

Spring 2011

Students Move In.....	Sat.-Sun., Jan. 22-23
Classes Begin.....	Mon., Jan. 24
Last Day to Add/Drop	Fri., Jan. 28
Early Alerts Due.....	Fri., Mar. 4
Spring Recess Begins	Fri., Mar. 4 (10 pm)
Classes Resume.....	Mon., Mar. 14 (8 am)
Last Day to Withdraw.....	Fri., Mar. 25
Last Day to Elect S/U.....	Fri., Mar. 25
April Recess Begins.....	Wed., Apr. 20 (10 pm)
Classes Resume.....	Mon., Apr. 25 (8 am)
Last Day of Classes.....	Fri., May 13
Academic Preparation.....	Sat.-Sun., May 14-15
Final Examinations.....	Mon.-Fri., May 16-20
Undergrad. Honors Convocation	Sat., May 21
Graduate Commencement	Sat., May 21
Undergraduate Commencement	Sun., May 22
Final Grades Due	Wed., May 25 (10 am)

Fall 2011

New Students Move In.....	Fri., Aug. 26
Welcome Week Activities	Sat. Aug. 27-Fri. Sep. 2
Returning Students Move In	Sat.-Sun., Aug. 27-28
Classes Begin	Mon., Aug. 29
Last Day to Add/Drop	Fri., Sep. 2
Early Alerts Due.....	Fri., Oct. 7
Fall Recess Begins.....	Fri., Oct. 7 (10 pm)
Classes Resume.....	Wed., Oct. 12 (8 am)
Last Day to Withdraw.....	Tue., Oct. 25
Last Day to Elect S/U.....	Tue., Oct. 25
Thanksgiving Recess Begins	Tue., Nov. 22 (10:00 pm)
Classes Resume.....	Mon., Nov. 28 (8:00 am)
Last Day of Classes.....	Fri., Dec. 9
Academic Preparation.....	Sat.-Sun., Dec. 10-11
Final Examinations.....	Mon.-Fri., Dec. 12-16
Final Grades Due	Tue., Dec. 20 (10 am)

WINTERIM: Tentatively, January 3-17, 2012 (No classes on MLK Day)

Spring 2012

Students Move In.....	Sat.-Sun., Jan. 21-22
Classes Begin.....	Mon., Jan. 23
Last Day to Add/Drop	Fri., Jan. 27
Early Alerts Due.....	Fri., Mar. 2
Spring Recess Begins	Fri., Mar. 9 (10 pm)
Classes Resume.....	Mon., Mar. 19 (8 am)
Last Day to Withdraw.....	Fri., Mar. 23
Last Day to Elect S/U.....	Fri., Mar. 23
April Recess Begins.....	Fri., Apr. 6 (10 pm)
Classes Resume.....	Wed., Apr. 11 (8 am)
Last Day of Classes.....	Fri., May 11
Academic Preparation.....	Sat.-Sun., May 12-13
Final Examinations.....	Mon.-Fri., May 14-18
Undergrad. Honors Convocation	Sat., May 19
Graduate Commencement	Sat., May 19
Undergraduate Commencement	Sun., May 20
Final Grades Due	Wed., May 23 (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.

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

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

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

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

People

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

Our enrollment is approximately 4,300 – including about 3,750 undergraduate and 550 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).

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

The Potsdam Pledge

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.

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

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

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

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

FACILITIES

Academic Building Hours

Regular academic building hours during the fall and spring semesters: Monday through Friday – 7:00 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.

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 more.

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

1. Academic clubs, including national honor societies;
2. Diversity organizations, such as the Black Student Alliance (BSA); Caribbean Latino American Student Society (CLASS); 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; and
8. Four social fraternities and eight social sororities.

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. Student Union staff can help groups and organizations to schedule multi-purpose space for meetings and activities. For more information, please visit the Web site at www.potsdam.edu/bsu or call 315-267-2579.

Maxcy Hall

One of the key unifying forces on campus is physical fitness – from the intercollegiate athletic teams to jogging. The College encourages physical fitness by opening Maxcy Hall, a modern sports complex, at 8:00 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.

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 including three new concert grands (Steinway Model D). In addition, Crane has more than 1,200 band and orchestra instruments, a forte piano, three harpsichords, 4 organs including 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 B113.

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

College Libraries

Students and faculty at SUNY Potsdam are served by two libraries. Frederick W. Crumb Memorial Library, the main library, is located in the center of the academic quadrangle and Julie E. Crane Memorial Library, serving the needs of music students, is located in Schuette Hall in the Crane Music Center.

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

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

Crumb and Crane Libraries both provide wireless network access, and have laptop computers available for campus community members to borrow. The Libraries' wide variety of online information resources are accessible through the library website, as is the Libraries' print collection of books, scores, videos, and sound recordings, which is accessed through Bearcat, the library catalog. Anyone is welcome to search for information at the computers available for use in the Libraries, or, for users with a campus computer account, all databases and catalogs can be accessed on personal laptops brought to the Libraries, in the dorms, and from off-campus.

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

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

The Learning and Teaching Excellence Center

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

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

The LTEC makes available instructional technology including Windows and Macintosh OS computers for publications, web page management, and digital video projects, as well as a dedicated GIS (global information systems, including mapping station) workstation, all 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 LTEC suite includes the Library Classroom, which features regularly updated projection capabilities, wireless access, and laptops for hands-on engagement.

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, photography and video.

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 modern 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 two 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.

Computer Labs and Projection Classrooms

Throughout the campus you will have the opportunity to experience numerous technology-enhanced facilities that include Macintosh and Windows-based computers, computer labs, projection classrooms, and distance learning facilities. The facilities allow for Internet 1 and 2 connections, productivity software, as well as specialty software utilized by various disciplines. Absolutely no food or drinks are allowed in our student computer labs or projection classrooms. For a current list of available technology equipment in our facilities, visit www.potsdam.edu/cts/techfacilities/availabletech.cfm.

Levitt Center Public Computer Lab

The James H. Levitt Memorial Computer Center is located in Merritt Hall and is managed by Computing and Technology Services (CTS). Computing resources are provided to our students in support of the educational mission of the College. The Levitt Center is equipped with 67 dual-boot Win/Mac computers, two scanners and a color and two black and white laser printers. Wireless access is available.

Carson 101 Multimedia Technology Classroom

This “multimedia technology classroom” is a faculty-designed facility with a unique and versatile layout. It has 13 dual-boot Win/Mac computers and open cluster seating at one end, with a flexible seating/conference table area at the other end. Both areas have large-screen projection. The room provides access to a DVD player, VCR, a document camera, TV, and a black and white laser printer. 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.

Dunn 210 Hands-On Classroom Computer Lab

This “hands-on classroom” is equipped with 26 Windows computers, large-screen projection, DVD player, VCR and a black and white laser printer. Programming languages, spreadsheets, word processing and communications software are available.

Flagg 162 Hands-On Classroom Computer Lab

This “hands-on classroom” has been set up with 25 dual-boot Win/Mac computers, large-screen projection, DVD player, VCR and a black and white laser printer. This facility is used for classes in economics, computer science, psychology, and sociology, as well as for training, development, and laboratory use outside of classroom hours.

Kellas 100B Hands-On Classroom Computer Lab

This “hands-on classroom” has been set up with 25 dual-boot Win/Mac computers, large-screen projection, a scanner and both a color and a black and white laser printer.

Satterlee 300 Hands-On Classroom Computer Lab

This large “hands-on classroom” is equipped with 21 dual-boot Win/Mac computers, large-screen projection, DVD player, VCR, TV, a black and white laser printer, and dozens of software titles for classroom use, and instructional multimedia development. 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.

Satterlee 325 Hands-On Classroom Computer Lab

For sixty hours per week the Satterlee 325 “hands-on classroom” is designated for use by students taking HIST 195 Europe since 1550 and HIST 195A Survey of American History. These new courses, designed to meet SUNY WC and AH General Education requirements, meet once per week in a fifty-minute block and in a traditional classroom setting. Each student schedules the remaining one hundred minutes in the computer lab when the time best suits his/her schedule. This makes class timing flexible and allows students to work at a pace that best suits them. The online portions of the class provide exercises for mastering the textbook readings, primary historical sources, and a moderated discussion board. The courses also provide substantial support for students with a teaching team that consists of the professor, virtual preceptors who moderate online discussions, and undergraduate learning assistants who give students help in the computer lab. This facility is equipped with 36 dual-boot Win/Mac computers, projection/presentation capabilities, a scanner, DVD player, VCR and a black and white laser printer.

School of Arts and Sciences Special-Purpose Computer Labs

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

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

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

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

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

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

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 (Schuette 227)

This state-of-the-art “hands-on classroom” features 21 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 large-screen projection, DVD player, VCR and a black and white laser printer. SmartMusic accompaniment hardware and software is also available.

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. The lab is open approximately 100 hours per week and is staffed at all times.

School of Education and Professional Studies Technology Centers

Rebecca V. Sheard Literacy Center (Satterlee 104)

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

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

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

Hours of Operation: Monday - Thursday, 9:00am-8:00pm and Friday 9:00am-4:00pm.

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

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

Printing Policy for Computer Labs

Students are granted 300 pages of free B&W printing per semester for fall, spring, and summer (during Winterim the limit is 150 B&W pages free). At the end of each semester, students will be billed 5 cents per page over the 300-page limit. Each page printed in color counts three times. An automatic alert via e-mail will be sent when you reach 250 pages and periodically thereafter. To check the number of pages you have printed, visit <http://squirt.potsdam.edu> and for your protection, never share your Campus Computer Account (CCA) password with anyone. When leaving a campus computer, be sure to log off to prevent others from printing from your account.

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)
Anthropology	BA
Archaeological Studies	BA
Art History	BA
Art Studio	BA
Art - Visual Arts	BFA
Biochemistry	BS
Biology	BA
Business Economics	BA
Chemistry	BA, BS
Computer Science	BA, BS
Criminal Justice	BA
Dance	BA
Economics	BA
English	BA
English and Communication	MA
Environmental Studies	BA
French	BA
Geology	BA, BS
History	BA
Interdisciplinary Natural Science	BA
Mathematics	BA, BA/MA, MA
Philosophy	BA
Physics	BA
Political Science	BA
Psychology	BA
Sociology	BA
Spanish	BA
Speech Communication	BA
Theatre	BA
Theatre Education	BA

Interdisciplinary Studies

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

The Crane School of Music

Programs	Degree Level(s)
Business of Music	BM
Music	BA
Music Composition	MM
Music Education K-12	BM, MM
Musical Studies (Composition or Theory/History Concentration)	BM
Music Performance	BM, MM

School of Education and Professional Studies

Programs	Degree Level(s)
Business Administration	BS
Community Health	BS
Childhood/Early Childhood Education (Birth-6)	BA
Childhood Ed. (1-6)	MST
Childhood Instruction	MST
Curriculum and Instruction	MS in Ed.
Educational Technology Specialist	MS in Ed.
Information and Communication Technology	MS in Ed.
Literacy Educator	MS in Ed.
Literacy Specialist	MS in Ed.
Middle and Secondary School Education	
<i>Certification in:</i>	
English	BA
French	BA
Mathematics	BA, MST
Social Studies	BA, MST
Spanish	BA
Secondary School Education	
<i>Certification in:</i>	
Biology	BA, MST, BA/MST
Chemistry	BA, MST, BA/MST
Earth Science	BA, MST, BA/MST
English	MST
Physics	BA, MST, BA/MST
Special Education	MS in Ed.

MINORS

Acting
Africana Studies
Anthropology
Arabic Studies
Archaeology
Art History
Art Studio
Asian Studies
Biological Anthropology
Biology
Business Administration
Business of Music
Chemistry
Classical Studies
Communication
Computer Science
Criminal Justice
Dance
Design and Production
Design and Technical Theatre
Economics
Employment Relations
Environmental Science
Environmental Studies
Film Studies
French Studies
Geology
Health Science
History
Human Services
Information Technology
Jazz Studies
Journalism
Language and Linguistics
Literature
Mathematics
Medical Anthropology
Museum Studies
Music Business
Native American Studies
Philosophy
Physics
Politics
Pre-Creative Arts Therapy
Pre-Law
Psychology
Sociology
Spanish
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. Our test optional admissions process allows applications to be judged using a holistic approach that includes criteria such as grade-point average, rigor of the high school curriculum, class rank, and SAT or ACT scores [only if submitted by student]. Personal essays and letters of recommendation are 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 at www.suny.edu/student starting August 1) contains information which provides direction for filling out forms and the submission of transcripts of previous academic records.

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

Visits are regularly scheduled by appointment Monday through Friday. The Office of Admissions can be reached at 315-267-2180, 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

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

Official TOEFL (Test of English as a Foreign Language) are required for all international applicants and must be submitted directly to the

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

Range of Requirements for Regular Freshman Admission

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

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

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

Early Admission to Undergraduate Programs

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

Bridges Undergraduate Admission Program

Students who do not meet regular admission requirements may be offered admission through the Bridges Program. Bridges is a special admission program for students who are not academically eligible for regular admission. It provides enrolled students with basic academic support services including 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;
- May be required to have an on campus interview;
- First semester restricted course load to 15 credits
- Sign a one-year learning contract and participate in the Bridges academic enhancement and review process.

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

requested SAT scores that range from 900 to 1000; and/or ACT scores that range from 18 to 20.

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

For more information on the Bridges Program, please see page 42.

Educational Opportunity Program Admission

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

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

- Be a New York State resident (lived in NYS at least 12 consecutive months prior to applying);
- Have earned a New York State high school diploma or its equivalent;
- Be ineligible for admission under regular standards but 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 EOP freshmen students at SUNY Potsdam typically have high school averages that range from 76 to 84; have completed or are completing a rigorous high school curriculum; and if requested SATs that range from 850 to 1000; and ACTs that range from 17 to 20.

For more information about EOP, please see page 42.

Transfer Admission to Undergraduate Programs

Office of Admissions, 120 Raymond, 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 [GED] satisfies this requirement);
- Have at least 12 hours of college coursework completed subsequent to high school graduation;
- Be in good academic standing and eligible to return to the most recently attended college or university.

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

Admission of Non-traditional Students

SUNY Potsdam is committed to the ideals and goals of lifelong learning. In keeping with this philosophy, admission of non-traditional students is based more on current potential for successful completion of a college program than on high school records and test scores. Non-traditional students are considered students who are 22+ years of age.

Prospective students should possess a high school diploma (or equivalent) and the desire and motivation to pursue a college education. A

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

Admission of International Students

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

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

- Autobiographical Essay
- Certification of finances

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

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

Non-matriculated Undergraduate Admission

Contact 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 6 hours 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.

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2. High School Graduate:
 - a. A copy of the high school diploma or GED Certificate.
 - b. Students who have been enrolled at other post-secondary institutions must provide an official transcript from the most recent college attended. Individuals who have been dismissed from their previous post-secondary institution may not enroll within one year of their dismissal.
3. College Graduate:
 - a. 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 193.

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 194.

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. These forms must be returned prior to the first day of classes. The information that is required and how to go about submitting it 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.

Advance Deposits

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

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

Deferred Admission

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

Readmission to the College

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

1. Contact the Office of the Registrar, 315-267-2154 to obtain a re-admission 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 54.

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.

COST OF ATTENDANCE

Charges are based on 2009-2010 cost. All charges are subject to change by the SUNY Board of Trustees. For the most current cost, please visit the Office of Student Account web page (www.potsdam.edu/offices/studentaccounts/) and click on the Tuition and Fee Schedules link.

Tuition

Full-time Students (12 semester hours or more)	Semester
New York State Residents	\$2,485
Out-of-State Residents	\$6,435

Part-time Students

New York State Residents	\$207 per credit hour
Out-of-State Residents	\$536 per credit hour

Fees

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)

Assessment by the Student Government Association for activities that include student social programs, student clubs and organizations and publications which are approved by a periodic student referendum.

Full-time	\$80
Part-time (per credit hour)	\$6.50

Health Fee

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

Full-time	\$149
Part-time (per credit hour)	\$12.50

Intercollegiate Athletic Fee

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

Full-time	\$153
Part-time (per credit hour)	\$12.75

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

Technology Fee

This fee is a critical component in supporting the college's various technological services utilized by all students. Services include e-mail, online web course registration and access to grades (BearPAWS), projection classrooms, hands-on classroom computer labs, curricular software, printing, various Internet web resources, and the learning management software (Blackboard).

Full-time	\$165
Part-time (per credit hour)	\$13.75

Transcript Fee

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

Other Fees

Course Fees

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

Field Experience Fee

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

Full-time	\$35
Part time (per credit hour).....	\$3

Concert Ticket Fee

A charge for all Crane music majors (undergraduate and graduate) which supports the expense of concert tickets for required attendance at concerts during the semester.

Per semester	\$200
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Orientation Fee

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

Freshman	\$195
International	\$130
Transfer	\$35
On-line	\$35

Optional Fees

Alumni Fee

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

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

Student Accident and Health Insurance Program charges are billed by semester. See Health Services section.

Per semester.....	\$756
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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	\$70/academic year
(full time on campus fall semester; off campus student teaching spring semester)	
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.

Miscellaneous Charges

Late Add/Drop Fee (per course)\$15
 Late Registration Fee (maximum).....\$50
 Definition of Late Registration: Any registration not completed at the appropriate time established for each registration period.

Other Expenses

Room

For more detailed information please visit us through the campus web site www.potsdam.edu or call 315-267-2350.

Standard Double Occupancy Rate for 2009-10..\$2,685 per semester

Board

All students who live on campus are required to buy a residential meal plan unless they have satisfied the residency requirement and live in a town house or a Lehman apartment. If you do not select a meal plan, you will be assigned the 14Meal plan and billed accordingly. For meal plan descriptions, please see page 37.

Current prices and information can be found at www.potsdam.edu/studentlife/dining/MealPlans/ or by contacting the PACES SUNYCard Office at 315-267-2658. Meal plan prices are subject to change annually.

Personal Expenses (estimated for full-time)

Books and Supplies \$600/semester
 Transportation: In-state \$400/semester
 Miscellaneous living costs \$550/semester

Payment of College Bill

SUNY Potsdam will mail a Student Billing Statement approximately 30 days prior to the start of the semester. Billing statements are also available on-line through the student BearPAWS account. Bills are due approximately 14 days prior to the first day of classes. The Student Billing Statement will reflect the cost of attendance based on the credit hours of enrollment, major and type of courses selected at the time of billing. Late fees will be applied to student accounts that are not paid by the bill due date. The following NYS regulations apply to all billings:

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

Per § 302.I(j) of Chapter V, Title 8 of the Official Compilation of Codes, Rules and Regulations, no person shall receive credit or other official recognition for work completed satisfactorily, or be allowed to re-register, until all tuition, fees and all other charges authorized by SUNY Potsdam have been paid or student loan obligations have been satisfied.

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

Per State Tax Law §171-f, State agencies are authorized to certify to the Department of Taxation and Finance that past due legally enforce-

able debts should be offset against any tax refunds, contracts or other State payments.

Payments may be made by cash, check, MasterCard or VISA. Payments using MasterCard and VISA credit and debit cards should be made on-line using the web payment option available through the Office of Student Accounts web site link or through the student BearPAWS account billing statement. Charges may be deferred to confirmed financial aid awards and if so a credit will be noted on the billing statement. SUNY policy requires the College to take the following measures for students in default of financial obligations:

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

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

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.

Federal Title IV Withdrawals

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

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

Federal Title IV financial aid shall be pro-rated based on the policy outlined by the U.S. Department of Education. Eligibility of Federal

Title IV financial aid is proportional to the number of days the student attends to the total number of days in the academic semester.

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

FINANCIAL AID

There are three major types of financial aid available to students: Grants and Scholarships (awards which do not have to be repaid); Loans (which must be repaid); and Employment (allows students to earn money to be used as spending money). Please note that to be considered for government aid, a student must be matriculated (that is, accepted into a degree program).

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

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

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

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

Independent Students

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

For the purposes of federal financial aid programs (Federal Perkins, FWS, Federal SEOG, Federal Pell Grant, Federal Direct Stafford), independent student status may be claimed if the student: a) is 24 years of age or older; b) is a veteran of the U.S. Armed Forces; c) at any time since age 13 had both parents deceased, was in foster care or was a dependent

or ward of the court; d) has legal dependents other than a spouse, who live with and receive more than half of their support from the student; e) is married; f) is a graduate student; or g) is currently serving active duty in the U.S. Armed Forces for purposes other than training; h) is or was an emancipated minor, as determined by a court in the state of legal residence (note: NYS does not currently allow such orders within its court system); i) is or was in legal guardianship as determined by a court in the state of legal residence; j) is or was, at any time after July 1, 2008, determined to be an accompanied youth who was homeless, OR was self-supporting and at risk of being homeless.

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

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

General Financial Aid Procedures

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

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov after January You/your parent will need a PIN to act as electronic signature. You can apply for a PIN at www.pin.ed.gov.
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 to students who demonstrate significant need, based upon results of the FAFSA, 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 3.0 grade point average in the freshman year;
2. Be a U.S. citizen or permanent resident alien;
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 or permanent resident alien;
2. Be eligible for a Federal Pell Grant;
3. Major in mathematics, science, technology, and certain foreign languages deemed important to national security;
4. Maintain at least a 3.0 GPA;
5. Demonstrate financial need.

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

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

1. Be a U.S. citizen or permanent resident alien;

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

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

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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 for the TAP Grant on line, students should first complete the FAFSA on line at www.fafsa.ed.gov. Information from the FAFSA will populate the on-line TAP application. After completing the web-based FAFSA, the student should link to the on-line TAP application from the FAFSA Confirmation Page. 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 24.

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 24.

Other State Aid Programs

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

- Memorial Scholarship for Families of Deceased Police Officers 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
- NYS Math/Science Teaching Incentive Scholarship

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 on a pro-rated basis. Remedial programs are not fundable.

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

Federal Aid to Native Americans

To qualify an applicant must:

1. Be at least one-fourth American Indian, Eskimo or Aleut;
2. Be an enrolled member of a tribe, band or group on record with the Bureau of Indian Affairs;

3. Be enrolled (or accepted for enrollment) in an approved college or university, pursuing at least a four-year degree; and
4. Have financial need.

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

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

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

Educational Opportunity Program (EOP)

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

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

Interested students should contact the Director of Special Programs, Sisson 136 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 20.**

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, as long as there is an active MPN already on file.

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

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.

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:

\$5,500.....freshmen	\$7,500 juniors, seniors
\$6,500.....sophomores	\$20,500 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
\$5,000.....juniors, seniors

The cumulative total for undergraduate loans for dependent students cannot exceed \$31,000 (no more than \$23,000 of which can be subsidized). The cumulative total for independent undergraduate students

cannot exceed \$57,500 (no more than \$23,000 subsidized). Graduate students may borrow up to a combined total of \$138,500 with subsidized funding limited to \$65,500.

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

Emergency Refund Advance

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

Employment

All on campus student employment opportunities are posted online at: www.potsdam.edu/offices/hr/student.cfm.

Federal Work-Study (FWS)

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

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

Based on availability, students may select their place of employment from various openings throughout the campus. Job openings are posted on our Web site at: www.potsdam.edu/offices/hr/student.cfm.

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 20.

Part-time Student Employment

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

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

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

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

Eligibility for Continued State Financial Aid

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

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

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

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

The 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 or later:

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, 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 Policies" on page 54.

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 double majors are bound by the same maximum limitations as students in standard programs.

Readmission and Academic Forgiveness

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.

SUNY Potsdam Scholarships

Thanks to the generosity of many SUNY Potsdam alumni, employees, businesses, foundations and friends, the Potsdam College Foundation and SUNY Potsdam are able to award nearly \$2.2 million in scholarships and awards to over 900 incoming and returning students each year. Most scholarships and awards are based upon student achievement, and some also take into account financial need as well. When applicable, financial need is determined by analysis of the Free Application for Federal Student Aid (FAFSA).

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

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

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

Admissions Scholarships for Freshman Students

SUNY Potsdam Scholars Program – application required

The SUNY Potsdam Scholars Program provides scholarship awards to incoming first-year fall applicants based on academic excellence as measured by high school grade point average or with standardized test scores. Consideration is given to participation and leadership in extracurricular activities as well as community service. NCAA Division III regulations prohibit the consideration of high school athletic ability, athletic participation, athletic leadership or athletic performance in awarding scholarships. Students earning at least a 90 GPA or combined SAT Math and Critical Reading scores of 1100 (ACT composite of 24) and higher may apply for a SUNY Potsdam Scholars Award. An application, one recommendation letter and current FAFSA application are required. Awards start at \$1,000 a year, and are renewable for an additional three years with the attainment of a 3.25 minimum GPA and continuous full-time enrollment. This award may not be used in conjunction with the Mt. Emmons Scholarship.

Mount Emmons Scholarship – application required

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

SUNY Empire State Diversity Honors Scholarships

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

SUNY Potsdam FIRST Scholarship – application required

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

Admissions Scholarships for Transfer Students

SUNY Potsdam Scholars Program – application required

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

SUNY Empire State Diversity Honors Scholarships

(see Freshman Scholarships above for description)

SUNY Potsdam Foundation Scholarships for All Students

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

Alice Aanness Endowed Scholarship

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

Alumni Association Scholarship – application required

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

Andre Alexander and Patricia Sanford Scholarship Fund

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

Sylvia Levitt Angus Scholarship

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

Alfred and Fadwa Aseel Scholarship

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

James Autenrith Scholarship

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

Curtis S. & Irma B. Bailey Memorial Scholarship

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

Pete Baker Award for Student Leadership in Improving Campus Climate

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

Elizabeth and Maurice Baritaud String Scholarship

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

Dr. Thomas M. Barrington Scholarship

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

Penny Thompson Barshied Scholarship

Open to all incoming students based on achievement.

George W. Blaha Award

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

Horace and Genevieve Bowman Scholarship

Awarded to worthy and deserving voice major students.

Anna Pease Breaky Scholarship

Awarded to piano students at The Crane School of Music.

Robert and Katherine Briggs Scholarship

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

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

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

Lorraine Mader Bryner Memorial Scholarship application required

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

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

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

Kenneth M. Campbell Scholarship – application required

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

Noreen Canfield Scholarships

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

Carbary Scholarship – application required

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

Charlene Knapp Carey Memorial Scholarship

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

Vasily Cateforis Scholarship

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

Virginia Rose Cayey Scholarship

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

Bob Cerwonka Memorial Scholarship – application required

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

Vernice Ives Church '61 Scholarship

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

CIS Alumni Scholarship

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

Edwin B. Clark Scholarship

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

Clarkson Memorial Award

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

Class of 1948 Scholarship

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

Class of 1951 Scholarship

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

Class of 1953 Scholarship

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

Class of 1977 Scholarship

Awarded to two second-year students who demonstrated both academic and leadership abilities at the College and/or in the community during their first full year at SUNY Potsdam. Preference 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.

Oscar Cohen Memorial Scholarship

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

Cole Family Scholarship

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

Eugene Collins Memorial Scholarship

Awarded to an entering undergraduate student with financial need.

Compeau-Fournier Scholarship

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

Ken Cottrell Outstanding Human Service Award

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

Kenneth C. Cottrell Endowed Award

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

Crane Centennial Scholarship

Available to any student attending The Crane School of Music.

Crane Faculty/Spencer Scholarship

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

Julia E. Crane Scholarship

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

Crane Recruitment Scholarship

Available to students attending The Crane School of Music.

Crane Youth Music – Schaberg Scholarship

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

Helen Woods Cullen 1898 Scholarship

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

Peg Cullen Scholarship

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

Lucy Dai Scholarship

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

Dr. Poeliu Dai Scholarship

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

Allen Danks Memorial Award

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

Cassie Davino Memorial Scholarship

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

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

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

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.

Rocque F. Dominick Memorial Scholarship

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

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

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

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

Awarded to a SUNY Potsdam student.

Florence M. Dowd Scholarship – application required

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

Rose Minster Dunnet '23 Scholarship

Recipient must be an incoming international student.

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.

Catherine A. English Scholarship

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

Mary E. English Scholarship

Given to deserving music education and/or string majors.

Betty and Merton Evans Scholarship

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

Evans-Cummings '83 Scholarship – application required

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

Fallon Family Leadership Award

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

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 as a student in an EOP program. Candidates will be enrolled in a teacher preparation program at the college.

William H. Flynn Teacher Preparation Scholarship

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

Krista Fordham '94 Scholarship

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

Foreign Student Scholarship

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

Charles Fowler Arts Scholarship

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

Frackenspohl Honors Brass Quintet

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

Calvin C. Gage Memorial Scholarship

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

William and Helen Gambling Scholarship

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

Dorothy Gmucs Scholarship for Performance and Creative Excellence

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

Betty Jane Paro Golding Scholarship

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

Olive D. Goodrich Memorial Award

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

Rose L. Greenblatt Award

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

Norman Halprin Scholarship

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

Michael C. Handley '09 Memorial Scholarship

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

Jessie B. Harman Scholarship

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

Osceola Harvey Hill Memorial Scholarship

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

Gary and Deborah Diefendorf Hind Scholarship

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

J. Stuart Hobkirk Memorial Award

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

Helen M. Hosmer Scholarship

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

Bernadine Howe Scholarship

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

Mary Lou Hultberg String Scholarship

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

Immerman-Lenden Scholarship

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

George R. Isenberg Award

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

Lucille B. Jackson '51 Scholarship

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

Elizabeth Jackson-Renner '57 Scholarship

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

Alma Maltzan Jaquay Memorial Scholarship

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

Nannie Zelle Johnson Memorial Scholarship

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

Johnson-White Annual Internship Scholarship application required

The academic internship must be a minimum of 6 credits (summer session) and the students must have a secure internship placement when applying for this scholarship. All candidates must submit an Internship Proposal and Learning Contract with the scholarship application. The

student must have an overall GPA of 2.5 or higher. Students must also demonstrate financial aid need as defined by the Office of Financial Aid. Awarded by the Internship Office.

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.

Deborah and Babe Kaplan Award

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

Evelyn Timerman Kelsey Memorial Scholarship

Recruitment scholarship for education majors.

Darlene Kerr/Niagara Mohawk Scholarship

Awarded to incoming first-year or transfer students whose permanent residence is within the Northern Region of the Niagara Mohawk/National Grid Service Territory and whose major is mathematics, computer science, biology, chemistry, physics, geology, or interdisciplinary natural science.

KeyBank Scholarship

Awarded to North Country students with financial need.

Jeff Kimball Memorial Alley Scholarship

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

Jeffery Kimball Memorial Percussion Scholarship

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

Harry Kobialka Memorial Award

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

Mary Lou and Johannes Koulman Scholarship

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

Althea Kraker Memorial Scholarship

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

Mary Repazy Kuracina Scholarship

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

Lambert-Eagle Endowed Internship Scholarship application required

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

must also demonstrate financial aid need as defined by the Office of Financial Aid. Awarded by the Internship Office.

Haden Land Internship Scholarship - application required

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. Awarded by the Internship Office in cooperation with the CIS Department.

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.

Ludwig Scholarship

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

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.

Gordon Mathie Scholarship

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

Dorothy M. McGeoch Memorial Award

Awarded to an outstanding graduate student completing a master of science in Education.

McMenamin Scholarship

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

Jessie J. McNall Scholarship

One award for a sophomore student majoring in each of the following: physics, biology, chemistry, and geology. Preference is given to those who plan to teach.

Shirley Merritt Memorial Award

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

Mary Powers Miller Scholarship

Awarded to a student majoring in drama at the College.

Minerva Scholarship

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

Gloria B. Misnick Scholarship

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.

Joseph G. Nestich Scholarship

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

Diana Zinnecker Nole Internship Scholarship application required

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

North Country Merwin Scholarship

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

North Country Newell Scholarship

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

Thomas and Elizabeth Omohundro Anthropology Scholarship

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

Thomas and Elizabeth Omohundro Environmental Studies Scholarship

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

Doris Ormsby Scholarship

Awarded to a student in The Crane School of Music.

Joy Bernetta Ortel Memorial Scholarship

Awarded to transfer students.

PACES Scholarship

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

PACES/IDA Scholarship

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

Peggy Peach Scholarship

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

Father James Pennock Memorial Scholarship

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

Tony Peterson Memorial Scholarship

Awarded to a sophomore, junior or senior who is in good academic standing and who is a Clifton Fine Central High School graduate. For students majoring in (in order of preference): music education, a bachelor of music program (not education), theatre, art or other humanities area, or any Clifton Fine graduate, regardless of major.

Mildred Mason Petrie Scholarship

Awarded to a junior or senior demonstrating financial need and enrolled in a program leading to teacher certification in music or elementary education.

David Petty Memorial Scholarship

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

Marty Phillips Scholarship

Awarded to a junior or senior who is majoring in music or art.

Physics Prize

Awarded to an outstanding physics major each year.

Eola Pitz Memorial Scholarship – application required

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

Annette R. Plante Scholarship – application required

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

Fortunato M. Portugal Memorial Scholarship - application required

Awarded to a student with a major or minor in Modern Languages and Business Administration. Awarded by the Modern Languages Department.

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.

Susan Portugal Statistics and Business Award

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

Scott Powell Memorial Scholarship - application required

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

Rebecca Pratt Scholarship – application required

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

factors in the decision process. Applications submitted to the Politics Department.

Rebecca R. Pratt Arts and Sciences Scholarship

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

Rebecca R. Pratt Scholarship for Excellence in Politics

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

Presser Award

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

Prometheus Fallen Brothers Scholarship

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

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.

Camilla Ray Scholarship

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

C. Robert Reinert Scholarship

Awarded to an outstanding voice or bassoon major.

Renzi Brothers Scholarship

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

Quentin Reutershan Memorial Scholarship

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

Ellen Hughey Reynolds '76 Scholarship – application required

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

Dr. John "Jack" Rezelman Award

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

Cecilia Alton Rock Scholarship

Awarded by the Department of Early Childhood, Childhood and General Professional Education to an outstanding student pursuing a

degree in teaching. Student must have financial need and the potential to be an excellent teacher.

Rose & Kiernan Scholarship

Awarded to a sophomore student attending SUNY Potsdam who majors in business, business administration, or computer and information sciences, and is a graduate from one of the following counties in northern New York: St. Lawrence, Clinton, Essex, Franklin, Jefferson, or Lewis.

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

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

Ada Santaferria/Community Health Internship Scholarship application required

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

School of Education & Professional Studies/Annual Fund Award

Selected by Education Department.

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

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

Evelyn Perley Schmidt '35 Scholarship

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

Ruth Johnson and James Walter Scott Scholarship application required

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

Selmer Scholarship

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

Shane T. Shaul Memorial SGA Scholarship - application required

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

Ilse J. Shaw History Award

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

Sheldon Scholarship

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

John & Ann Schorge Trumpet Scholarship

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

Shelly Electric Scholarship

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

Anna G. Shepherd Scholarship

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

Elizabeth Panzner Shulman '48 Award

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

Frances Aust Silbereisen Scholarship

Awarded to students based on financial need.

William Sloan Internship Scholarship – application required

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

Charlie Smith Math Scholarship

Awarded to Math majors.

Ellen Smith Memorial Scholarship

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

Sara Merrick Snell Scholarship

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

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

Awarded to students who reside in Central and Northern New York. The Art Department will annually select a student in the spring based on artistic ability and potential and financial need. Academic record and GPA will not be the primary determining factor.

St. Lawrence River Patrons of the Arts Scholarship – Music

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

Alan H. Stillman Memorial Award

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

Eva Strait-Dean Award

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

Struthers Scholarship

The scholarship shall be awarded to an entering student who intends to major in Business Administration who exhibits financial aid need. The recipient must be from Clinton County, or other North Country county.

Donald M. '52 and Audrey Melrose Studholme '56 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.

SUNY Potsdam Faculty Award

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

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.

The Teacher Education Study Abroad Scholarship application required

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

Max W. Templeton Memorial Scholarship

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

Thompson Family Scholarship for Arts Management application required

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

Humphrey Tonkin and Jane Edwards Scholarship

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

Peter & Veronica Frech '63 Trinkle Scholarship

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

Jean Kettler Triumpho '39 Scholarship

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

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.

Mildred Pierce Wark Memorial Scholarship

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

The Robert Washburn Fund

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.

Waste Stream, Inc. Scholarship

Awarded to a St. Lawrence County student.

Watkins Fund

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

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 and leadership in campus and/or community programs. Candidate must be a graduate of a St. Lawrence or Franklin County high school and be enrolled in the coaching certification program.

Peg White Scholarship of Love

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

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.

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/offices/registrar/veterans.

Consumer Information

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

- Student Right-To-Know Act
- Information on completion/graduation rates for general student body;
- Equity in Athletics Disclosure Act;
- Drug and alcohol abuse prevention information;
- Clery (Campus Security) Act;
- Family Educational Rights and Privacy Act (FERPA);
- Student Rights and Responsibilities;
- Withdrawal and Return of Title IV funds;
- Copyright policy;
- Transfer of credit policy.

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

STUDENT LIFE**Campus Life Policies****Maintenance of Public Order**

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

Rules of Student Conduct

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

Student Conduct and Community Standards

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

Vehicle and Traffic Regulations

Regulations have been established to govern vehicular and pedestrian traffic and parking on highways, streets, roads and sidewalks owned, controlled or maintained by the College. These regulations apply to students, faculty, employees, visitors and all other persons upon such premises. For more information on vehicle regulations and appeal procedures or for copies of the Campus Traffic and Parking Regulations brochure please contact University Police at 315-267-2222 or go to: www.potsdam.edu/police.

Leadership and Student Engagement

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

Residence Life

As students spend a significant portion of time outside of the classroom, college residence halls present many opportunities for learning and personal growth. We house students in an environment that is healthy, safe and conducive to academic and personal success. We connect students to activities and experiences that promote their personal, social and cognitive growth through dedicated programming in the residence halls, involvement in clubs and organizations, and leadership activities.

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 two Assistant Directors. 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. Washers and dryers are available, free of charge

to residential students, in each residence hall provided by Mac Gray. The cost of laundry is included in the cost of the room. 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 includes high-speed wired and wireless (802.11 b/g) 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 (for wired access only). 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.

All student rooms come with free unlimited local and long-distance calling within the Continental United States and its' territories. No signups are required. Each student is automatically assigned a personal billing number (PBN) to make off-campus calls. Your PBN may be found by logging into BearPAWS, choose Campus Life and Auxiliary Services and click on PAETEC Long Distance. Access to your free voice mailbox is also done by request in BearPAWS under Campus Life and Auxiliary Services, and choosing Voice Messaging Request & Instructions. Students may bring their own phone or purchase one for a \$5.00 one-time fee from the TelCom Office located in Stillman 216.

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.

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. Students who eat in the Student Union Dining Court have seven distinct restaurant concepts to choose from, each offering a unique menu. Other 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.

PACES Dining Services has consistently ranked in the highest percentile in the national customer service benchmark survey. Our campus

commissary prepares food and bakes breads, cookies, and pastries daily. We purchase local products as much as possible and 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. Dining Services' employees are eligible for PACES scholarships and awards.

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 are required to buy a residential meal plan unless they have satisfied the residency requirement and live in a town house or a Lehman apartment. If you do not select a meal plan, you will be assigned the 14Meal plan and billed accordingly. For more details, terms, conditions, and current pricing please visit www.potsdam.edu/studentlife/dining. Meal plan prices and structure 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 \$6 credit towards purchases made at selected campus restaurants. Since meals are allotted per week, you won't have to worry about using them all up before the semester is over.

Meal plan selection is subject to review and audit by the SUNYCard office and is based on room assignments and completion of the residency requirement. Students who are determined to be in contradiction with these terms will be defaulted to the 14Meal Plan.

Semester Residential Meal Plans

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 \$6 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 \$6 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 \$6 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 \$6 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/Non-Residential Meal Plans

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.

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 carries all faculty requested course materials. The store manages an online ordering system which 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 SUNYCard 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, buy snacks from the vending machines, food in campus restaurants, and textbooks or convenience items at The College Store and Union Market. The Bear Express account 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 to 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. Any items purchased with Bear Express are subject to NYS sales tax. Any unused Bear balances will rollover from fall to winter 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.

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.

Student Health Services

SUNY Potsdam's Watkins Student Health Center, located in Van Housen Hall, is approved by the Accreditation Association for Ambulatory Health Care. This certificate indicates that the College's health center has met or exceeded nationally recognized standards for health care and that it is 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 exams and screenings
- allergy shots
- comprehensive asthma care, including nebulizer treatments
- complete physicals: athletic, employment, or for travel abroad
- confidential HIV testing and counseling
- psychological screening and referral
- cholesterol screening
- glucose testing
- BP screening
- smoking cessation counseling
- annual Wellness Fair for campus and community
- flu vaccine clinics

- Self-Care Center for colds and flu
- a student insurance representative on staff
- review and maintenance of health care records for each student
- review of each student's health information to assure compliance with New York State Mandates
- health education in the form of active and passive programming, peer education and the maintenance of a resource library available to all students
- a medically supervised weight loss program offering one PE credit (PE 155: PathWeighs Weight Loss Class)

Exams by appointment only. Please call 315-267-2377.

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.

SUNY Potsdam Child Care Center, Inc.

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

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 nine police officers, two Lieutenants, and a Police Chief. The Department also has two full time civilian employees and approximately 15 part-time civilian student dispatchers. 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/studentlife/safety/index.cfm or call us at 315-267-2222.

SUNY Potsdam is committed to providing a safe, supportive, and secure environment for the entire university community, including visitors.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. To view a copy on-line go to www.potsdam.edu/studentlife/safety/upload/2008AnnualReport11_09.pdf. To obtain a hard copy, contact University Police at 315-267-2222 or via email at universitypolice@potsdam.edu. You may also view crime statistics for all colleges and universities at the United States Department of Education's website www.ope.ed.gov/security/search.asp.

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 administrative office is located in Stillman Hall, Room 209 and our Helpdesk is located in Stillman Hall, Room 103. For additional information about CTS, go to www.potsdam.edu/cts, check out our CTS Student Newsletters, updated each semester at www.potsdam.edu/cts/news/ctsnewsletter.cfm or e-mail: cts@potsdam.edu.

Student Employment Opportunities

The department hires many students to work in various areas within CTS. Our student employees are essential in providing valuable assistance to our department and to the entire campus. We encourage students with Federal Work Study and students who have not received work study to apply. Applications can be obtained at the Helpdesk in Stillman Hall, Room 103 or from the Levitt Center.

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. This 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.

Special Software Pricing

UBMicro has made available to all SUNY Potsdam students special software pricing through the Student Select Program. Students can now easily order directly on-line from UBMicro by going to www.ubmicro.buffalo.edu/1/wah.php. Special pricing is available on the following software products:

- Office Mac (currently for \$54.95 plus tax and shipping)
- Office Enterprise Windows (currently for \$68.95 plus tax and shipping)

Campus Computer Account (CCA)

All SUNY Potsdam students are assigned a Campus Computer Account (CCA) once they have made their admissions deposit to the college or registered for a course. The CCA is used for all campus services including Potsdam email, BearPAWS, logging onto campus computers, on-campus and residential Wi-Fi access, Blackboard, publishing web pages and proxy access to campus restricted web sites. The same username and password is used for all of these services.

Blackboard

Blackboard is a web-based Learning Management System that is widely used by SUNY Potsdam faculty to deliver online courses as well as enhance campus-based courses. Faculty use Blackboard to post syllabi, course materials, announcements engage students in discussions, record grades and send e-mail. To login to Blackboard, visit <http://blackboard.potsdam.edu> and use your Campus Computer Account (CCA) for username and password.


BearPAWS

BearPAWS is the web interface for students to view academic records and register for classes as well as other college services. To login to BearPAWS, visit <http://bearpaws.potsdam.edu> and use your Campus Computer Account (CCA) for username and password.

BearMail

It is required that every student use their SUNY Potsdam e-mail account on a regular basis throughout their educational experience. Faculty and administrative personnel use this e-mail address to contact students with important announcements and information. Your SUNY Potsdam e-mail address is [username]@potsdam.edu. To login to BearMail, visit <http://bearmail.potsdam.edu> and use your Campus Computer Account (CCA) for username and password.

Wireless Access (Non-Residential)

The wireless network at SUNY Potsdam is a standard 802.11b/g implementation of wireless and is free to all students. Wireless hotspots are located throughout campus and are frequently added. Look for areas with the  W@SP logo.

For more information and a map of wireless campus locations, visit <http://wireless.potsdam.edu>.

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.

Stillman Helpdesk

The primary function of the CTS Helpdesk is to resolve service requests and to assist faculty, staff, and students with campus computing related problems. Students having problems with Campus Computer Account (CCA) or related services should report these problems to the Helpdesk. You can visit the Helpdesk in Stillman 103, send e-mail to helpdesk@potsdam.edu, or call 315-267-2083.

Hours of operation are Monday through Friday from 8:00 a.m. to 4:30 p.m. After hour support is available when classes are in session. The CTS Helpdesk extension (315-267-2083) is forwarded to our student employees at the Levitt Center at the end of the business day. Our students log the calls into a tracking system. Calls that cannot be resolved immediately are routed to the appropriate staff on the next business day. After hour support:

- Monday-Thursday - 4:30 p.m. to 9:00 p.m.
- Friday - 4:30 p.m. to 6:00 p.m.
- Saturday - 10:00 a.m. to 6:00 p.m.

Telephone & Voice Mail Services

Telephones are no longer provided in student rooms. Students may bring their own standard analog phone or purchase a used phone for a \$5.00 one-time fee, from the TelCom Office located in Stillman 216. Digital sets will not work on our system. Students may request a voice mailbox and access their Personal Billing Number (PBN) by logging into BearPAWS and clicking on Campus Life and Auxiliary Services. Office hours are Monday-Friday, 8:00am to 4:30pm. Students may contact the TelCom Office at 315-267-3000 or email telcom@potdam.edu. For further information regarding telephone and voicemail services, please visit, www.potsdam.edu/cts/services/TelCom/index.cfm.

Wireless, High-Speed Internet & Cable TV (Residential)

SUNY Potsdam has partnered with Time Warner Cable to provide Road Runner wired and Wi-Fi high-speed internet service, as well as 90 cable TV standard channels to all students living in our residence halls at no extra charge. Refer to your Road Runner Welcome Kit for connection information. To make it easier for students seeking assistance with either RR wired, RR Wi-Fi, cable TV, or to order additional cable services, there is now one convenient number to call (1-866-339-8225) and this service is available 24/7.

ACADEMIC AND CAREER SUPPORT SERVICES

Student Success Center

SUNY Potsdam's Student Success Center (SSC) provides students with one-stop access to a centralized, integrated group of student service offices. All offices are located on the first floor of Sisson Hall. Center personnel work together to assist students in understanding and meeting the College's requirements and in obtaining timely, accurate information and assistance. The staff in all offices strives to guide and encourage students to effectively use available resources in order to promote students' success at SUNY Potsdam and beyond.

For more information, contact the Director of the Student Success Center by calling 315-267-2580 or e-mail durantj@potdam.edu. Check us out on the Web at www.potsdam.edu/support/ssc/.

Student Success Center Course Descriptions

FY 100 – First Year Success Seminar (1) This course is designed to accelerate students' transition to SUNY Potsdam. FYSS provides students with the opportunity to become integrated into the life of the campus by exploring the academic standards of the College, learning to manage their academic progress, and, most importantly, making a connection with the College, its faculty, staff and students. In addition, FYSS provides support for first year students by exploring problems and issues common to the first year experience.

FY 150 – Metaskills (1) This is an 8-week course designed to assist students with study skills and developing a sense of responsibility for their education.

FY 190 – @EOP Freshman Recitation (1) This course serves to complement existing courses by building a student's skill level and content understanding in a small group format. This course is for new EOP Freshmen only.

FY 215 – Career Development (1) This course allows students to explore career interests and skills, research occupational and graduate school information and set objectives. The course is particularly aimed at sophomore students who are undeclared, but is appropriate for any student who is uncertain about his or her career path.

Academic Advising

Each matriculated student is assigned an academic adviser who will give advice to assist the student toward timely graduation. However, the ultimate responsibility for understanding and completing degree and graduation requirements lies with the student, not the adviser. All non-matriculated students enrolling for 9 or more credit hours, and all matriculated students, must consult with an adviser before they will be permitted to register for classes each semester. A student's primary adviser will then release the advising hold, allowing the student to access the online registration system.

Students are assigned an adviser soon after their arrival on the SUNY Potsdam campus, usually reflecting the student's area of interest. If students have concerns about their adviser assignment, or have questions about academic requirements that their adviser cannot answer, they may contact the following offices: Arts and Sciences Advising Coordinator in Dunn 103 or Academic Advising 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 and 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 22 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 Academic Support Office in 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 102, 315-267-3447.

Omicron-Psi Omicron is the national honor society chartered expressly for Non-Traditional students age 24 and older. 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 for which members may apply are also available and range from \$200 to \$1,000. For more information, please contact the Academic Support Coordinator, in Sisson 102, 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 accommodations. Accommodations can include such services as note takers, text readers, alternative testing arrangements or loan of some equipment.

A student with a disability requiring reasonable academic accommodations should make the specific request for such assistance to OAS. It is the responsibility of the student to identify him/herself as having a disability and to inform OAS that an accommodation is necessary. The student must submit written documentation of the disability and the need for accommodations from an appropriate authority. Accommodations will be determined on an individual basis.

OAS will assist students requesting non-academic auxiliary aids or services in locating the appropriate campus offices to address the requests. Personal care needs are the responsibility of the student.

For additional information on Accommodative Services, please call 315-267-3267 or stop by Sisson 111.

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.

Experiential Education

The Experiential Education Office (EEO) administers the College-wide Internship Program and assists in the development of community service sites for the Service-Learning Program.

Internship Program

The Internship Program exists to provide students with the opportunity to complete an internship placement for course credit. The program is an academic program in which students may receive 1-12 academic credits working in conjunction with a faculty sponsor and interning at an appropriate work site related to their major. The internship may be completed in the fall, spring or summer semester and may be paid or unpaid. The Internship Program is a collaborative effort among students, faculty and employers. This collaboration gives students the opportunity to gain career-related experience at a worksite related to their major or academic program in combination with an academic component facilitated by a faculty sponsor.

Guidelines for completing an academic internship are as follows:

1. Students must be registered at SUNY Potsdam and must have junior or senior standing (60 credit hours earned towards graduation). Transfer students must have completed a minimum of 12 credit hours at SUNY Potsdam. Note: Some departments or specific internships may have additional requirements.
2. Students must have a minimum cumulative grade point average of 2.5 when applying for an internship. Note: Some departments or specific internships may require a higher cumulative GPA.
3. Each student must complete a Learning Agreement Form (LAF) and an Internship Proposal before starting the internship. The LAF and the Internship Proposal must be thoroughly completed and submitted to the Experiential Education Office. The LAF outlines learning objectives, academic assignments, job descriptions and deadline dates. The Internship Proposal outlines hours, internship description, training, purpose for completing the internship and the student's expectations of the internship as it relates to his/her major and degree. The site supervisor, faculty sponsor, department chair, academic advisor, and the internship coordinator must approve the Learning Agreement Form.
4. To receive academic credit the student must complete an academic component. The student and the faculty sponsor will negotiate the content of the academic component. Academic component requirements depend upon the number of credit hours requested and the stated learning objectives and should complement the job

description and the intern's responsibilities at the internship site.

- 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).
- 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.

Deadlines to register for an academic internship are as follows:

(All appropriate paperwork must be turned in prior to beginning your academic internship and before the following dates):

Spring - March 1st Summer - July 1st Fall - October 1st

Service-Learning Program

The Service-Learning Program was created to give students the opportunity to combine an educational experience with an organized service activity enabling students to gain further understanding of their course work and an improved sense of civic responsibility. Service-Learning provides students with an opportunity to deepen their learning, see course content in a wider community context, and develop essential skills for becoming aware and active citizens. Service-learning brings books to life and life to books. The Experiential Education Office works with faculty members who are offering Service-Learning courses to establish and identify sites where students complete their service activity. Students may locate a list of Service-Learning (SL) courses available each semester by searching the course catalog. For more information, please call 315-267-2570.

Experiential Education Resources

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

Resume and cover letter preparation through an online program called Optimal Resume; a searchable database called BearTracker to access internship 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 experience; a semester newsletter; and, individual appointments to assist students with the entire internship process from start to finish.

For more information on any of these programs please call 315-267-2702, or e-mail eeo@potdams.edu or log onto: www.potsdam.edu/eeo.

International Education Program

The Office of International Education and Programs coordinates the National Student Exchange Program to 48 states, 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 and see "International Education Programs" on page 67.

International Student Services

International students currently on campus are served by the Coordinator of International Student Services, who monitors federal immigration and naturalization policies and procedures. The Coordinator also certifies student compliance with the USCIS regulations, reports student information through SEVIS and coordinates the international health insurance program. There is a fall orientation program that affords international students an opportunity to become acquainted with the campus and to meet other new students. International Student Services is also an issuing office for the International Student Identification Card (ISIC) which provides significant discounts for travel and merchandise both within the U.S. and abroad. For further information, please call 315-267-2507 or stop by 136 Sisson Hall.

Academic Support Lab

The Academic Support Lab, located in 106 Sisson Hall, provides a variety of academic support services for all students. Walk-in and peer content tutoring is available in many 100 to 300 level courses. General study skills assistance is available by appointment. A small bank of computers and a printer is available for general use. Both iMacs and Windows computers are equipped with internet access and Microsoft Office. Laptops are available to students on a weekly loan basis. There are lockers available by the semester for student use located in both Carson and Sisson Halls. Workshops, presentations and review sessions are also sponsored by the Academic Support Office. For more information, please call 315-267-2702.

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 support services to enhance first-year academic success. The transitional program includes academic advising, personal counseling and course registration 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 14 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 15 for admission information and page 23 for financial aid information. For additional information please call 315-267-2335 or go to www.potsdam.edu/support/eop.

Student Support Services Program

Student Support Services (SSS) is a federally funded TRIO program designed to enhance academic skills and increase retention and gradua-

tion rates of eligible students. Services include peer tutoring, academic planning, academic monitoring, study skills assistance, financial literacy/planning, graduate school planning, counseling, cultural activities and peer mentoring. Through coordination with other campus offices, the program also assists participants with career planning and financial aid counseling.

Eligible students:

1. Are U.S. citizens or permanent residents;
2. Are first-generation college students and/or meet certain family income guidelines and/or have a documented learning or physical disability, as well as;
3. Have a demonstrated academic need for services.

Special note: students with disabilities who require classroom accommodations should apply for them through the Office of Accommodative Services.

For more information, please contact the Director of Student Support Services by calling 315-267-2745 or e-mail fisherdg@potssdam.edu.

Center for Diversity

SUNY Potsdam is a student-centered institution that is committed to diversity within its student body, staff, curriculum, programs and services. The Center for Diversity exists to assist all students, with an emphasis placed on students of color and diverse backgrounds, in their educational and personal transition and development at SUNY Potsdam. The Center is comprised of the Collegiate Science and Technology Program (CSTEP), Office of Native American Affairs, North Country Science and Technology Program, and the 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, health and technological fields, and/or the licensed professions.

With a more than twenty year record of success, CSTEP features individualized student contact and support, and puts a strong emphasis on students gaining hands-on experience in their chosen field prior to graduation (internships, research, co-op, etc). CSTEP works to connect students with experiential opportunities here at SUNY Potsdam, throughout New York State, and across the U.S.

CSTEP offers participants counseling support, academic and career advising, internships, faculty mentored research, tutoring, conference opportunities, job shadowing, and industry site visits. In addition, workshops on portfolio development, resume writing, graduate school preparation, study skills, as well as other academic support programs are offered throughout the year.

To be eligible for CSTEP membership, a student must be:

1. A New York State resident and enrolled full time at SUNY Potsdam;
2. Interested in a career in the sciences, mathematics, technological, or health fields and/or any of the licensed professions of New York State;
3. A member of an underrepresented population (including African American, Alaskan Native, Latino/Hispanic American, or Native American) or must meet income guidelines set by New York State, and;
4. Be maintaining at least a 2.5 cumulative GPA.

For additional information and further assistance, please contact the CSTEP office at 315-267-2192, stop by Sisson 216 or visit our 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.

College Writing Center

The College Writing Center (CWC) provides assistance for students in every facet of writing from topic development to final draft revision. Supervised by English faculty and staffed by trained peer tutors, the CWC helps student writers to clarify their own ideas, to improve their own expression, and to plan their own revisions. In addition to individual writing tutoring, the CWC offers practicum opportunities for upper division students and workshops on academic and creative writing topics. The CWC welcomes inquiries for workshops or special assistance from faculty members and students alike. The Writery, adjacent to the College Writing Center, is equipped with Macintosh and Windows computers as well as comfortable tables and chairs where students can read, write or study. The facility is open weekdays in Carson Hall and evenings in Sisson 106 and Crumb Library. For more information, contact the College Writing Center at 315-267-3059 or cwc@potdam.edu. Also see our Web site: www.potsdam.edu/support/cwc, which provides current hours and useful handouts.

Career Planning

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

Career Selection – Individual counseling, career interest testing, FOCUS an interactive career computer program, 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 and self-marking brochures are provided. This service includes, job vacancy lists, resume programs, job fairs, on-campus recruiting and the maintenance of reference files.

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

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/offices/career. These can be crucial for gaining career-related experience.

Library – The Career Planning lending library contains over 200 books and videos categorized by career information, reference materials, graduate school, summer jobs and “how to” for a multitude of career fields.

Graduate School Assistance – Library references and individual assistance in planning for graduate school is available. Plus, we offer a graduate school fair every fall.

Student Computer – Computers and a laser printer are provided for student use in preparing resumes 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, career mentors and all office handouts. Students also can submit resumes and apply on-line. For further information, go to: www.potsdam.edu/offices/career or contact Career Planning at 315-267-2344.

ACADEMIC POLICIES AND PROCEDURES

SUNY Potsdam Academic Honor Code

I. Academic Integrity

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

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

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

II. Academic Honesty Pledge

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

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

III. Basic Standards of Academic Integrity

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

1. **Cheating:** using unauthorized notes, study aids or information on an examination; altering graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name.

2. **Plagiarism:** presenting, as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to, exams, papers, any writing or printed text, computer programs, web sites, art, music, photography or video.
3. **Fabrication:** falsifying or inventing any data, citation or information.
 - a. **Citation:** any attribution to, or use of, a source (real or invented) from which the referenced material was not obtained, including use of a quoted reference from a non-original source while implying reference to the original source.
 - b. **Data:** presenting data that were not gathered in accordance with standard guidelines defining appropriate methods for data collecting; generating data and failing to include an accurate account of the method by altered or contrived manner in such a way as to be deliberately misleading.
 - c. **Information:** providing false information in connection with any inquiry regarding academic dishonesty.
4. **Multiple 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 44, 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 has an Information Technology Acceptable Use Policy that all students, faculty and staff, as well as other authorized users must comply with. To view this policy in detail, go to www.potsdam.edu/cts/policiesforms/acceptableuse.cfm.

Academic Honors

President's List

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

Dean's List

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

Graduation with Honors

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

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

Honor Societies

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

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

Pi Kappa Lambda (music)
 Pi Mu Epsilon (mathematics)
 Pi Sigma Alpha (political science)
 Psi Chi (psychology)
 Sigma Beta Delta (business management & administration)
 Sigma Delta Pi (Spanish)
 Sigma Gamma Epsilon (earth sciences)
 Sigma Pi Sigma (physics)
 Sigma Tau Delta (English)

Scholarships and Awards

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

For endowed Honors Convocation awards, see the Scholarships section of this catalog beginning on page 25.

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.

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.

Adult Learners

Adult Learners (formerly Non-Traditional Students) are encouraged to join the ALA – Adult Learner Association (formerly NTSO) which meets weekly each semester. The ALA is a diverse group of students brought together by the common pursuit of higher education at SUNY Potsdam. For additional information, contact the organization's advisor by calling 315-267-3447.

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 (Advanced undergraduates may take them, with permission, for undergraduate credit.)
600-699	Graduate (Limited to graduate students and seniors with permission.)

Graduate Courses for Undergraduate Students

Courses at the 500-level are designated as graduate courses, but may, with permission of the instructor, be taken by advanced undergraduates (students who have earned 57 or more semester hours of credit) on a space-available basis for undergraduate credit. Courses at the 600-level are limited to students seeking graduate credit only.

Seniors wishing to enroll in courses for graduate credit must make application to the Office of Graduate Studies, Satterlee Hall 117. Seniors may enroll in graduate coursework for graduate credit under the following conditions and on a space-available basis. They must:

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

Auditing Courses

Certain academic courses may be audited on a space-available basis with instructor's permission. Faculty, staff, members of their immediate family, registered students, and alumnae of SUNY Potsdam may audit without paying an auditing fee. All others, including senior citizens, will be assessed an auditing fee per course. No one may audit a foreign-study program. Courses in which studio, laboratory, performance, observation, or other active participation is involved may only be audited at the discretion of the instructor and chair of the department.

Anyone auditing a course shall not be enrolled in that course and shall not be listed on its roster. Auditors do not earn academic credit or any formal recognition. Auditors are not required to meet the requirements of the course and the instructor is not obligated to evaluate their work in any way.

Persons who want to audit a course should obtain a "Request to Audit Form" from the Office of Extended Education. The form requires the written approval of the course instructor and the chair of the department offering the course. Completed forms must be submitted to Extended Education. Auditors may not sign-up until the first day of classes. A course audit may be revoked if space is limited, and if a formally registered student wishes to enroll in the course by the official posted late-add deadline. Auditors only attend at the discretion of the course instructor and are subject to all appropriate guidelines under the student code of conduct.

Remedial Credits

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

Credits Not Earned at SUNY Potsdam

Transfer Credits

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

Acceptance of Credit: The 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 \times 2/3 = semester credit hours).

Upper-Division Credit: No community college course may be transferred for upper-division credit. Courses taught at the lower-division level at the transfer institution will transfer as lower-division credit. Such a course may transfer as equivalent 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.

SUNY Student Transfer Appeal Processes

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

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

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

Appeal at the SUNY Potsdam Campus Level

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

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

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

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

Appeal at the SUNY System Level

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

If the SUNY Provost reverses the campus decision on a course, that reversal will apply only to that student, not to the generalized acceptability of the course. All decisions will be officially communicated to the student and the campus provost or provost's designee.

If appropriate, the SUNY Provost may recommend that the University-wide Transfer Review Committee consider this course during deliberations during the next campus appeal cycle.

Advanced Placement Examination Credits

A student who has had advanced work in one or more subjects in high school may be granted College credit on the basis of College Board Advanced Placement (AP) Examination scores. The assignment of College credit will be determined by the 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 64.

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/academics/crane (click on Quick Link "Degree Programs," and then, on the right side of the page, select the year the student began college).

Grading and Course Related Policies

Undergraduate Grading System

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

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.

Changing Recorded Grades

Grades submitted to the Registrar's Office are final. The only permissible reasons for changing a grade are: a) to correct an error in recording or computation; b) to remove a grade of "Incomplete"; c) to reflect the judgment of a department acting in accordance with established College procedures concerning grade appeal.

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

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

Course Syllabi Statement

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

Final Examination Policy

1. A final examination is a comprehensive written test administered at the end of a course. It is designed to assess a student's knowledge of, and familiarity with, all, or a substantial part, of the content and/ or skills associated with a given course in a given semester.
2. At the conclusion of every semester, a two-hour period will be arranged for each class to provide time for summation and evaluation. Except as specified below, a final examination may be administered only at this arranged two-hour period.
3. No test of any kind may be given during the last week of classes unless a final examination is also scheduled during the regular final examination period.
4. No student shall be required to take more than two examinations in one day.
 - a. If a student has more than two examinations scheduled in one day, the middle examination(s) must be rescheduled if the student requests.
 - b. A student must request rescheduling at least two weeks before the last day of classes. This request must be in written form and must be filed with the professor with copies to the department chair and the dean of the School under whose jurisdiction the course in question is offered.
 - c. The appropriate dean has the final responsibility for the rescheduling of the examination. The rescheduled examination must normally occur at a time during the final examination week.
5. Provision will be made for the scheduling of examinations for combined sections of courses involving at least 70 students. The request for such scheduling must be made at the time the semester class schedule is submitted by the department.

6. The above policy does not apply to take-home examinations or term papers. Questions relating to the possible applicability of the policy to oral examinations, studio classes, laboratory tests and other forms of testing should, in cases of doubt, be referred to the appropriate deans. The deans shall make exceptions to the policy wherever circumstances justify them.

Student Appeal Procedures

Purpose

The purpose of this procedure is to provide a prompt, equitable and efficient method for the resolution of a student grievance.

Guidelines

1. Academic issues will be grieved, as appropriate, via
 - a. Faculty or Professional Staff member
 - b. Department Chair
 - c. School Dean
 - d. Provost (Vice President for Academic Affairs)
2. Student Affairs concerns will be grieved, as appropriate, via
 - a. Professional Staff member
 - b. Director of the Office concerned
 - c. Vice President of Student Affairs
3. Appeals within the Administrative area will be grieved, as appropriate, via
 - a. Professional Staff member
 - b. Director of the Office providing the service
 - c. Next supervisory level, as appropriate
 - d. Appropriate Vice President overseeing the office
4. Matters which may be grieved or appealed include only those matters which are not covered by existing grievance procedures.
5. The student and the professional staff member may each represent him or herself or may seek an adviser to assist in the process. The adviser must be a member of the professional staff of the College.
6. In the case of a grade appeal:
 - a. Only a final grade may be appealed
 - b. Student shall allege that the course instructor assigned a final grade for reasons unrelated to the quality of the work in question.

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

An appeal that is untimely is considered to be lost unless there is mutual agreement by both parties for a delay, or where circumstances beyond an individual's control led to such delay. A late response or the absence of a timely response, at any level, will not prevent the appealing party from proceeding with an appeal to the next level no later than 14 calendar days from the date by which the response should have been made.

If neither party appeals the decision at any step, the decision stands.

Records Maintenance

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

The Office of the Vice President or Provost shall maintain a file on each grievance or appeal, which goes to Step Three or beyond. Such records shall be kept for a minimum of five years following the final action on the appeal.

Deadlines for Course Schedule Adjustments

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 adjusted depending on their length. The deadline for withdrawing or choosing the S/U option for such classes is the midpoint of the course.

Withdrawing from Courses

Undergraduate students may elect to withdraw from courses for any reason for a maximum of 14 credit hours during their SUNY Potsdam college career. Students may exercise this right only before the end of the eighth week of classes 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 below.

Emergency Withdrawal from Courses

Withdrawal for a documentable medical or other emergency may be requested at the Student Success Center (Sisson 128) or at the Crane School of Music Associate Dean’s Office (for Crane students) 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.

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.

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 19.

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/offices/registrar) to obtain a readmission application, then forward completed forms and transcripts from any other colleges attended (if applicable).
2. Applications must be completed by 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 Policies

Academic Standards Committee

The Academic Standards Committee is appointed by the Provost of the College. It exists for the purpose of administering standards of acceptable academic performance, reviewing students' academic progress, and advising the Provost on appropriate College actions.

Acceptable Standing

The minimal academic levels for Acceptable Standing in a given semester are:

1. A Semester Grade Point Average of 2.0, and
2. A Cumulative Grade Point Average of 2.0.

Note: Students receiving certain types of financial aid are subject to other performance standards. For details, see the “Financial Aid” section of this catalog.

Academic Warning and Academic Probation

1. **Academic Warning:** for all students, except those completing their first semester at SUNY Potsdam, if a student's Semester Grade Point Average falls below 2.0, then the student will be placed on Academic Warning.
2. **Academic Probation:** for all students, except those completing their first semester at SUNY Potsdam, if a student's Cumulative Grade Point Average falls below 2.0, then the student will be placed on Academic Probation.
3. **Students Completing their First Semester at Potsdam:** first-semester students with Semester Grade Point Averages between 1.5 and 1.99, inclusive, will be placed on Academic Warning. First-semester students with Semester Grade Point Averages below 1.5 but above 0.0 will be placed on Academic Probation. First-semester students with semester grade point averages of 0.0 will be eligible for dismissal.
4. **Students who qualify for both Academic Warning and Academic Probation** status will be placed on Academic Probation.

Warning Sanctions

The College imposes no formal sanctions for students on Academic Warning status. Warning status, however, may affect students' eligibility to apply for awards, transfer to other institutions, or participate in certain organizations or activities.

Probationary Sanctions

1. **Sanctions:** while on probation, a student should avoid extensive non-academic commitments and curtail voluntary activities that consume significant amounts of available study time. Effecting an immediate academic recovery, and thereby averting possible dismissal, must become the student's primary objective. **Note:** See “Dismissal” section below. The student on probation is prohibited from student teaching; fraternity/sorority pledging; serving as a Resident Assistant; serving on a College committee; representing the College in official intercollegiate competition, including cheerleading; and assuming or maintaining any office, designated post, position, or leadership role in organizations financially supported or formally recognized by the institution. A list of such organizations is available from the Provost, the SGA President, and the 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. **Return to Acceptable Standing:** The academic standing of students on Warning or Probation will return to Acceptable Standing when they achieve both a Semester and Cumulative Grade Point Average of 2.0 or above.
2. **Repeated Courses:** repeating a course does not enable students to change their academic status for a previous semester. For academic standing purposes the semester GPA is calculated before any exclusions for repeat courses are coded. Note: See the catalog section “Repeating Courses” on page 50 for more details concerning the College’s repeat policy.
3. **Transfer Courses:** courses completed at another academic institution normally will not affect academic status at SUNY Potsdam, since only credit hours, not courses, transfer. When all the following conditions are met, however, transferred courses may change a student’s academic status from Probation to Acceptable Standing:
 - a. The transferred course is an exact repeat of a SUNY Potsdam course. **Note:** Students who plan to repeat SUNY Potsdam courses at another college should consult in advance with the Academic Transfer Services Office to insure that the course will count as an exact equivalent.
 - b. The SUNY Potsdam Registrar’s Office receives an official transcript of the repeated course. (Students must arrange for the other institutions to transmit the transcripts to SUNY Potsdam.)
 - c. The SUNY Potsdam Registrar’s Office is notified of the repeated course by the student.
 - d. The grade for the repeated course is higher than the grade for the original course, and the exclusion of the original grade results in raising the student’s Cumulative Grade Point Average to 2.0 or above. In this case, the student’s academic standing will be Warning if the semester GPA in their last semester at SUNY Potsdam was below a 2.0, and Acceptable Standing if it was above a 2.0.

Notes:

- Transfer courses do not affect Dismissal status.
 - Transfer work cannot change the academic standing for a previous semester.
 - The modified standards for students completing their first semester at SUNY Potsdam **do not** apply in the case of transfer work, since it is completed after the student’s first semester.
4. **Winterim Courses:** the academic standards policies of the College also apply to Winterim courses. Winterim is equivalent to a separate semester for purposes of academic standards.
 5. **Summer Courses:** the academic standards described in this policy also apply to summer courses. The sum of hours completed at SUNY Potsdam during summer counts as a single term for the purpose of determining academic status. Academic standards shall be reviewed once at the end of the summer.

Eligibility to Register

“Good Academic Standing” is defined as eligibility to register for and undertake academic coursework for the semester in question. Revocation

of this privilege occurs when a student is dismissed from the College. A dismissed student may not register for or undertake coursework at SUNY Potsdam unless formally readmitted by the Office of the Registrar. Records relating to students’ academic standing shall be maintained by the Registrar and the chair of the Academic Standards Committee.

Dismissal

1. **Conditions for Dismissal:** students may be subject to Dismissal in the following cases:
 - a. In their first semester at the College they earn a semester Grade Point Average of 0.0, or
 - b. After a semester on Probation, they fail to raise their cumulative Grade Point Average to a 2.0 or higher, with the following exception: if in their first semester on Probation they earn a semester Grade Point Average of 2.0 or above but fail to raise their cumulative Grade Point Average to a 2.0 or above, they will be permitted to return to the College for one more semester on Probation.
2. **Dismissal and Future Enrollment:**
 - a. *First Dismissal:* revocation of enrollment for a full academic year.
 - b. *Second Dismissal:* students dismissed for a second time may not continue their education at SUNY Potsdam.
 - c. *Special Dismissal Waiver for Exceptional Circumstances:* the Academic Standards Committee at its discretion may recommend a Special Dismissal Waiver when circumstances beyond the personal control of students prevented them from satisfying the appropriate standards set forth above. Students may petition for the Waiver upon notification of Dismissal. This appeal must be submitted on the form available from the Student Success Center by the deadlines indicated in the Dismissal Notice. This Waiver allows students to enroll for one additional semester on Probationary status.
3. Students dismissed from the College will not be permitted to enroll in SUNY Potsdam courses as a cross-registrant from one of the Associated Colleges until they are removed from the dismissed status at SUNY Potsdam.

Academic Forgiveness Policy

For Full-time and Part-time Undergraduate Students

The intent of this policy is to allow readmitted students who previously accrued a record with a substantial number of grades below 2.0 to be “forgiven” for their earlier performance, if they meet the stated criteria.

Academic Forgiveness in this context means that the student’s previous college work shall be treated as if it had been transferred to SUNY Potsdam from another college: none of the grades received would be counted in the current GPA, but the student would receive credit for any courses in which he/she earned a 1.0 or above grade (or S, S*, or Cr). Courses for which credit was received could be used to fulfill General Education requirements, but could not count towards a major or minor unless passed with a 2.0 or higher grade, at the discretion of the chair of the department.

The criteria for being granted Academic Forgiveness and the stipulations of the policy follow:

1. The student must have not taken any coursework at SUNY Potsdam for a minimum of four calendar years at the time of readmission.

2. The student must not have attempted more than four full-time semesters or 48 hours of credit at SUNY Potsdam previous to readmission. If Academic Forgiveness is granted, all previous work will be treated as transfer work; the student cannot choose to retain the grades from a particular semester.
3. The student is not eligible to apply for Academic Forgiveness until he/she has completed one full-time semester or 12 hours of credit as a readmitted student; in this first full-time semester or 12 hours of credit, the student must have completed every course with a minimum 2.0 grade, and have received a minimum cumulative GPA of 3.0 for this work.
4. To be considered under this policy, the student must file a petition for Academic Forgiveness in the office of the Provost of the College within one semester of completion of the above requirements, and the petition must be approved by the Provost of the College (or designee).
5. If approved for Academic Forgiveness, a notation to this effect will be made on the student's SUNY Potsdam transcript, and a new cumulative GPA will be calculated for all work beginning with the semester of readmission. This new GPA will be printed on the official transcript, and used for computing the student's academic standing, and for meeting the minimum 2.0 GPA requirement for graduation. However, the previous SUNY Potsdam work will continue to be listed on the transcript with the original grades received.
6. Once Academic Forgiveness has been granted, the student will be eligible for Graduation with Honors based on the same criteria as those applied to transfer students.
7. Academic Forgiveness may be granted only once in a student's college career.
8. The Provost of the College (or designee) may consider exceptions to any of the above requirements.

Degree and Graduation Policies

Academic Residency Requirements

Candidates for the baccalaureate degree must complete a minimum of 30 academic credit hours towards the degree at SUNY Potsdam. Also, a minimum of 15 upper-division hours for each declared major and a minimum of one-half the credits required for each declared minor must be completed at SUNY Potsdam. Courses offered by the College at approved off-campus locations are included in residence credit.

Students taking courses elsewhere during the final 30 credits of their degree are strongly encouraged to check with their academic advisor and the office of Academic Transfer Services to ensure that the courses they take will fulfill degree requirements. To guarantee that courses will count at SUNY Potsdam, the student may file an "Application to Complete Degree Elsewhere" with the Registrar's Office to have the proposed courses approved prior to the semester in which they will be taken.

Cumulative Grade Point Average

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 100 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.

Posthumous Degrees

SUNY Potsdam may award a degree posthumously when a student has substantially completed the requirements for the degree and was in good academic standing at the time of death. The degree would be awarded in recognition of the student's work and as a source of solace to the student's family.

For a posthumous degree to be awarded, the student should be within 30 academic hours of completion of the degree, as determined by the student's major department and at the discretion of the President of the College.

In cases where it is determined that a student has not met the requirements for a posthumous degree, a posthumous certificate of recognition may be awarded at the discretion of the President.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides current and former students with the right to inspect and review educational records, the right to seek to amend those records, the right to limit disclosure of information from the records and the right to file a complaint with the U.S. Department of Education. Applicants or students may also waive their rights to inspect confidential letters or statements of recommendation.

College officials may not disclose personally identifiable information about a student nor permit inspection of their records without the student's written permission unless such action is covered by certain exceptions permitted by FERPA. Under the provisions of the Act, a college may disclose information about a student if it has designated

that information as “Directory Information.” SUNY Potsdam has designated the following as Directory Information: student’s name, date and place of birth, address, telephone number, 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

ACADEMIC PHILOSOPHY

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

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

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

The Potsdam Graduate

The Potsdam Faculty believes that an educated person is one who can 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.

World Citizenship

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

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

Learning to think critically.

Becoming aware of social values and principles.

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

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

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

Understanding the concepts of social and economic justice.

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

The College provides opportunities for students to:

Give service to the community.

Develop skills in stewardship, leadership and teamwork.

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

Consider the rights and interests of others.

Analyze the influence of shared and conflicting societal values.

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

Develop self-confidence in their effectiveness as citizens.

Practice constructive decision-making techniques.

Advising Mission Statement

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

Philosophy

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

ACADEMIC PROGRAMS**Graduation in Four Years**

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

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

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

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

Degrees

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

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

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

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

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

Enrollment Status

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

College-wide Degree Requirements

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

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

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

The Liberal Arts Requirement

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

Additional Notes:

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

Courses Carrying Liberal Arts Credit

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

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

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

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

Requirements – Hours Outside Any One Department

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

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

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

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

Upper-division Requirement

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

Notes:

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

General Education Program

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

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

General Education Program Rationale

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

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

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

General Education Components and Requirements

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

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

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

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

General Education Foundations (GEF)

(4 courses: 13-14 credits)

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

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

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

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

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

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

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

The Modes of Inquiry

(9 courses: 27-28 credit hours)

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

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

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

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

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

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

Writing-Intensive Course [WI]

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

Speaking-Intensive Course [SI]

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

Modern Language Proficiency [ML]

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

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

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

Physical Education [PE]

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

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

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

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

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

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

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

Modified General Education Requirements for 3-2 Engineering Program Students

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

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

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

Transfer Credits

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

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

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

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

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

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

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

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

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

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

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

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

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

General Education Requirements for Transfer Students

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

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

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

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

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

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

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

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

Participation in Student Learning Assessment Activities

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

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

Advanced Placement (AP) Transfer Equivalents

Advanced Placement Program	General Education Requirement Fulfilled	Departmental Equivalence (Score of 3 or higher needed)
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	Aesthetic Critical [AC]	Score of 3 = 6 hrs., LITR elective
	Freshman Writing [FW] and Aesthetic Critical [AC]	Score of 4 or 5 = 7 hrs., COMP 101 and LITR elective
Literature and Composition	Aesthetic Critical [AC]	Score of 3 = 6 hrs., LITR elective
	Freshman Writing [FW] and Aesthetic Critical [AC]	Score of 4 or 5 = 7 hrs., COMP 101 and LITR elective
ENVIRONMENTAL SCIENCE		
Environmental Science	Scientific Inquiry-Physical Sciences [SP]	Score of 3, 4 or 5 = 3 hrs.
GEOGRAPHY		
Human Geography	Cross-Cultural Perspective [XC]	3 hrs., GEOG 350

GOVERNMENT AND POLITICS		
United States	Social Analysis [SA]	Score of 3 = 3 hrs., Political Science lower division elective. Score of 4 or 5 = 4 hrs., POLS 110
Comparative	Cross-Cultural Perspective [XC]	3 hrs., POLS 130
HISTORY		
United States	American History [AH]	6 hrs., HIST 201 and 202
European	Western Civilization [WC]	6 hrs., HIST 101 and 102
World	Cross-cultural Perspective [XC]	3 hrs., HIST 100
MATHEMATICS		
Calculus AB	Freshman Mathematics [FM]	Score of 3 = 4 hrs., MATH 110 Score of 4 or 5 = 4 hrs., MATH 151
Calculus BC	Freshman Mathematics [FM]	Score of 3 = 4 hrs., MATH 151 Score of 4 or 5 = 8 hrs., MATH 151 and 152
MODERN LANGUAGE		
French Language	Modern Language	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
French Literature		
Spanish Language	Proficiency [ML]	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
Spanish Literature		
German Language	Modern Language	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
Italian Language		
Latin Literature	Proficiency [ML]	Score of 3 = 3 hrs., and placement at 200 level. Score of 4 or 5 = 6 hrs., and placement at 200 or 300 level (See Chair)
Latin-Virgil		
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

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

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

Majors and Minors

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

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

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

Declaration/Change of Major

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

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

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

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

Selection of Minor

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

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

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

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

Electives

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

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

ACADEMIC ENRICHMENT OPPORTUNITIES

Center for Undergraduate Research

Contact Person: Carleen Graham
102 MacVicar, 315-267-2051, curr@potsdam.edu

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

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

Awards and Opportunities:

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

Honors Program

Contact Person: David A. Smith
149 Morey, 315-267-2018, smithda@potdam.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
A102 Schuette, 315-267-3228, gerberrl@potdams.edu

The Presidential Scholars Program offers a unique opportunity for talented and motivated SUNY Potsdam students to expand their educational horizons. The program provides support to those whose breadth of experience and diverse interests might otherwise go unrecognized. Scholars have taken advantage of the support provided by the program to conduct extensive research on a topic of their choosing, enroll in coursework offered by other colleges that is not available at SUNY Potsdam, and travel to conferences to present their work. Students are given the opportunity to design an academic curriculum suited to their own needs and, in addition, are entitled to the following benefits:

- priority registration for classes each semester,
- an academic advising team from within SUNY Potsdam faculty,
- a guaranteed annual stipend for directed project support.

Presidential Scholars are selected on the basis of academic excellence, a commitment to individual intellectual goals, and a willingness to share their endeavors with the community. Students will be eligible to apply for admittance to the program in the fall semester after completing at least 30 credit hours at SUNY Potsdam and a minimum GPA of 3.5. Students accepted into the program, following the application and interview process, will have at least four full semesters remaining at SUNY Potsdam. Eligible students will be notified by mail.

Student Fellowship Program

Contact Person: Rebecca Gerber
A102 Schuette, 315-267-3228, gerberrl@potdams.edu

The Student Fellowship Program assists students in preparing for nationally competitive awards like the Fulbright Marshall, Jack Kent Cooke, and Boren scholarships. These awards are for students planning graduate opportunities in research, teaching English abroad, or language enhancement for languages critical to U.S. interests. Students should contact the Student Fellowship Office early in their academic program to learn more about developing a plan during their undergraduate years, making connections with faculty, and pursuing research experiences. National scholarships are available for all areas of academic study. Most awards require an on-campus interview and college endorsement of the application. Information about the specific awards can be found online at www.potsdam.edu/specialprograms/fellowships.

Tutorial Study

Contact Persons:
Arts and Sciences Dean, 106 Dunn, 315-267-2231;
Crane School of Music Dean, C218 Bishop, 315-267-2415;
Education and Professional Studies Dean, 115 Satterlee, 315-267-2515

Students may undertake tutorial or independent study to investigate areas for which there is not sufficient demand to warrant a regular course offering, to pursue research interests that cannot be met by an existing advanced course or to undertake interdisciplinary investigation under two or more instructors where existing courses do not provide such opportunities.

Tutorials must be carefully planned in advance with a tutor. The planned work should be described on the Proposal for a Tutorial form.

The form, together with the Tutorial Study Registration Form, should be submitted for approval to the chair of the department offering the tutorial. Both forms are then submitted to the dean of the appropriate School. If the proposal is accepted, the dean forwards the registration form to the Registrar.

Undergraduate tutorials carrying liberal arts credit are designated 198, 298, 398 or 498. Those carrying non-liberal arts credit are designated 197, 297, 397 or 497. The assignment of liberal or non-liberal arts credit is the responsibility of the deans.

Tutorials are limited to a maximum of three credit hours. Students may register for only one tutorial in a given department per semester and for only two tutorials per semester in total.

To ensure adequate time for proper review of tutorial proposals, both proposals and registration forms should be submitted to the dean in a finished state before the end of the semester preceding the proposed tutorial study. No tutorial proposal submitted later than three working days prior to the end of the change of schedule period will be considered. It is the responsibility of the student to ascertain that the tutorial has been approved.

International Education and Programs/Study Abroad

Contact Person: Bethany Parker Goeke
136 Sisson, 315-267-2507, international@potdams.edu
For site exchange listings, go to: www.potsdam.edu/academics/international/index.cfm

Why study abroad? Students today are increasingly concerned about understanding other cultures and gaining awareness of global issues as they seek to integrate their private lives and their jobs. Students who have studied abroad agree that there is no substitute for international experience in preparing for living and working in the modern world. 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 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. SUNY

Potsdam faculty have organized and led short-term study experiences in winter session, spring break and summer to the Caribbean, Egypt, England, France, Greece, Italy, Mexico, Morocco, Peru, Scandinavia, Tunisia, Ukraine and Vietnam.

Winterim

Faculty-led travel courses, as well as independent study opportunities, are available during the Winterim Session, scheduled during the first two weeks of January each year. These travel courses offer a variety of changing themes and destinations around the United States and internationally, and allow students who might not otherwise be able to travel abroad to have an international experience and gain cross-cultural competence. After traveling abroad with a faculty member, students are often empowered to try a semester program abroad.

For information regarding these courses, contact the Office of Extended Education, toll-free (800) 458-1142 or dial direct, 315-267-2166, or go to www.potsdam.edu/academics/ExtEd/index.cfm The Office is located in Raymond 206.

Birmingham Conservatoire, England

This is a challenging program of performance in music. The Birmingham Conservatoire is one of Britain's leading music colleges, and, with almost 500 students, the country's largest music department. A branch of the University of Central England in Birmingham, the Conservatoire is a music college of international stature, primarily involved in preparing students for the music profession, with undergraduate and post-graduate programs. It is comprised of four schools: Instrumental Studies; Vocal and Operatic Studies; Keyboard and Composition; and Creative Studies. The Conservatoire is located in the heart of Birmingham within walking distance of Symphony Hall, theaters, museums and art galleries. This is a unique program of its kind, and offers a real challenge as well as the chance to experience living with British students, immersed with other students of music in a university environment.

Liverpool Hope University, England

This is a direct exchange program featuring a variety of majors including theater, English, history, biology, psychology and education. Music students with broad interests have found this a congenial location. Students may go either for one semester or for the full academic year.

York St. John, England

For art students and other disciplines including dance, theater, history, cultural studies and women's studies, this is a direct exchange program with York St. John University in a beautiful medieval city.

Universität Potsdam, Germany

This direct exchange program allows students to explore life in a reunited Germany and the former capital of Prussia with its beautiful baroque, monumental architecture. Exchanges may be for a semester or an academic year. Intensive study in German is possible before direct enrollment in the university.

Universidad de la Americas, Puebla, Mexico

The direct exchange and overseas academic program offers a rich cultural and multicultural setting, surrounded by beautiful colonial architecture. Students typically take Spanish language and literature courses or enroll directly in anthropology, archeology, art, but may also take a wide range of disciplines from schools of Arts and Humanities, Social Sciences, Business, Sciences, and Engineering or do an internship.

San Miguel, Mexico: Spanish Immersion

The Academia Hispano American offers small classes of instruction in Spanish, integrating language and Latin American Studies, with special emphasis on Mexico. The unique feature of this program is the opportunity for non-traditional students with children to participate in an intensive Spanish immersion. Students are housed with congenial Mexican families, but apartments are also available for groups or families.

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.

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.

Service Learning in Jamaica

This program is a ten-day, short-term service learning course on the diverse people, society, culture, and musics of the Caribbean and West Indies. Instructional materials will be presented before and during travel – in text, web-based, and on-site setting. Coursework continues in Jamaica, where students participate in daily training sessions and service work at the local schools and care-centers. Students take part in supervised tutoring, music education, healthcare, sound-recording, and music-therapy program in their area of specialization. This is a ten-day, short-term service learning experience.

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: Bethany Parker-Goeke
136 Sisson, 315-267-2507, international@potsdam.edu

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

National Student Exchange (NSE) is an organization of state colleges and universities throughout the United States, its territories and Canada. NSE's primary purpose is to provide domestic exchange opportunities at institutions of higher learning in different geographical locations. NSE is a way for students to experience new curricular options as well as a means to enjoy an alternate social and living environment. For participating institutions, NSE is a way to expand academic offerings by providing a greater scope and variety of courses. Best of all, NSE is available at minimal or no extra cost.

NSE offers students the opportunity to study in another educational setting; to live in a new cultural and geographical environment; to sample diverse course offerings; and to link into study abroad, internship or field experience options not available at the home campus.

Student Eligibility and Application: Students interested in participating in NSE are usually sophomores or juniors during their exchange period. All participants must have a cumulative GPA of 2.5 and be able to demonstrate adaptability, flexibility and responsibility. Since students serve as ambassadors from their home school, it is assumed that they will behave like ambassadors. Students apply for the exchange program through their home college or university. There is a non-refundable application fee (covering up to five schools) and a filing deadline in mid-February.

Student Expenses: Students are responsible for all expenses related to exchange participation. The NSE experience, however, is seldom more expensive than attending the home institution, excluding travel. Tuition and fees are normally paid to the home campus (Plan B) or through waiver of non-resident tuition and fees (Plan A). Tuition in many states is much lower than New York State's. Room and board is paid to the host campus. Potsdam processes financial aid for students on either plan. Plan B is preferable for students with substantial TAP awards.

Student Placements: Exchange commitments are negotiated by campus coordinators at the annual NSE conference (normally in early March). Placement decisions are governed by the popularity of certain schools, and the numbers of students certain schools may send and receive. Since applicants have already been pre-screened by their home coordinator, conference placements are not secured on the basis of any on-site credential evaluations. By mid-April each year, students will have accepted or rejected their placements and begun receiving housing and registration materials from their host schools.

Special Programs: Placements in special programs, such as R.A. exchange, study abroad, honors programs, and some majors, such as music, should be negotiated well in advance of other deadlines.

For a complete list of participating institutions and exchange sites, please contact the Office International Education and Programs or visit the Web site: www.nse.org.

Associated Colleges of the St. Lawrence Valley

General Cross-registration Procedures

Cross-registration is a cooperative program designed to expand the educational opportunities available to students and staff of the four colleges of the consortium. It provides any full-time matriculated student or full-time employee in a member college the opportunity to enroll 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

Contact Person: Mark Huff, Department of Art
219 Brainerd, 315-267-2251/2252, huffms@potdam.edu

Art Studio majors may obtain art teacher certification by completing this program offered through the Associated Colleges Consortium. See page 96 for information.

Engineering Double Degree with Clarkson University (3-2)

Contact Person: M. Azad Islam, Department of Physics
214 Timerman, 315-267-2284, islamma@potdam.edu

Clarkson University Coordinator: Office of Transfer Admissions
315-268-2125

Degrees: Bachelor of Arts from SUNY Potsdam
Bachelor of Science from Clarkson University

The 3-2 program combines three years of study in the arts and sciences at SUNY Potsdam and two years of study in engineering at Clarkson University. The five-year program leads to two simultaneous degrees, a Bachelor of Arts degree from SUNY Potsdam and a Bachelor of Science degree from Clarkson University in the engineering field chosen by the student.

Note: It is the responsibility of the students to apply to Clarkson University at the office of Transfer Admission, be accepted, and be in residence at Clarkson University for last two years to be eligible for the Clarkson University degree. Students need to transfer their coursework from Clarkson University back to SUNY Potsdam in order to complete their requirements for the SUNY Potsdam degree.

The 3-2 Program is flexible so that a student who enters into the program may change his or her mind later and stay on at SUNY Potsdam to complete a B.A. degree in any field. Students who have completed two years of study at another college and are contemplating a transfer to SUNY Potsdam and the 3-2 program may require an extra semester or two to complete all requirements of the program.

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. degree at SUNY Potsdam:

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

All requirements for a major in one of the following disciplines: chemistry, computer and information sciences, geology, mathematics or physics.

The general education requirements as specified in the General Education manual, with the exemption of one of the following Modes of Inquiry (under advisement):

Aesthetic Expression – Critical and Discriminative [AC]

Aesthetic Expression – Experiential [AE]

Scientific Inquiry – Biological Sciences [SB]

The following mathematics and science courses serve as preparation for the engineering curriculum:

Physics

PHYS 103	University Physics I	4
PHYS 204	University Physics II	4
PHYS 305	University Physics III	4
PHYS 306	Modern Physics*	4

(*required for Electrical Engineering and highly recommended for others)

Mathematics

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 253	Multivariate Calculus	4
MATH 390	Differential Equations	3

Chemistry

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

Computer and Information Science

CIS 201	Computer Science I	4
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Liberal Arts Requirements at Clarkson University

Students completing the current General Education requirements for the B.A. degree at SUNY Potsdam will have completed 15 credits of the liberal arts requirements for the B.S. degree at Clarkson University. However, each engineering department also specifies a three credit Macro- or Micro- economics course as part of Clarkson University's 18 credit liberal arts requirement.

Cross Registration

To satisfy certain prerequisites for upper level engineering courses, students in the 3-2 program should cross register for 3 to 4 courses during their second and third years from the following courses offered at Clarkson University. Students can cross register for up to two courses per academic year (including summer session).

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

ES 250	Electrical Science	3
ES 260	Materials Science	3
EE 211	Electrical Engineering Laboratory	3
EE 221	Linear Circuits	3

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

ES 250	Electrical Science	3
EE 211	Electrical Engineering Laboratory	3
EE 264	Introduction to Digital Design	3
EE 361	Fundamentals of Software Engineering	3

For students who plan to enter the interdisciplinary **Software Engineering** program:

ES 250	Electrical Science	3
EE 221	Linear Circuits or ES Elective	3
EE 264	Introduction to Digital Design	3
EE 361	Fundamentals of Software Engineering	3

For students who plan to enter the **Mechanical and Aeronautical Engineering** program:

ES 220	Statics	3
ES 250	Electrical Science	3
ES 222	Strength and Materials	3
ES 223	Rigid Body Dynamics	3

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
CE 212	Introduction to Engineering Design	3
ES 330	Fluid Mechanics	3

Study Program at Clarkson University

Clarkson University offers a wide variety of courses in the four major engineering areas: Chemical Engineering, Civil & Environmental Engineering, Electrical & Computer Engineering, and Mechanical & Aeronautical Engineering. At least by the beginning of the third year at SUNY Potsdam, students should contact their selected engineering department at Clarkson University to get advice for planning their final two years of the program.

Selection of courses for the first year at SUNY Potsdam: Students in 3-2 program may take the following courses during the first year in addition to the FW and FS General Education courses:

All students: PHYS 103, 204; MATH 151, 152

Chemistry and Geology majors must take: CHEM 105, 106

Mathematics and Physics majors may choose between: CIS 201 or CHEM 105 and 106.

MBA Programs with Clarkson University (4+1)

Contact Person: Donna Mosier, Depart. of Business Administration
212 Dunn, 315-267-2238, mosierdj@potsdam.edu

Clarkson Contact Person: Joshua LaFave, Associate Director,
Graduate Business Programs
315-268-6613, jlafave@clarkson.edu

Clarkson University and SUNY Potsdam have established an agreement that allows students to plan their undergraduate programs to include courses which will serve as a foundation for graduate study in business. Students must complete a regular undergraduate major in which foundation courses may satisfy some graduate requirements. These foundation courses include materials required in the first year of study in MBA programs; therefore, students who carefully plan their undergraduate programs are able to earn the undergraduate degree and an MBA degree in five years.

Students currently enrolled at SUNY Potsdam should try to select appropriate electives in order to complete most of the foundation courses as a part of their undergraduate programs. The required courses for the Bachelor of Science in Business Administration satisfy all of the foundation courses. If necessary, prior to beginning the MBA programs, any remaining foundation courses may be taken during the Summer Business Concepts Program at Clarkson University.

Foundation requirements include satisfactory completion of a total of 27 credit hours in the following subjects: economics, finance, production, management, information systems, business law, accounting, marketing, and statistics. All foundation courses must be successfully completed with a 2.0 or higher.

SUNY Potsdam Course Equivalents

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

ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics

FINA 301 Finance

MGMT 410 Operations Mgt.

MGMT 340 Information Systems

STAT 100 Statistics or equivalent

MGMT 301 Principles of Mgt. or MGMT 310 Organizational Behavior and Ethics or SOCI 320 Complex Organizations

MKTG 301 Principles of Mktg.

Clarkson University Course Requirements

Accounting: Financial and Managerial

Economics: Micro and Macro

Corporate Finance

Operation/Production Mgt.

Information Systems

Probability and Statistics

Principles of Mgt. and Organizational Behavior

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 35 credit hours of study (10 modules, four electives and a three credit experiential requirement) at the graduate level. Twenty credit hours must be completed from among the core modules in the following functional areas of study:

Financial Management	Management Accounting
Marketing Management	Information Systems
Corporate Ethical Decision Making	Applied Economics
Supply Chain Management	Strategic Planning
Organizational Behavior	Decision Analysis and Supply Chain Modeling

All students must also complete one experiential course in consulting, or, a international study abroad. The remaining twelve hours (four courses) consist of electives from among the many graduate offerings of the School of Business. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas. Admission Procedures: Preliminary inquiries concerning programs, admission and financial aid may be made at any time and should be addressed to the Graduate Business Programs Office, School of Business at Clarkson University. As soon as possible after completion of the third year of undergraduate study, applicants should submit an official "Clarkson University Application for Admission and Assistance for Graduate Study" form. All application forms, transcript, Graduate Management Admissions Test (GMAT) or General Record Exam (GRE) scores, current resume, and three letters of recommendation should be sent to the Graduate Business Programs Office at Clarkson University.

All applicants must take the GMAT/GRE and ask that the score be reported to Clarkson University. It is very important that the GMAT/GRE be taken at the earliest possible date after having decided to submit an application. A firm decision concerning admission and financial aid cannot be made without this score.

The School of Business attempts to notify an applicant as early as possible after receiving the application materials and GMAT score. A grade point average of 3.0 and a 70th percentile GMAT score are

sufficient to secure early admission to the program. In other cases, a decision must be postponed until grades from additional courses are available. Applicants not accepted immediately would be advised on an individual basis as to what must be done during their last year of study to secure admission. Grade trends, work experience and letters of reference all have a bearing in the decision process.

Most students begin the MBA program in the fall semester, and course offerings are scheduled accordingly. Students needing substantial foundation courses, however, may find spring enrollment a desirable alternative, since Clarkson University offers all courses necessary to satisfy the foundation requirement.

Pre-Professional Programs

Health Professions

Contact Person: David Gingrich, Department of Chemistry
308 Stowell, 315-267-2273, gingridj@potdam.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 to be fully prepared to take the Medical College Admissions Test (MCAT) in their junior year of study. Students are also advised to include additional courses in the social sciences and humanities.

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

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

Physical, Respiratory, and Occupational Therapy students are required to take a full year of Human Anatomy and Physiology which can typically be completed by taking: BIOL 210 Human Anatomy and Physiology and BIOL 410 Human Physiology. Check with your professional schools admission office for confirmation.

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

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.

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 or Professor Timothy Gordinier of the Department of Politics. They are 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 or Professor Gordinier as early as possible, preferably during their first year, for advice concerning the selection of courses. The Pre-law minor offered through the Department of Politics will be of particular interest. Course selection

will often depend upon a number of variables and should be undertaken only in consultation with both the major and career interest advisers.

For admission to law school, each student must also demonstrate an aptitude for the law on the Law School Admissions Test (LSAT), submit strong application essays and letters of recommendation, and have a sufficiently high GPA. Students are urged to consult with Professor Del Guidice or Professor Gordinier about this test and the application materials before the spring of their junior year.

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

Contact Person: M. Azad Islam, Department of Physics
214 Timerman, 315-267-2284, islamma@potsdam.edu

SUNY Potsdam and SUNY Institute of Technology at Utica/Rome have a formal 3-2 program affiliation in the area of engineering technology.

3-2 Engineering Program: The 3-2 Engineering Technology Program combines three years of education in science and mathematics at SUNY Potsdam with two years of engineering technology education at SUNY College of Technology at Utica/Rome, leading after five years to the Bachelor of Arts degree from SUNY Potsdam and the Bachelor of Technology or Bachelor of Science degree from the SUNY College of Technology at Utica/Rome. The Bachelor of Technology degree may be granted in electrical, mechanical or industrial technology. The Bachelor of Science degree is offered in telecommunications. For further information, contact the SUNY Potsdam coordinator in the Department of Physics at 315-267-2284.

Professional Programs

Masters of Social Work Degree with Kent School of Social Work, University of Louisville (4+2 1/2)

Contact Person: Jacqueline Goodman, Women's and Gender Studies & Sociology Department
311 Satterlee, 315-267-2116, goodmajk@potsdam.edu

Degrees:

Bachelor of Arts from SUNY Potsdam

Masters of Social Work from University of Louisville, Kent School of Social Work

The 4 + 2 1/2 Program combines a SUNY Potsdam major in Women's and Gender Studies with an MSW degree with Kent School of Social Work. This combined degree program provides the tools of social change for the historic problems of gender inequality and injustice. Social work is a profession for those with a desire to improve people's lives.

Requirements for this program: While completing the Women's and Gender Studies major at SUNY Potsdam, students will substitute three 500 level WGS courses in the Social-Political and Science-Health Perspectives for lower level courses (faculty approval required). Students must complete Human Biology, (fulfills the SB Gen Ed requirement), and Statistics, (fulfills the FM Gen Ed requirement), and maintain an overall GPA of 3.0.

Benefits of this program are the following:

- Reduced cost (SUNY Potsdam WGS majors pay in-state tuition costs see <http://louisville.edu/vpf/bursar/student/tuition/tuitioncurrent.html>)
- Shortened time to degree: SUNY Potsdam WGS majors complete the MSW degree in 2½ instead of 3 years

- Choice of location for practicum: SUNY Potsdam WGS majors can choose the geographic location and focus for their practicum
- Graduates are qualified for: ACSW New York State licensure exam

MBA with Alfred University (4+1)

Contact Person: Donna Mosier, Depart. 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 and Markets

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

ECO 202 Principles of

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

Students must submit an application for admission into the MBA program. Minimum GMAT score and undergraduate GPA as specified by AACSB International are required.

The faculty at SUNY Potsdam and the faculty at the Alfred University College of Business will be advising SUNY Potsdam students in this agreement.

MBA with SUNY Oswego (4+1)

Contact Person: Donna Mosier, Depart. of Business Administration
212 Dunn, 315-267-2238, mosierdj@potsdam.edu

SUNY Potsdam and SUNY Oswego recently signed a new 4+1 Accounting MBA agreement. Students completing their BS in Business Administration at SUNY Potsdam may be admitted to the School of Business at SUNY Oswego's MBA program after having already satisfied the graduate business foundation courses.

Students who graduate with a SUNY Potsdam degree in Business Administration are waived from the SUNY Oswego M.B.A. program foundation courses upon acceptance. These 7 courses are: MBA 501 Principles of Accounting; MBA 502 Principles of Economics; MBA 503 Principles of Management; MBA 504 Quantitative Analysis; MBA 505 Operations Management; MBA 506 Legal Environment of Business; and MBA 507 Financial Management. In addition, the 4+1 agreement is not only for accounting students but also for those seeking a general professional-oriented M.B.A.

MBA with Rochester Institute of Technology (4+1)

Contact Person: Donna Mosier, Depart. of Business Administration
212 Dunn, 315-267-2238, mosierdj@potsteam.edu

The State University of New York at Potsdam and Rochester Institute of Technology (RIT) College of Business have established an agreement which allows qualified students who have earned a Bachelor of Science degree to accelerate their progress through the RIT College of Business MBA program. Waiver of selected MBA common body of knowledge courses is granted based upon completion of certain undergraduate courses. Refer to equivalency courses below. Students may be able to complete the MBA program in as few as four or five academic quarters.

Applicants should demonstrate an overall strong potential for success in graduate business study based on their GMAT scores and their undergraduate academic performance. Only grades of "B" or better in the designated undergraduate courses are acceptable for waiver of graduate level coursework.

SUNY Potsdam Courses	Rochester Institute of Tech. Courses
ACCT 201/202 Principles of Accounting I and II plus ACCT 385 Managerial Accounting	Financial Accounting
MGMT 310 Organizational Behavior and Ethics plus one of the following: EMRE 330 Human Resource Management EMRE 432 Organizational Development MGMT 301 Principles of Management MGMT 420 Leadership in Organizations 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	Organizational Behavior and Leadership 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, Depart. 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	Union University Courses
MATH 151 Calculus or ECON 375 Mathematical Economics	GMI 201 Mathematics of Management (1/2)
MATH 125 Probability and Statistics I or ECON 300 Statistical Methods in Economics and Business	GMI 202 Introduction to Probability (1/2)
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	GMI 206 Statistical Models for Management
ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics	GMI 220 Principles of Economics
ACCT 201 Principles of Accounting I and ACCT 202 Principles of Accounting II	GMI 210 Financial Accounting

ACCT 385 Managerial Accounting and
FINA 301 Finance

GMI 212 Managerial Accounting and
Finance

MGMT 330 Legal Environment of
Business and

GMI 270 Legal Principles of Business

EMRE 301 Employment Law or
EMRE 322 Labor Law

MGMT 301 Principles of
Management

GMI 251 Managing People & Teams
in Organizations

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

GMI 225 Marketing Management &
Strategy

Advertising and Promotion or

MKTG 330 Marketing Research

MBA Programs with Clarkson University (4+1)

Please see page 71.

Reserve Officers Training Corps (ROTC)

ROTC at SUNY Potsdam is an elective course of study that provides college-trained officers to the United States Army and Air Force. SUNY Potsdam students cross-enroll into one of the Clarkson University ROTC programs. Upon graduation and successful completion of either the Army program in Military Science or the Air Force program in Aerospace Studies, students receive appointments as commissioned officers in the grade of second lieutenant. Each program provides a Basic Course in the Freshman and Sophomore years and an Advanced Course in the Junior and Senior years. Army sophomores with no ROTC experience may receive credit by attending a special, expenses paid, six-week long Basic Camp in the summer prior to their junior year. There are other options available for veterans and graduate students. Students may enroll in the ROTC Basic Course or attend the Basic Camp without incurring any military service obligation. Uniforms and books required for ROTC courses are furnished free of charge to students in the Basic and Advanced Courses. Advanced course students are currently paid \$450-500 per month (tax-free) stipend to offset living costs. Qualified students are eligible to compete for Army and Air Force ROTC Scholarships. For more information, call 315-268-7989 for Air Force or 315-265-2180 for Army.

Aerospace Studies (Air Force ROTC)

Air Force Reserve Officer Training Corps (AFROTC) combines college study with military leadership, discipline, and training to produce officers and leaders for the United States Air Force. Upon graduation with at least a bachelor's degree, students are commissioned as second lieutenants in the Active Duty Air Force. A commission is an appointment to a military office by the President of the United States.

Curriculum

AFROTC is normally a four-year program divided into two portions, the General Military Course (GMC) for freshman and sophomores, and the Professional Officer Course (POC) for juniors and seniors. All students also complete Leadership Laboratory (LLAB) each semester. Based on the needs of the Air Force, students are often allowed to enroll

as late as the fall of their junior year. The GMC curriculum is covered during an extended Field Training in the summer after their junior year.

GMC

The GMC involves a one credit hour course and a two-hour Leadership Laboratory each semester. The freshman curriculum introduces the Air Force mission and organization, covers the basics of military customs and courtesies, military correspondence styles, and drill and ceremonies. The sophomore curriculum focuses on the history of air power, starting with the Wright Brothers' first flight at Kitty Hawk, and traces the evolution of aircraft and Air Force missions throughout WWI, WWII, Korea, Vietnam, the Gulf War, and recent operations around the world such as Afghanistan and Iraq.

Field Training

After successful completion of the GMC, students are normally scheduled to attend Field Training during the summer between the sophomore and junior year. Field Training is an intense, four-week, hands-on leadership challenge. Cadets will be evaluated on their mastery of military customs and courtesies, drill and ceremonies, and on their leadership ability. Cadets are exposed to a variety of challenges to force them to work as a team, learn to critically evaluate situations, and perform under stress. While no cadet will tell you it is fun, Field Training is often a life-changing experience that builds self-confidence and fine-tunes leadership skills.

POC

After successfully completing Field Training, cadets are sworn in to the POC and are enlisted in the inactive reserves while they complete their final two years of college. The junior curriculum focuses on an in-depth study of leadership and management concepts. The senior curriculum continues to emphasize leadership, but introduces national security concepts and issues, military law, the law of armed conflict, and preparation for entrance into the Active Duty Air Force. POC cadets are placed in leadership positions and are charged with running the cadet wing that is modeled after the organizational structure of the active duty Air Force.

Leadership Laboratory (LLAB)

LLAB is a hands-on leadership training program. The POC plan and execute 13 labs in which the GMC are instructed in skills they will need to successfully complete Field Training and for a thriving military career. POC members are responsible for planning and executing LLAB, as well as other extra-curricular activities like formal dinners and awards ceremonies. Cadets are challenged in the classroom, and their jobs in the cadet wing require them to put the theories into practice.

Scholarships

Merit-based tuition scholarships are available to AFROTC cadets; they vary from \$3,000 to full tuition. Below is a list of current scholarships.

- TYPE I – Full tuition and fees scholarship
- TYPE II – \$18,000 towards tuition and fees
- TYPE III – \$9,000 towards tuition and fees
- TYPE VI – \$3,000 towards tuition and fees
- TYPE VIII – A competitive-based academic upgrade of a TYPE II, pays up to 80% of tuition

Other Benefits: All scholarships include the following:

- Monthly Stipend during the academic year —
FR = \$300, SOPH = \$350, JUN = \$450, SEN = \$500
- \$450 per semester for books

Other Activities

Air Force ROTC presents many unique opportunities for its cadets. On weekends in the fall and spring, cadets can receive up to eight hours of no-cost flight instruction through the Civil Air Patrol. In addition, every winter break the cadet corps has the opportunity to visit an Air Force Base and see firsthand how the Air Force works. These trips often include incentive flights on a variety of military aircraft. Cadets can also compete for summertime opportunities to earn parachute wings (free-fall and airborne) and travel to overseas bases at no cost. For more details contact the Aerospace Studies Department at 315-268-7989.

Aerospace Studies Curriculum*

Credit Hours

First Year: First semester

AS 101	The Air Force Today	1
AS 103	Leadership Laboratory	

First Year: Second semester

AS 102	The Air Force Today II	1
AS 104	Leadership Laboratory	

Sophomore Year: First semester

AS 201	Evolution of Air Power I	1
AS 203	Leadership Laboratory	

Sophomore Year: Second semester

AS 202	Evolution of Air Power II	1
AS 204	Leadership Laboratory	

Junior Year: First semester

AS 301	Air Force Leadership & Management I	3
AS 303	Leadership Laboratory	

Junior Year: Second semester

AS 302	Air Force Leadership & Management II	3
AS 304	Leadership Laboratory	

Senior Year: First semester

AS 401	National Security Forces in Contemporary American Society I	3
AS 403	Leadership Laboratory	

Senior Year: Second semester

AS 402	National Security Forces in Contemporary American Society I	3
AS 404	Leadership Laboratory	

*Course may be applicable as free electives in some majors where noted. Consult individual departments for details.

Military Science (Army ROTC)

The Clarkson University Army ROTC Golden Knight Battalion was founded in 1936 in order to establish a program in which students could obtain commissions as Second Lieutenants in the United States Army upon graduation. Since then, it has commissioned over 1,100 leaders into the Active, Reserve and National Guard components. Today, the Golden Knight Battalion continues to commission high quality officers from Clarkson University, St. Lawrence University, SUNY Potsdam and SUNY Canton.

The goal of the department is to develop individual leadership skills and managerial ability while preparing young adults to become leaders

in the United States Army, 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 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 or room and board at SUNY Potsdam;
2. \$600 per semester for textbooks and classroom supplies;
3. \$350-\$500 per month tax-free spending money for up to 10 months per year.

Military Science Curriculum

Credit Hours

Freshman Year: First semester

MS 111	Leadership and Personal Development	1
MS 111L	Leadership Laboratory	

Freshman Year: Second semester

MS 112	Introduction to Tactical Leadership	1
MS 112L	Leadership Laboratory	

Sophomore Year: First semester

MS 221	Foundations of Leadership	2
MS 221L	Leadership Laboratory	

Sophomore Year: Second semester

MS 222	Foundations of Tactical Leadership	2
MS 222L	Leadership Laboratory	

Junior Year: First semester

MS 331	Adaptive Team Leadership	3
MS 331L	Leadership Laboratory	3

Junior Year: Second semester

MS 332	Applied Team Leadership	3
MS 332L	Leadership Laboratory	3

Senior Year: First semester

MS 441	Adaptive Leadership	3
MS 441L	Leadership Laboratory	3

Senior Year: Second semester

MS 442	Leadership in a Complex World	3
MS 442L	Leadership Laboratory	3

For more information you can visit www.armyrotc.com. To cross enroll in an Army ROTC class with no obligation, contact the Golden Knight Battalion at 315-265-2180 or e-mail armyrotc@clarkson.edu.

INTERDISCIPLINARY STUDIES

Learning Communities

Contact Person: Oscar Sarmiento, Department of Modern Languages
228 Morey, 315-267-2034, sarmieod@potdams.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 Environmental Studies, Power and Money and Bridging Cultures. Nationwide research indicates that Learning Communities intensify cooperation among students and faculty, forming a community of scholars. Students and faculty are motivated by the interaction and see more clearly the ways in which each discipline contributes to an overall understanding of the issue under study.

Each fall first-time students entering the College, enroll in one of two dozen First-Year Interest Groups (FIGs), such as Archaeology, Natural Science and Pre-Med, Childhood Education, or Business and Theatre Studies. Some FIGs include the First-Year Success Seminar (FYSS), a course designed to accelerate students' adaptation to college life and study, and some include a residential component. After the fall semester, Learning Communities are available as an option at an upper division level. Some, such as CSI Potsdam and Business, serve specific majors, while others, such as Globe Trotters: The International Experience, enroll students of many majors by satisfying General Education requirements.

Adirondack Environmental Studies Semester for First-year Students

Contact Person: Stacy Rosenberg, Department of Politics
104 Morey, 315-267-2963, rosenbsr@potdams.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

45-50 credit hours required.

Program is currently being revised. Please see contact person for more information.

Contact Person: John Omohundro, Department of Anthropology
249 MacVicar, 315-267-2050, omohunj@potdams.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.

A grade of 2.0 or better must be achieved in all courses.

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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Humanities and Social Sciences	15-17
ENVR 110	Introduction to Environmental Studies
ENVR 310	Adirondack Environmental Studies
Plus two of the following	
ANTH 325	Environmental Anthropology
LITR 351	Nature and Literature
PHIL 330	Environmental Ethics
POLS 355	Politics and the Environment (4 credits)
Plus one of the following	
ANTH 270	Museum Studies
ARTH 103	Landscape Art
ECON 320	Environmental Economics
HIST 453	Nature and American History
HLTH 300	Critical Issues in Human Ecology
PHYS 325	Energy and the Environment
POLS 395	Water Policy (4 credits)
POLS 344	Global Climate Change
SOCI 340	Environment and Society
ENVR 395	Environmental Issues
COMM 375	Environmental Communications
And other courses to be listed.	

All courses are 3 credits unless noted. Credits are divided as follows:

Sciences

Credits
12

Three of the following, each from a different department

BIOL 111	Adirondack Ecology
BIOL 148	Biodiversity Conservation
BIOL 300	Ecology (Prereqs: BIOL 151 & 152)
CHEM 301	Fundamentals of Environmental Science
GEOL 101	Environmental Geology
GEOL 103	Physical Geology
GEOL 106	Geology of National Parks
PHYS 325	Energy and the Environment

Plus one of the following

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

And other courses to be listed.

Skills

9

COMP 304	Technical Writing (Prereq: COMP 201; 4 credits)
WILD 240	Backpacking II (2 credits)
WILD 320	Outdoor Education (Prereq: WILD 240)

Adirondack Capstone

9-12

Dossier and interview required.

ENVR 390	Field Preparation
ENVR 391	Field Residency (3-6 credits)
ENVR 490	Project and Seminar

Environmental Studies Course Descriptions

ENVR 110 – Introduction to Environmental Studies (3) The goals of this course are to provide undergraduates with the knowledge and analytical skills so they can better monitor the condition of their biophysical environment and so they can choose courses of action for living in it and dealing with its threats. This course by necessity is interdisciplinary, involving concepts, methods and data from natural and social sciences as well as evaluative perspectives from the arts and humanities. Fall and Spring. Gen Ed: SA & FC credit.

ENVR 310 – Adirondack Environmental Studies (3) This study of the environmental history of the Adirondack region will give particular focus to the interrelated natural and cultural history of today's Adirondack Park. Current land use conflicts will be regarded as the legacy of a human history of territorial contest and ambivalent attitudes toward nature, embracing the full range of conservation issues in other American protected areas and many developing countries as well. Prerequisite: ENVR 110. Fall.

ENVR 390 – Field Preparation (3) To prepare students for required major field residency course by designing an individual research project and collaborating on a group interpretive project at specific sites in the Adirondack Forest Preserve in partnership with State agencies and non-profit organization. Prerequisite: ENVR 310. Spring.

ENVR 391 – Field Project (3-6) A four to eight week research and public interpretation (service learning) project as a Department of Environmental Conservation summit steward at a fire tower in the Adirondack Forrest Preserve. [Offering section 1 for 3 credit hours, and section 2 for 6 credit hours each summer depending upon the

number of months student spends at field site.] Prerequisite: ENVR 390.

ENVR 490 – Senior Seminar (3) A culminating course to complete and present the outcome of the field project of the preceding summer. Directed readings, common readings, discussion and development of a presentation delivered to a wider audience. Prerequisite: ENVR 391. Fall.

Environmental Studies Minor

19-21 semesters hours required.

Program is currently being revised. Please see contact person for more information.

Contact Person: John Omohundro, Department of Anthropology
249 MacVicar, 315-267-2050, omohunjtr@potsdam.edu

Designed primarily for social sciences and humanities majors. Some of the following courses have cognate requirements, so the student should check the individual course listing under its department for these prerequisites. A grade of 2.0 or better must be achieved in all courses.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

Sciences

9

Three of the following, each from a different department

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

Social Sciences and Humanities

9-10

Three of the following, each from a different department

ANTH 270	Museum Studies
ARTH 103	Landscape Art
ECON 320	Environmental Economics
HIST 453	Nature and American History
HLTH 300	Critical Issues in Human Ecology
PHYS 325	Energy and the Environment
POLS 395	Water Policy (4 credits)
POLS 344	Global Climate Change
SOCI 340	Environment and Society
ENVR 395	Environmental Issues
COMM 390	Environmental Communications

And other courses to be listed.

Skills

1-2

One from the following

WILD 240	Backpacking II (2 credits)
WILD 147	Winter Camping (1 credit)
WILD 270	Rock Climbing (2 credits)
WILD 275	Ice Climbing (2 credits)

Environmental Science Minor

19-22 semesters hours required.

Program is currently being revised. Please see contact person for more information.

Contact Person: John Omohundro, Department of Anthropology
249 MacVicar, 315-267-2050, omohunjt@potsdam.edu

Designed primarily for science majors. Some of the following courses have cognate requirements, so the student should check the individual course listing under its department for these prerequisites. A grade of 2.0 or better must be achieved in all courses.

All courses are 3 credits unless noted. Credits are divided as follows:

Sciences

Four of the following, each from a different department

BIOL 300	Ecology (Prereq: BIOL 151, 152)	Credits 12-13
CHEM 311	Quantitative Analysis (4 credits)	
GEOL 407	Environmental Geophysics (Prereq: GEOL 101, 103, or 106)	
GEOL 421	Environmental Geology Problems (Prereq: GEOL 103)	
PHYS 330	Meteorology (Prereq: one semester college science)	

Social Sciences and Humanities

Two of the following, each from a different department

ANTH 270	Museum Studies	Credits 6-7
ARTH 103	Landscape Art	
ECON 320	Environmental Economics	
HIST 453	Nature and American History	
HLTH 300	Critical Issues in Human Ecology	
PHYS 325	Energy and the Environment	
POLS 395	Water Policy (4 credits)	
POLS 344	Global Climate Change	
SOCI 340	Environment and Society	
ENVR 395	Environmental Issues	
COMM 390	Environmental Communications	

And other courses to be listed.

Skills

One from the following

WILD 240	Backpacking II (2 credits)	Credits 1-2
WILD 147	Winter Camping (1 credit)	
WILD 270	Rock Climbing (2 credits)	
WILD 275	Ice Climbing (2 credits)	

Classical Studies Minor

18 semesters hours required.

Contact Person: David Curry, Department of Philosophy
204 Morey, 315-267-2021, currydc@potsdam.edu

The minor in Classical Studies is an interdisciplinary program that encourages undergraduates in various disciplines to come to an integrated awareness of the ancient cultures of Greece, Rome, the Mediterranean and the classical tradition that underlies much of modern civilization. Courses are offered in six different departments across the School of Arts and Sciences.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
One of the following	15-18
ANTA 352/ARTH 385 Art and Archaeology of the Classical World	
ARTH 310 and 311*	
LITR 371 Classical Heritage	
PHIL 322 History of Ancient Philosophy	
One of the following	
LATN 101 Introduction to Latin**	
GREK 101 Introduction to Classical Greek**	
HIST 321 Ancient Greece and Rome	

Electives

Electives	Credits
	0-3
ARTH 310*	Greek Art and Architecture
ARTH 311*	Roman Art and Architecture
ARTH 351*	Late Antique Art
ARTH 381*	Classical Mythology in Art
ARTH 451*	Ancient Painting
DRAM 312	History of Theatre I
HIST 322	Ancient Middle East
HIST 323	Middle East from Alexander to Islam
HIST 326	Egypt in Late Antiquity
HIST 462	The Hero in Classical Antiquity
HIST 463	Ancient Magic
LITR 372	Biblical Heritage
PHIL 387	Selected Philosophers (when appropriate)

* These courses all have a prerequisite of ARTH 100, 101, 102 or permission of the instructor.

**The language requirement for the Classical Studies Minor (LATN 101 or GREK 101) will be considered completed if a student has had two or more years of Greek or of Latin in high school. This requirement is distinct from the General Education Modern Language requirement.

Notes

1. A minimum grade of 2.0 is required for all courses in the minor
2. No more than two courses may double count with any other major or minor

Natural Science Major

All interdisciplinary science majors require a grade of 2.0 or better in all courses used to satisfy the major.

Administered by faculty committees drawn from the departments participating in each option.

Biology/Chemistry Concentration

42 credit hours required. Plus 0-20 credits of cognates.

Contact Persons:

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

Maria Hepel, Department of Chemistry
302 Stowell, 315-267-2267, hepelmr@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
BIOL 151 General Biology I (4 credits)	28
BIOL 152 General Biology II (4 credits)	
BIOL 311 Genetics (4 credits)	
CHEM 105 General Chemistry I (4 credits)	
CHEM 106 General Chemistry II (4 credits)	
CHEM 341 Organic Chemistry I (4 credits)	
CHEM 311 Quantitative Analysis (4 credits)	

Electives

Biology Electives* (9 credits)	14
Chemistry Elective** (3 credits)	
Seminar*** (2 credits)	

*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 0-20

Biology

Students who elect BIOL 407 Cell Physiology and/or BIOL 430 Plant Physiology must also complete CHEM 341 Organic Chemistry I as a prerequisite (4 credits)

Chemistry

Option 1*: Students who elect CHEM 425 Biochemistry must then also complete CHEM 342 Organic Chemistry II (4 credits)

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 (16 credits)

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

Recommended Course Work Outside the Major:

Consult with departmental advisers.

Biology/Geology Concentration

42-44 credit hours required. Plus 8-12 credits of cognates.

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

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
BIOL 151 General Biology I (4 credits)	26
BIOL 152 General Biology II (4 credits)	
BIOL 300 Ecology (4 credits)	
GEOL 103 Physical Geology	
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 311 Mineralogy (4 credits)	

Elective Courses

Biology Electives* (8-9 credits)	16-18
Two Geology Electives** (6 credits)	
Seminar*** (2-3 credits)	

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

**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 8-12

Biology

Students who elect BIOL 407 Cell Physiology or BIOL 410 Human Physiology, must also complete CHEM 341 Organic Chemistry I (4 credits)

Chemistry

CHEM 105/106 General Chemistry I and II (8 credits)

Recommended Coursework Outside the Major

Consult with departmental advisers.

Chemistry/Geology Concentration

41 credit hours required. Plus 6-16 credits of cognates.

Contact Persons:

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

Maria Hepel, Department of Chemistry
302 Stowell, 315-267-2267, hepelmr@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
CHEM 105 General Chemistry I (4 credits)	30
CHEM 106 General Chemistry II (4 credits)	
CHEM 311 Quantitative Analysis (4 credits)	
CHEM 341 Organic Chemistry I (4 credits)	
GEOL 103 Physical Geology	
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 311 Mineralogy (4 credits)	

Elective Courses

11

Chemistry Elective* (3 credits)
Geology Electives** (6 credits)
Seminar*** (2 credits)

*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

6-16

Chemistry

Option 1: To complete this option students must take CHEM 421 Biochemistry and CHEM 342 Organic Chemistry II (6 credits)

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 credits)

Note: students are advised to select Option 2.

Recommended Coursework Outside the Major:

Consult with departmental advisers.

Geology/Physics Concentration

44 credit hours required. Plus 16 credits of cognates.

Contact Persons:

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

M. Azad Islam, Department of Physics
214 Timerman, 315-267-2284, islamma@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
GEOL 103 Physical Geology	33
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 311 Mineralogy (4 credits)	
PHYS 103 University Physics I (4 credits)	
PHYS 204 University Physics II (4 credits)	
PHYS 305 University Physics III (4 credits)	
PHYS 306 Modern Physics (4 credits)	
GEOL 407 Environmental Geophysics	

Elective Courses

11

Geology Electives* (6 credits)
Physics Elective** (3 credits)
Seminar*** (2 credits)

*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

16

Geology

CHEM 105/106 General Chemistry I and II (8 credits)

Physics

MATH 151/152 Calculus I and II (8 credits)

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.

Asian Studies Minor

A minimum of 18 credit hours required.

Contact Person: Susan Stebbins, Department of Anthropology
119 MacVicar, 315-267-2047, stebbisa@potdam.edu

Asian Studies is an academic program that allows students to examine Asian cultures from both history and contemporary perspectives. The interdisciplinary nature of the courses encourages an understanding of the distinctive nature of each Asian society with an emphasis on their interconnections on a regional and global level.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Course	Credits
HIST 225 East Asian Survey	3

Electives 15
Any five of the following with advisement of the Asian Studies Coordinator.* At least nine credit hours must be upper division.

ANTH 371	Anthropology of China
EDUC 315	Vietnam Cultural/Historical Travel Program
HIST 314	Vietnam War
HIST 315	Japanese Women's History
HIST 316	Modern China
HIST 318	Pre-Modern Japan
HIST 319	Modern Japan
POLS 432	Politics of Global Inequality

CHIN 101	Contemporary Chinese 101
CHIN 102	Contemporary Chinese 102
CHIN 103	Contemporary Chinese 103

*Other classes, including Study Abroad, may be deemed appropriate in consultation with the Asian Studies Coordinator.

Native American Studies Minor

18 credit hours required.

Contact Person: 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.

Women's and Gender Studies Major

32-37 credit hours required.

Contact Person: Jacqueline Goodman, Director, of Women's and Gender Studies, and Department of Sociology
311 Satterlee & 103 Morey, 315-267-2116, goodmajk@potdam.edu

Women's and Gender Studies is an interdisciplinary program that examines the historical construction and perpetuation of asymmetrical sex and gender systems, and their relationship to other systems of power. It also explores the ways in which gender intersects with personal identities, social arrangements, economic and political systems, and ways of knowing and understanding the world.

Women's and Gender Studies offers a major with course offerings from fifteen departments in the School of Arts and Sciences, The Crane School of Music, and the School of Education and Professional Studies. It also offers a Women's and Gender Studies minor.

Women's & Gender Studies Major Requirements:

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

1. Introductory Course
2. Research Methods
3. Feminist Theory
4. Senior Seminar

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

- a. Historical
- b. Social-Political
- c. Artistic-Literary
- d. Science-Health

Two additional W&GS electives are required as well. This interdisciplinary approach provides students with knowledge of key academic debates across the disciplines that frame the field of Women's and Gender Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
WMST 100 Women's & Gender Studies 1 (3-4 credits)	11-12
WMST 360 Feminist Research Methods (4 credits)	
WMST 462 Research Seminar (4 credits)	

Feminist Theory Course 3-4

One of the following
 POLS 353 Feminist Political Thought (4 credits)
 PHIL 372 Feminism and Philosophy

Multidisciplinary Perspectives Courses 12-13

One course from each of the following four perspectives

Historical Perspective

HIST 304 History of American Women I
 HIST 305 Modern American Women
 HIST 450 Modern American Oral History
 HIST 451 Witchcraft in Early America
 ANTC 331 Women in Native America
 COMM 416 Voices of American Women

Social-Political Perspective

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

Artistic-Literary Perspective

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

Science-Health Perspective

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

Electives 6-8

Choose any two additional Women's and Gender Studies courses. 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 and SOCI 195 is the same as WMST 100.
3. A minimum grade of 2.0 is required for all courses in the major.
4. No course may double count for any of the above requirements.
5. No more than two courses may double count with any other SUNY Potsdam major or minor.

Women's and Gender Studies Course Descriptions:

WMST 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 course also examines global feminist struggles for equality

and justice. Serves as a 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.

Women's Studies Minor

18-24 credit hours required.

Contact Person: Jacqueline Goodman, Director, of Women's and Gender Studies

311 Satterlee & 103 Morey, 315-267-2116, goodmajk@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Course	3-4
WMST 100 Women's & Gender Studies 1 (3-4 credits)	

Electives	15-20
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Choose five additional Women's and Gender Studies Courses as electives. A list of all approved courses is available at: www.potsdam.edu/womens_studies and from the Director.

Notes

1. At least three courses must be upper division courses (300 or above)
2. At least 1 of the upper division courses must have a multicultural perspective (WSM) (see WSM course designators online)
3. At least 3 courses must be from the School of Arts & Sciences
4. Some courses have prerequisites in additions to WMST 100. See catalog or instructors for other prerequisites.
5. A minimum of 2.0 is required for all courses counted toward the minor.

Women's Studies and MSW with the University of Louisville

For information about the MSW program with the University of Louisville, see page 73.

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 history 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ANTH/ARTM 270 Museum Studies	6
ANTH/ARTH 358 Cross-Cultural Approaches to Art*	

*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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ARTM 420 Gallery Practices	7
ANTH 320 Museum Archives and Exhibits (4 credits)	

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

Recommended Course

ARTS 120 Color & Design (4 credits)

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

ANTH/ARTM 470 Museum Internship/Tutorial (6 credits)

6

Statistics

Contact Person: James Terhune

227 Flagg, 315-267-2615, terhunjg@potdham.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.

GRADUATE PROGRAMS

SUNY Potsdam is one of 12 University Colleges in the SUNY system offering graduate degree programs of study. Please refer to the Graduate Catalog for admissions deadlines. The three schools making up SUNY Potsdam offer the following programs:

School of Arts and Sciences

The School of Arts and Sciences offers two Master of Arts programs: English and Communication, and Mathematics.

The M.A. in English and Communication prepares students for teaching or professional careers. Applicants should have earned a bachelor's degree with a major in English, Communication, or Writing. Outstanding applicants who hold degrees in other areas may be admitted, but they should be aware that additional coursework might be required. They must submit three letters of recommendation (including at least two from undergraduate professors of English) and official transcripts of all college-level courses. A minimum GPA of 3.0 in the most recent 60 semester hours of undergraduate study is required.

The M.A. in Mathematics is designed to develop students' abilities to work independently and to enable them to obtain a basic knowledge of algebra, real and complex variables and topology. The program prepares students for both postgraduate study and careers in the field of mathematics. Admission requirements include a baccalaureate degree from an accredited college, three letters of recommendation (two of which must be from members of the mathematics department from whom the applicant has taken courses) and a minimum GPA of 3.0 in all undergraduate coursework in mathematics.

There is also a mathematics honors program, which allows students to achieve a combined B.A./M.A. within a four-year time period. Students enter this program on the recommendation of the mathematics faculty.

School of Education and Professional Studies

Two master's degree programs are offered in the School of Education and Professional Studies for students who have completed a baccalaureate degree: a Master of Science in Education and a Master of Science in Teaching.

The M.S. in Education leads to professional teacher certification at the early childhood and childhood level. M.S. in Education programs leading to initial certification are also available in literacy, special education, and information and communications technology.

The M.S.T. degree offers a graduate program leading to initial teacher certification in childhood or adolescence education to students with liberal arts backgrounds, but who have no undergraduate teacher education coursework or experience.

Graduates of the master's degree programs are also required to complete three years of successful teaching experience at an appropriate grade level to be eligible for professional certification.

The Crane School of Music

The Crane School of Music offers programs leading to the Master of Music in music education, performance and composition. These programs are designed to meet students' interests, needs and requirements

within a framework that provides opportunities to pursue a balance of academic and professionally oriented courses.

Graduate Catalog

To obtain a Graduate Catalog, contact the Office of Graduate Studies, SUNY Potsdam, 44 Pierrepont Avenue, Potsdam, New York 13676; toll-free 800-458-1142 or dial direct 315-267-2165. Web: www.potsdam.edu/admissions/graduate.

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/academics/exted. The Office is located in 206 Raymond.

EXTENDED AND COMMUNITY EDUCATION PROGRAMS AND SERVICES

Office of Extended Education

The Office of Extended Education coordinates the following credit bearing programs and services for the College: Summer Session, Winterim, Extension Programs, Distance Learning Courses (including online courses), the College Advancement Program (CAP) for qualified high school junior and senior-level students, the College In High School Program (CHS) with participating high schools, and the admission, registration and monitoring of satisfactory academic progress of all undergraduate non-matriculated students.

For further information, schedules, locations, please call 315-267-2166 or 800-458-1142, or visit our Web site at www.potsdam.edu/extended. The Office is located in 206 Raymond.

Summer Session

SUNY Potsdam's Summer Session Program is an integral part of the year-round academic program. A number of different sessions, of varying length, are offered throughout the summer beginning immediately after May graduation and ending in the middle of August. The first session, beginning in the middle of May, is particularly advantageous for students who need to complete their coursework prior to the start of their summer employment or other family vacation plans typically occurring during these months. Several other sessions offered during the summer begin after high school graduation in June and are well suited for graduating seniors and school personnel who wish to enroll in credit classes.

Graduate and undergraduate courses are offered in all sessions and are scheduled throughout the day from early morning to late afternoon and evening. Domestic and international travel courses are typically offered as part of the College's comprehensive summer session program, as well as a growing number of on-line 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/academics/exted. For additional information, assistance or to receive a Summer Session bulletin, please call 800-458-1142 or 315-267-2166.

Winterim Session

The Office of Extended Education coordinates a Winterim Session which offers a three-week session beginning the last week of December and a two-week session beginning in the first week of January. Students 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/academics/exted in early 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, Saturdays or online 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)
- MS.Ed. Instructional Communications Technology/Organizational Leadership

The courses meet on the campus of Jefferson Community College and are scheduled weekday evenings, Saturdays or online 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's office is located in the JCC Higher Education Center located on the campus of Jefferson Community College. Please call 315-786-2373 to schedule an appointment.

In addition, also in coordination with the School of Education and Professional Studies, the Office of Extended Education offers of a part-time MST Childhood Instruction (Grades 1-6) degree program in Ottawa, Ontario. Additional detailed information is available on the School of Education and Professional Studies web site under Childhood/Early Childhood Education.

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/academics/exted and under www.potsdam.edu/academics/online.

Non-Matriculated Undergraduate Students

The Office of Extended Education is responsible for admitting and registering all non-matriculated undergraduate students to the College, as well as monitoring their satisfactory academic progress. Please refer to pages 15 and 46 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 mutually agreed upon high schools courses and receive SUNY Potsdam college credit for the their satisfactory completion. Tuition and fees for these courses are offered at a reduced rate which is significantly less than the normal per credit tuition and fee rates. Admission requirements are the same as for the College Advancement Program (see above for details). Further information is available on the Extended Education Web site: www.potsdam.edu/academics/exted.

Center for Lifelong Education and Recreation (CLEAR)

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.

For information on semester offerings please visit our Web site: www.potsdam.edu/community/noncredit or call 315-267-2169.

Summer Camps

The Center for Life Long Education and Recreation offers a variety of summer, day and resident camps, for children and young adults. One of our most popular camps is the Crane Youth Music camp, which is offered over a two-week period beginning in late June. Other camps typically offered each summer are French camp, Swim camp and the "Bears" International Summer Basketball camp. In addition to these camps, we also offer a summer hockey clinic and numerous programs for young basketball and soccer players.

Conferences, Events, Meetings and Workshops

A large number of events, meetings, workshops and conferences are both coordinated and offered through this Office. Many of these are regional, national, and international in scope. The College encourages the use of its many fine and varied facilities by outside groups and organizations for these types of activities. A Conference and Events Services brochure is available through the Center for Lifelong Education and Recreation. Please call for additional information and details 315-267-2167 or visit our web site at www.potsdam.edu/community/conferences.

ATHLETICS AND PHYSICAL EDUCATION

Contact Person: James Zalacca, Director of Athletics and Phys. Ed.
232 Maxcy, 315-267-2314, zalaccja@potsdam.edu

Each student must complete four activities of appropriately designated physical education courses in addition to the 120 academic credit hours required for the B.A. or the 124 required for the B.M. degree. A course approved for General Education Physical Education 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 101-241 – Physical Education Activities (1) Development of skill for appreciation of a variety of activities for fitness and lifetime recreation. Count toward General Education Physical Education requirement.

Present course offerings are as follows. Other activities are offered at various times based on student interests and faculty expertise.

PE 102 – Badminton

PE 106 – Advanced Conditioning

PE 108 – Aerobic Kick-Boxing

PE 114 – Golf

PE 116 – Hatha Yoga

PE 118 – Basketball

PE 119 – Soccer

PE 120 – Ultimate Frisbee

PE 121 – Ice Skating

PE 122 – Cricket

PE 123 – Jogging and Conditioning

PE 124* – Physical Education Activities (*See department chair)

PE 125 – Self Defense

PE 127 – Racquetball

PE 128 – Softball

PE 131 – Swim for Fitness

PE 133 – Tennis

PE 135 – Volleyball

PE 136 – Weight Training

PE 137 – Softball

PE 139 – Walking for Fitness

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 155 – Weight Loss (1) Path Weighs Weight Loss Class

PE 300 – @Lifeguarding (2) Provides Lifeguard training and Waterfront certification. Prerequisites: Must be able to swim 500 yards continuous (200 yds. freestyle, 100 yds. breast stroke, 200 yds. combination of freestyle & breaststroke). Gen Ed: fulfills 1 PE activity requirement. Counts for 2 non-liberal arts academic credits.

Intercollegiate Sports

PE 210 – Women's Varsity Softball

PE 211 – Men's Varsity Basketball

PE 215 – Men's Varsity Golf

PE 216 – Men's Varsity Soccer

PE 218 – Men's Varsity Swimming

PE 223 – Women's Varsity Basketball

PE 224 – Women's Varsity Soccer

PE 225 – Women's Varsity Swimming

PE 228 – Women's Varsity Ice Hockey

PE 229 – Men's Varsity Ice Hockey

PE 231 – Women's Varsity Lacrosse

PE 232 – Men's Varsity Lacrosse

PE 233 – Women's Varsity Volleyball

PE 235 – Equestrian

PE 240 – Women's Varsity Cross Country

PE 241 – Men's Varsity Cross Country

Coaching Certification

Students may be approved for coaching in the schools of New York State (Commissioner's Regulations, section 135.4) by successfully completing the following courses:

PE 303 – @Techniques of Coaching (2) Theory, strategy and skill development at various grade levels.

PE 326 – @Health and Sports Medicine (4) Anatomical, physiological and psychological factors in prevention, treatment and rehabilitation of pathological processes which occur in athletic participation. 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
106 Dunn, 315-267-2231, pletchgk@potsdam.edu

Steven Marqusee, Associate Dean
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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

Contact Person: Karen Johnson-Weiner, Chair
247 MacVicar, 315-267-2041, johnsokm@potsdam.edu

Professors: Karen Johnson-Weiner, Steven Marqusee, Susan Stebbins, Patricia Whelehan

Associate Professors: Morgan Perkins, Bethany Usher, Jaimin Weets

Assistant Professors: Alan Hersker, Hadley Kruczek-Aaron, Benjamin Pykles, Carolyn Schwarz

Visiting Assistant Professor: Nasser Malit

Adjunct Instructor: Jill Breit

Anthropology Major (B.A.)

33 credit hours required.

Program is currently being revised. Please see Department contact person for more information.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	24
ANTH 201 Human Origins (4 credits)	
ANTH 202 Cultural Anthropology	
ANTH 203 Language and Culture	
ANTH 204 Archaeology (4 credits)	
ANTH 391 Theory and Method	
ANTH 393 Professionalism in Anthropology	
ANTH 480 Senior Seminar (4 credits)	

Electives 9
6 credit hours of anthropology electives (3 credit hours must be at the upper division); 3 credit hours in anthropology at the 400-level
The elective courses a student takes to complete the major will be chosen in consultation with the adviser.

Recommended Coursework Outside the Major

The Department of Anthropology encourages majors to work closely with their advisers in planning coursework to satisfy postgraduate objectives.

Study Abroad Opportunities

The Department of Anthropology encourages students to study abroad as one of the best ways to achieve understanding of other cultures. Special opportunities are available to complete part of the requirements for the anthropology major through programs of study abroad. For example, students may choose archaeology or cultural anthropology in Puebla, Mexico; women and development in Ghana; aboriginal studies in Australia; or Irish studies in Cork, Ireland, to name just a few of the places where students can study wholly or partly in English. The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Senior Seminar

The Department of Anthropology believes that all students who graduate with an anthropology major should have had an experience with another culture or anthropological task-something beyond a library term paper. Though not all students can be expected to do extracurricular activities while a major, they can at least be asked to prepare through coursework for the anthropological experience. A portion of Senior Seminar is dedicated for speaking and writing reflectively as an anthropologist to come to grips intellectually and emotionally with the experience

The following types of experiences are among those considered to be preparation for this part of the Senior Seminar:

Fieldwork

Archaeology Field School (ANTH 315 or ANTH 415)

Physical Anthropology Field Schools

Fieldwork Essentials (ANTH 395)

Internship

ANTH 490 Internship in Anthropology,

ANTH 491 Internship in Applied Anthropology, or

ANTH 470 Museum Internship

Travel

Travel abroad in a College-approved study program.

Language Training

Completion of a Spanish or French speaking/writing course beyond the 103 level.

A semester of a third language, such as Mohawk, Arabic or Chinese. Bilingualism is considered to be appropriate preparation.

Special Notes

1. The Department of Anthropology requires that students earn a minimum grade of 2.0/S* in all courses counted toward the major.
2. No student may repeat a Department of Anthropology course more than two times without written permission of the instructor, the department chair and the dean.
3. Students may only "double-count" two courses for an additional major or minor.

Archaeological Studies Major (B.A.)

32-36 credit hours required.

Program is currently being revised. Please see Department contact person for more information.

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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits 23-26
ANTH 204 Archaeology (4 credits)	
ARTH 101 Survey of Art: Ancient to Early Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern or	
ARTM/ANTH 270 Museum Studies	
GEOL 103 Physical Geology	
GEOL 104 Historical Geology	
ANTH 417 Archaeological Procedures (4 credits)	
ANTH 315 Field Archaeology (3-6 credits) or other field experience approved by archaeological studies faculty	

Elective Courses	9-10
One from each group. Additional courses may be used with approval from the Archaeological Studies Coordinator.	

Group A: The Old World

ANTH 356 Neanderthals: Fact, Fiction or Fantasy	
ANTH 395 The Prehistory of Europe	
ARTH 310 Greek Art and Archaeology	
ARTH 311 Roman Art and Archaeology	
ARTH 351 Late Antique Art	
ARTH 385 Art and Archaeology of the Classical World; same as ANTH 352	
ARTH 451 Ancient Painting	
HIST 301 Ancient and Medieval Europe	
HIST 322 Ancient Middle East	
HIST 395 Ancient Greece and Rome	
HIST 395 Egypt in Late Antiquity	
HIST 495 Magic in Antiquity	

Group B: The New World

ANTH 350 Archaeology of Mexico and Central America	
ANTH 359 African American Archaeology	
ANTH 362 Historical Archaeology	
ANTH 363 Archaeology of Eastern USA	
HIST 311 Indians and Iberians	

Group C: Applied Sciences

GEOL 301 Sedimentology-Paleontology 1 (4 credits)	
GEOL 395 Geoarchaeological Problems	
GEOL 405 Structural Geology (4 credits)	
GEOL 406 Geomorphology (4 credits)	
GEOL 407 Geophysics (4 credits)	
ANTH 316 Archaeological Lab Techniques	
ANTH 319 Public and Private Archaeology	
ANTH 347 Humans, Disease & Death	
ANTH 354 Environmental Archaeology	
ANTH 365 Archaeology of Death	
ANTH 380 Human Osteology	
ANTH 402 Forensic Anthropology	
ANTH 410 Advanced Archaeological Research (4 credits)	
ANTH 450 Zooarchaeology	
ANTH 455 Cannibalism (4 credits)	
ANTH 457 Dental Anthropology	

Recommended Coursework Outside the Major

The Archaeology faculty encourages majors to work closely with their advisers in planning coursework to satisfy postgraduate objectives.

Special Notes

1. Students must earn at least a 2.0/S grade for all courses to be counted for the major.
2. Students may only "double-count" two courses for an additional major or minor.

Anthropology Minor**18-21 credit hours required.**

The Anthropology Department requires that students earn a minimum grade of 2.0/S* in all courses counted toward the minor. Closed to Anthropology majors.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses: one course at the 100 or 200 level	Credits 12-15
Archaeology: ANTH 204 preferred (3-4 credits)	
Biological Anthropology: ANTH 201 preferred (3-4 credits)	
Cultural or Linguistics Anthropology: ANTH 202 or 203 preferred (3-4 credits)	
ANTH 393 Professionalism	

Electives	6
300 level and above	

Procedures for Declaring this Minor

Minors must be registered within the Anthropology Department and a minor adviser chosen before more than 3 credit hours of the electives have been completed.

Archaeology Minor
19-23 credit hours required.

The Department of Anthropology requires that students earn a minimum grade of 2.0/S* in all courses counted toward the minor. No more than two courses may count toward both the Archaeology minor and the major. At least three courses must be taken at the upper division level.

Many anthropology students become majors because of an interest in archaeology. The Archaeology minor offers students an opportunity to achieve formal recognition of this interest. The required core of courses gives students a basic grounding in archaeological theory and methods as well as a survey of world archaeological developments and a knowledge of those disciplines critical to modern archaeology.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	10
ANTH 204 Archaeology (4 credits)	
ARTH 101 Survey of Art: Ancient to Early Renaissance	
One of the following	
GEOL 103 Physical Geology	
GEOL 104 Historical Geology	
Electives	9-13
One from each group below. Additional courses may be used with approval from the Archaeological Studies Coordinator.	

Group A: Old World

- ARTH 310 Greek Art and Archaeology
- ARTH 311 Roman Art and Archaeology
- ARTH 351 Late Antique Art
- ARTH 385 Art and Archaeology of the Classical World; same as ANTH 352
- HIST 301 Ancient and Medieval Europe
- HIST 395 Ancient Greece and Rome
- HIST 395 Ancient Middle East
- HIST 395 Egypt in Late Antiquity

Group B: New World

- ANTH 315 Field Archaeology (6 credits)
- ANTH 350 Archaeology of Ancient Mexico and Central America
- ANTH 359 African American Archaeology
- ANTH 362 Historical Archaeology
- ANTH 363 Archaeology of Eastern USA

Group C: Applied Sciences

- GEOL 301 Sedimentology-Paleontology 1 (4 credits)
- GEOL 405 Structural Geology (4 credits)
- GEOL 406 Geomorphology (4 credits)
- GEOL 407 Geophysics (4 credits)
- ANTH 316 Archaeological Lab Techniques
- ANTH 319 Public and Private Archaeology
- ANTH 347 Humans, Disease & Death
- ANTH 354 Environmental Archaeology
- ANTH 365 Archaeology of Death
- ANTH 380 Human Osteology
- ANTH 402 Forensic Anthropology
- ANTH 410 Advanced Archaeological Research
- ANTH 450 Zooarchaeology
- ANTH 455 Cannibalism (4 credits)
- ANTH 495 Dental Anthropology

Biological Anthropology Minor
19 credit hours required.

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 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	7
ANTH 201 Human Origins (4 credits)	
ANTH 301 Issues in Physical Anthropology	
Electives	12
Four of the following. At least two courses must be upper division (300 or 400).	
ANTH 150 Human Sexuality	
ANTH 182 Primates	
ANTH 345 Medical Anthropology	
ANTH 346 Human Sexuality 2: Evolving Sex Roles	
ANTH 347 Humans, Disease and Death	
ANTH 365 Archaeology of Death	
ANTH 380 Human Osteology	
ANTH 383 Genes and People	
ANTH 401 Forensic Anthropology	
ANTH 403 Advanced Biological Anthropology Research Methods	
BIOL 105 Introduction to Human Genetics	
BIOL 107 Human Biology	
BIOL 210 Human Anatomy and Physiology	
SOCI 460 Population Studies	
HLTH 385 Epidemiology and Biostatistics	

Medical Anthropology Minor
18 credit hours required.

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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	9
ANTH 202 Cultural Anthropology	
ANTH 345 Medical Anthropology	
ANTH 347 Humans, Disease, and Death	

Electives

9

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
- ANTH 321 Cross Cultural Aspects of Women's Health
- ANTH 365 Archaeology of Death
- ANTH 382 Human Osteology
- ANTH 383 Genes and People
- ANTH 411 Anthropology of AIDS

Museum Studies Minor

For more information, see page 83.

Anthropology Course Descriptions

ANTH 195, 295, 395, 495 – Special Topics (1-12)

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

ANTH 100 – Riddles of the Past (3) Topics such as influence from outer space on rise of civilizations, prehistoric transoceanic contacts, and a variety of others are discussed. Central to the course is a discussion of how archaeology works and how it has changed through time. This course cannot be taken if credit has been received for ANTA/ANTH 300. Fall. 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 credit. 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. Gen Ed: XC credit.

ANTH 107 – World Cultures (3) This course surveys the diverse cultures of the world using case studies in anthropology. We will pay particular attention to cultural relativism, the interconnections between different cultural systems, and culture change. Fall and Spring. 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 that 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 or Spring. Gen Ed: XC & AC credit.

ANTH 150 – Human Sexuality (3) Biological, evolutionary and social aspects of human sexuality, examined from a cross-cultural perspective. Not for first semester Freshmen. Fall and Spring. Gen Ed: XC credit. Counts towards Women & Gender Studies.

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. Cross listed as LNGS 110.

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. Cross listed as LNGS 111.

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. 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. Cross listed as LNGS 203.

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 or Spring. Gen Ed: AC & XC credit.

ANTH 301 – Issues in Physical Anthropology (3) Analysis topics in physical anthropology using recent literature, including human evolution and contemporary variation. Emphasizes interaction of culture and biology and uses evidence from paleontology, genetics, archaeology, primatology and cultural anthropology. Prerequisite: ANTH 201. Fall.

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 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. 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, cataloguing 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. Fall or 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. Alternate Falls. Gen Ed: SA credit. Counts towards Women & Gender Studies.

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. Alternate Falls. Gen Ed: XC credit.

ANTH 325 – Environmental Anthropology (3) Cross-cultural evidence and examination of the principal forms that the human-nature relationship has taken. Ecological principles and environmental problems faced by our species today. Prerequisite: 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 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: ANTH 150 or 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. Fall. Cross listed as LNGS 342.

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. Coursework in biology helpful. 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. Prerequisite: ANTH 150. Regular rotation. Gen Ed: XC credit. Counts towards Women & Gender Studies.

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. 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. Spring. Same as ARTH 385.

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.

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.

ANTH 358 – Cross Cultural Approaches to Art (3) How can the term "art" be applied in a cross-cultural context? This course approaches the changing definitions of this category from both contemporary and historical perspectives. Our study will include material from four broad cultural areas in detail: Native American, Aboriginal Australian, African and Chinese. We will consider how contemporary artists in all four areas have had to negotiate between the continuity of tradition and social change. The course will address broad topics such as the ritual use of art, authenticity, aesthetics, tradition and modernity, art education, social memory, politics and creativity. Fall or 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. 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: 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 U.S. (3) This course explores Native American lifeways of the Eastern United States from Paleo-Indian 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 367 – The Prehistory of Europe (3) This course is a survey of European prehistory that covers the time periods from the first peopling of Europe to the centuries just after the Roman conquest of significant territory on the continent. The focus of the course is on those societies, beyond the borders of the well-known civilizations of the Mediterranean, where only archaeological research, or the utilization of historical accounts checked against archaeological research, can inform us of their cultural histories. From time to time, our scope will broaden to situate events, such as the peopling of Europe, the Neolithic Revolution and the rise of societal complexity in European prehistory, into a comparative, global context. Prerequisites: ANTH 204/ANTH 201 or equivalents.

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. Fall or Spring.

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.

ANTH 387 – Advanced Human Paleontology (3) Human fossil record to be carefully scrutinized, including both evidence of the fossil record and assumptions that have historically guided our interpretation of the record. Prerequisite: ANTH 201. 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: ANTH 380. 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. As demand warrants. Formerly ANTP 403.

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. As demand warrants.

ANTH 411 – Anthropology of AIDS (4) HIV infection and AIDS examined from a cross-cultural, relativistic perspective that looks at epidemiological, medical and socio-cultural aspects of this phenomenon. Prerequisite: ANTH 150. Fall, even years. 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. Fall odd years. Gen Ed: SA & WI credit. Counts towards Women & Gender Studies. Honors Course.

ANTH 415 – Archaeological Field Techniques: Supervision (3) Participation in formulation of research goals and strategies and their implementation. Students design and complete research projects involving collection and preliminary analysis of field date. 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. Fieldwork 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. 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. 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 through individual and group work that addresses current regional, national and international problems. 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. Prerequisite: Senior standing. Spring. Gen Ed: WI & SI credit.

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 495A – Special Topics in Museology (3) Individual students design and execute advanced projects under advisement as a capstone to their museological studies. This may involve undertaking research on collection objects, carrying out basic research and feasibility studies for future exhibits, writing grants for programmatic funding, or preparing scholarly papers on their work for publication in the Collegiate Anthropologist or presentation before scholarly groups such as the Northeastern AAA, New York Folklore Soc., etc. Prerequisites: ARTH 370 or ANTH 270 and ARTM 420 or ANTH 320. As demand warrants.

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

Contact Person: Mark Huff, Chair
219 Brainerd, 315-267-2251/2252, huffms@potdam.edu

SUNY Distinguished Service Professor: Joseph A. Hildreth
SUNY Distinguished Teaching Professor: Caroline Downing
Professors: 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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Fine Arts Core	24
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
ARTH 464 Foundations of Modern Art	
ARTH 300 or 400 level Art History Elective	
ARTS 110 Drawing I (4 credits)	
ARTS 120 Color and Design (4 credits)	
ARTS 311 Drawing II (4 credits)	
Four Studio Requirements	16
Including at least one three-dimensional course	
ARTS 312 Drawing III (4 credits)	
ARTS 319 Digital Design I (4 credits)	
ARTS 329 Painting I (4 credits)	
ARTS 339 Printmaking I (4 credits)	
ARTS 349 Sculpture I (4 credits)	
ARTS 359 Ceramics I (4 credits)	
ARTS 369 Video I (4 credits)	
ARTS 379 Photography I (4 credits)	
Electives	16
4 studio electives; at least one level 4 studio and one level 2 from another studio area.	
Senior Experience	4-7
One additional Studio Elective (4 credits) or	
ARTS 490 Internship (6 credits) or	
ARTS 491 & 492 Two Semester Tutorial Thesis (6 credits) and	
ARTM 493 Senior Exhibition Seminar (1 credit)	

Note: Students are required to take 60 credit hours outside of the Art Department.

Art Studio Major (B.A.)

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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	17
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
ARTS 110 Drawing (4 credits)	
ARTS 120 Color and Design (4 credits)	
ARTH xxx Upper level art history elective	
Studio Foundation	16
Four courses with at least one three-dimensional course	
ARTS 319 Digital Design I (4 credits)	
ARTS 329 Painting I (4 credits)	
ARTS 339 Printmaking I (4 credits)	
ARTS 349 Sculpture I (4 credits)	
ARTS 359 Ceramics I (4 credits)	
ARTS 369 Video I (4 credits)	
ARTS 379 Photography I (4 credits)	
Studio Elective	8
Two studio electives with at least one level 2	
Special Notes	
1. Art Studio majors have the option of completing 50 credit hours in the Art Department toward the 120 credit hours necessary for the B.A. degree. Students are required to complete 70 credit hours outside the Art Department. Students may elect to take supplemental art courses beyond the 50-semester-hour maximum. These will be included on the transcript, but will not be counted toward the completion of the degree.	
2. All courses counted toward the major must be completed with a grade of 2.0 or above.	

Art Education with St. Lawrence University (B.A.)

SUNY Potsdam and St. Lawrence University collaborate to offer an Art Education Certification program to SUNY Potsdam students. The program allows a student to take coursework for the Bachelor of Arts in Studio Art at SUNY Potsdam and become certified by the State of New York for K-12 Art Education. The program prepares and qualifies students to teach art at all levels of public schools in New York State.

The program has two segments. The first is to complete coursework for a Bachelor of Arts in Studio Art. In the Art Studio major students must complete five beginning level studio courses and one upper level studio course. Students must complete all General Education requirements of SUNY Potsdam and also take three courses in Education at SUNY Potsdam. These are:

EDLS 201	Principles of Education
EDLS 207	Literacy I
PSYC 350	Educational Psychology

The second is the Professional Sequence at St. Lawrence University that includes coursework in Professional Observation, Art Methods, Curriculum Development, Seminar, and Student Teaching.

Students who are interested in the Art Education program should meet with the 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.

Students who wish to enter the St. Lawrence University Art Certification Program must be art studio majors and meet the following criteria:

1. Have a grade-point average of 3.0 or above, both overall and in the major;
2. Have successfully completed the following course at St. Lawrence University: EDUC 301 Observations and Principles of Education.
3. Have successfully completed each of the following requirements at SUNY Potsdam:

ARTH 101 Art History Survey I
 ARTH 102 Art History Survey II
 ARTH xxx Upper Division Elective
 ARTS 110 Drawing I
 ARTS 120 Color and Design
 ARTS 319 Digital Design I
 ARTS 329 Painting I
 ARTS 339 Printmaking I
 ARTS 349 Sculpture I
 ARTS 359 Ceramics I
 ARTS 379 Photography I
 One ARTS Upper Level Studio Elective
 Five Level I Studio Courses (one three dimensional course)

Professional Courses:

EDLS 201 Principles of Education
 EDUC 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 Chair of SUNY Potsdam Department of Art.

Art Studio Minor

20 credit hours required.

The Art Studio minor is a structured sequence of Art Studio courses. It is designed to provide students with a basic education in studio art.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	8
ARTS 110 Drawing I (4 credits)	
ARTS 120 Color and Design (4 credits)	
Elective Courses: three of the following	12
ARTS 311 Drawing II (4 credits)	
ARTS 319 Digital Design I (4 credits)	
ARTS 320 Digital Design II (4 credits)	
ARTS 329 Painting I (4 credits)	
ARTS 330 Painting II (4 credits)	
ARTS 339 Printmaking I (4 credits)	
ARTS 340 Printmaking II (4 credits)	
ARTS 349 Sculpture I (4 credits)	
ARTS 350 Sculpture II (4 credits)	
ARTS 359 Ceramics I (4 credits)	
ARTS 360 Ceramics II (4 credits)	
ARTS 369 Video I (4 credits)	
ARTS 379 Photography I (4 credits)	
ARTS 380 Photography II (4 credits)	

Note: Students must earn a minimum grade of 2.0 in courses counted toward the minor.

Art History Major (B.A.)

31 credit hours required.

Program is currently being revised. Please see contact person for more information.

The purpose of the major program is to provide students with a fundamental experience in the most important art historical periods and achievements in art. This experience provides sufficient breadth to ensure a reasonable knowledge of the most significant art and monuments, artists and styles, as well as a basic understanding of the varying historical contexts within which these achievements have taken place.

To ensure adequate diversity and scope, a balance of courses in all areas is required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Prerequisite Courses	6
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
One Studio Art course from the following	4
ARTS 110 Drawing I (4 credits)	
ARTS 120 Color and Design (4 credits)	
Required Courses	18
Group A: Ancient (6 credits) two of the following	
ARTH 310 Greek Art and Architecture	
ARTH 311 Roman Art and Architecture	
ARTH 351 Late Antique Art	
ARTH 385 Art and Archaeology of the Classical World	
ARTH 451 Ancient Painting	

Group B: Medieval through Renaissance (6 credits) two of the following

ARTH 352	Art and Life in the Middle Ages
ARTH 356	History of World Architecture
ARTH 454	Early Italian Renaissance Art
ARTH 455	Northern Renaissance Art
ARTH 457	Baroque Art
ARTH 463	Italian High Renaissance and Mannerism

Group C: Baroque through Contemporary (6 credits) two of the following

ARTH 355	Art in America
ARTH 458	Nineteenth Century Painting
ARTH 462	Impression
ARTH 464	Foundations of Modern Art
ARTH 465	Issues in Contemporary Art

The following courses, offered from time to time, may be used to replace courses from Groups A, B and C, by advisement only:

ARTH 490	Seminar: Art History and Criticism
ARTH 495	Special Topics in Art History
ARTH 498	Tutorial Study

Required in Senior year 3

ARTH 492	Senior Seminar
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Recommended Coursework Outside the Major

ARTM 270	Museum Studies
ARTM 420	Gallery Practices
PHIL 320	Aesthetics

Special Notes

1. Art History majors have the option of completing 50 credit hours in the Art Department toward the 120 credit hours necessary for the B.A. degree. Students are required to complete 70 credit hours outside the Art Department. Students may elect to take supplemental art courses beyond the 50-semester hour maximum. These will be included on the transcript, but will not be counted toward the completion of the degree.
2. Art History majors must earn a minimum grade of 2.0 in all courses counted toward the major.
3. Students should be aware that most graduate programs in art history require a reading knowledge of French and German in order for a student to be admitted. Students wishing to pursue graduate school in art history should acquire a reading knowledge of French or German. Those wishing to apply directly to Ph.D. programs need to acquire a reading knowledge of both French and German.
4. Studying art works and architecture in person is crucial to understanding art history; students are strongly encouraged to take advantage of faculty-led Art Travel Seminars and field trips to Canada, the US, and abroad. ARTH 390 Art Travel Seminar is recommended.

Art History Minor

18 credit hours required.

The art history minor is a sequence of art history courses designed to provide liberal arts students with core experiences in the history of art.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	6
ARTH 101	Survey of Art: Ancient to Renaissance
ARTH 102	Survey of Art: Renaissance to Modern

Elective Courses 9

Three elective upper-division Art History courses from the following

ARTH 210	Greek Art and Architecture
ARTH 211	Roman Art and Architecture
ARTH 351	Late Antique Art
ARTH 352	Art and Life in the Middle Ages
ARTH 355	Art in America
ARTH 356	History of World Architecture
ARTH 358	Cultural Approaches to Art
ARTH 365	Art and Culture of China
ARTH 385	Art and Archaeology of the Classical World
ARTH 451	Ancient Painting
ARTH 454	Early Italian Renaissance Art
ARTH 455	Northern Renaissance Art
ARTH 457	Baroque Art
ARTH 458	Nineteenth Century Painting
ARTH 463	Italian High Renaissance and Mannerism
ARTH 464	Foundations of Modern Art
ARTH 465	Issues in Contemporary Art

One of the following 3

ARTH 490	Seminar: Art History and Criticism
ARTH 495	Special Topics in Art History
ARTH 498	Tutorial Study

Museum Studies Minor

For more information, see page 83.

Other Opportunities Available to Art Majors

Art Department Computer Labs

The student computer labs are located in Brainerd Hall and are designed to provide students with the opportunity to explore using computer graphics, video and design. The labs are equipped to investigate current avenues in digital imaging, digital design, animation, modeling and digital video.

Study Abroad Opportunities

The Art Department encourages students majoring and minoring in Art to consider incorporating either a short-term or long-term study abroad experience. The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Art Course Descriptions

Courses are offered each semester unless otherwise designated.

Subject codes: ARTH – Art History; ARTS – Art Studio; ARTM – Museum Studies

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Art History

ARTH 100 – Idea and Image (3) Introductory course in the appreciation and history of art. Covers painting, sculpture, architecture and other arts. Instruction in analysis 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 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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. 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 areas will be the relationship between art and culture, with particular attention paid to painting produced in the literati or amateur artist tradition. The course examines issues such as the transnational circulation of Chinese artists, the representation of China’s ethnic minorities, and the Western conceptions of Chinese tradition. Prerequisite: ARTH 100, 101, or 102.

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. Prerequisite: ARTH 100, 101, or 102. As demand warrants. Gen Ed: SI credit.

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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. As demand warrants.

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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. Fall, alternate years.

ARTH 458 – Nineteenth Century Painting (3) Development of 19th century European painting from Romanticism through impressionism and symbolism. Prerequisite: ARTH 100, 101, or 102. Fall, alternate years.

ARTH 462 – Impressionism (3) Development of Realism and Impressionism in France with an equal emphasis on stylistic innovation and historical context. Prerequisite: ARTH 100, 101, or 102. 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. Prerequisite: ARTH 100, 101, or 102. Spring, alternate years.

ARTH 464 – Foundations of Modern Art (3) Principal stylistic inventions in visual arts beginning with Impressionist movement of 1870s and covering Expressionism, Cubism, Constructivism, Dadaism, Surrealism, Abstract art and related development to World War II. Emphasis on works on influential painters, sculptors and architects. Prerequisite: ARTH 100, 101, or 102. 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 100, 101, or 102. 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.

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.

Museum and Gallery

ARTM 420 – Gallery Practices (3) Exhibition design and implementation. Students learn basic theory and methodology related to how a professional art museum functions, then apply this to organizing and installing temporary exhibitions, as assistants, in the Gibson Gallery.

ARTM 470 – Museum Internship (3) Students apply basic museum experience to an internship within the Gibson Gallery or off campus in a nearby gallery, museum or historical agency. Advanced independent study, with academic and experiential learning, is developed with instructor. Specialization may be in registration, curation, preparatory, interpretation, or research. Prerequisites: ARTM 370 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

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 – Foundations of Drawing I (4) Introduces both art majors and non-art majors to the concepts and processes of the medium of drawing. Theoretical, critical and historical issues of art making addressed through regular group critiques and 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 publication design. This is accomplished by an introduction to a variety of software packages, lectures, and by creating publishing projects with the computer. The primary focus of instruction will be on functional applications such as brochures, posters, and presentations. Further investigation is achieved by the criticism, presentation, and analysis of these projects. As 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 – Foundations of 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 & 120. Fall and Spring.

ARTS 312 – Drawing and Mixed Media I (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. Prerequisite: ARTS 110 & 120. 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. Prerequisite: ARTS 110 & 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. Prerequisite: ARTS 110 & 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 I (4) Introduces the use of sculptural form as a vehicle for a creative expression of personal ideas and contemporary concepts Examines variety of traditional as well as modern materials and processes. Emphasizes an awareness of the qualities of materials and how they can be employed to support aesthetic and conceptual objectives. Lectures and slide presentations to address historical and theoretical concerns. Regular formal classroom critiques students to develop critical thinking skills. Regular formal classroom critiques allow student to address historical and theoretical concerns and strengthen their abilities in aesthetic analysis. Prerequisite: ARTS 110 & 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. Prerequisite: ARTS 349. Fall and Spring.

ARTS 359 – Ceramics I (4) Design and creation 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. Prerequisite: ARTS 110 & 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. Prerequisite: ARTS 110 & 120.

ARTS 379 – Photography I (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. Prerequisite: ARTS 110 & 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 III 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 IV 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

Contact Person: Glenn Johnson, Chair
207B Stowell, 315-267-2710, johnsong@potsdam.edu

Professor: Walter Conley, Glenn Johnson, Laura Rhoads, William Romey
Associate Professors: Jason Schreer, Jan Trybula
Assistant Professors: Daniel Aruscavage, Robert Ewy, Robert Snyder
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-med and Pre-health sciences Concentration description below and the Pre-Professional Programs section on page 72 for more detailed information about course selection.

Procedures for Declaring the Major

A major should be registered with the Department of Biology as soon as possible, in order to ensure proper advisement. Biology majors will be assigned advisers from the biology faculty.

Special Notes for Biology Majors (B.A. and B.S.)

With approval of adviser and Department of Biology chair, no more than four credit hours from the combination of BIOL 475, 485, and biologically-based internships may be used as part of the departmental-semester-hour requirement. This restriction is not intended to discourage students from taking any of these courses, but to ensure adequate diversity and breadth in pursuit of the biology major.

All credits submitted for the minimum departmental credits for the biology major must be 2.0/S or higher. This does not assume a 2.0 average, but a 2.0 in each course.

No student may enroll more than two times in any course offered by the Department of Biology without written permission of the instructor, the department chair and the dean.

Consult with a departmental adviser for recommended coursework outside the major.

Biology Major (B.A.)

37 credit hours required. Plus 12 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

		Credits
Required Courses		19
BIOL 151	General Biology I (4 credits)	
BIOL 152	General Biology II (4 credits)	
BIOL 300	Ecology (4 credits)	
BIOL 311	Genetics (4 credits)	
BIOL 483	Current Topics in Biology	
Physiology Component: choose one		4
BIOL 303	Plant Physiology	
BIOL 407	Cell Physiology	
BIOL 410	Human Physiology	
BIOL 413	Neurophysiology	
BIOL 440	Comparative Animal Physiology	

Elective Courses 14
Under advisement, students must choose a minimum of 14 additional credit hours from the department's elective offerings. Students may focus their interests to increase their depth of knowledge or pick a variety of coursework to increase their breadth of knowledge.

Cognate Requirements* 12
CHEM 105 General Chemistry I (4 credits)
CHEM 106 General Chemistry II (4 credits)
CHEM 341 Organic Chemistry I (4 credits)

*All cognate courses must be completed with a 2.0/S or higher.

Biology Major (B.S.)

39 credit hours required. Plus 27-28 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

		Credits
Required Courses		19
BIOL 151	General Biology I (4 credits)	
BIOL 152	General Biology II (4 credits)	
BIOL 300	Ecology (4 credits)	
BIOL 311	Genetics (4 credits)	
BIOL 483	Current Topics	
Physiology Component*		4
BIOL 303	Plant Physiology	
BIOL 407	Cell Physiology	
BIOL 410	Human Physiology	
BIOL 413	Neurophysiology	
BIOL 440	Comparative Animal Physiology	

* Choose at least one with consultation with adviser.

Concentration Courses

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Please note that concentrations are primarily used as a tool to better advise students within the various subdisciplines of Biology. Students are not required to take the courses listed under each concentration.

All courses are 3 credits unless noted.

Ecology and Evolutionary Biology Concentration

Recommended for everyone taking this concentration

BIOL 319 Evolutionary Biology (4 credits)

Recommended at least 12 hours from the following concentration specific electives*

BIOL 312 Insect Ecology (4 credits)
 BIOL 320 Microbiology (4 credits)
 BIOL 330 Natural History of Lower Vertebrates (4 credits)
 BIOL 331 Natural History of Higher Vertebrates (4 credits)
 BIOL 334 Biology of Woody Plants
 BIOL 350 Biotic Communities of South Florida
 BIOL 351 Biology of Northern Ecosystems
 BIOL 355 Invertebrate Zoology (4 credits)
 BIOL 375 Behavioral Evolution (4 credits)
 BIOL 400 Field Ecology (4 credits)
 BIOL 402 Conservation Biology
 BIOL 409 Aquatic Ecology (4 credits)

*Or additional upper division biology courses to reach at least 39 hours in major.

Cell and Molecular Biology Concentration

Recommended for everyone taking this concentration

BIOL 320 Microbiology (4 credits)

BIOL 407 Cell Physiology (4 credits)

Recommended at least 8 hours from the following concentration specific electives*

BIOL 321 Cell Structure
 BIOL 410 Human Physiology (4 credits)
 BIOL 413 Neurophysiology (4 credits)
 BIOL 415 Virology
 BIOL 420 Medical Microbiology
 BIOL 425 Techniques in Molecular Biology
 BIOL 426 Immunobiology
 BIOL 431 Developmental Biology
 BIOL 455 Molecular Genetics

*Or additional upper division biology courses to reach at least 39 hours in major.

Anatomy and Physiology Concentration

Recommended for everyone taking this concentration

BIOL 305 Comparative Anatomy of the Vertebrates (4 credits)

Recommended at least 12 hours from the following concentration specific electives*

BIOL 320 Microbiology (4 credits)
 BIOL 325 Morphology of Lower Plants and Algae (4 credits)
 BIOL 326 Morphology of Higher Land Plants
 BIOL 407 Cell Physiology (4 credits)
 BIOL 410 Human Physiology
 BIOL 413 Neurophysiology (4 credits)
 BIOL 431 Developmental Biology

*Or additional upper division biology courses to reach at least 39 hours in major.

Pre-med and Pre-health sciences Concentration

Recommended for everyone taking this concentration

BIOL 320 Microbiology (4 credits)

BIOL 410 Human Physiology (4 credits)

Recommended at least 8 hours from the following concentration specific electives*

BIOL 407 Cell Physiology (4 credits)
 BIOL 413 Neurophysiology (4 credits)
 BIOL 415 Virology
 BIOL 420 Medical Microbiology
 BIOL 426 Immunology
 BIOL 431 Developmental Biology
 BIOL 445 Human Genetic Diseases

*Or additional upper division biology courses to reach at least 39 hours in major.

Marine Biology Concentration

The Marine Biology Concentration is completed by taking summer courses through an affiliation with the University of Southern Mississippi's College of Marine Science. Potsdam students travel to the Gulf Coast Research Laboratory (GCRL) in Ocean Springs, Mississippi. Students pay in-state tuition and benefit from a reduced cost for room and board. Biology students who do not elect the concentration may also take any course offered at GCRL at a reduced rate and with preferred levels of acceptance. Courses include Marine Science I - Marine Biology (prerequisite for most other courses), 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 Dr. Walter Conley or visit the GCRL Web site: www.usm.edu/gcrl/summer_field/index.php.

Cognate Requirements*

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MATH 151 Calculus I (4 credits)
 CHEM 105 General Chemistry I (4 credits)
 CHEM 106 General Chemistry II (4 credits)
 CHEM 341 Organic Chemistry I** (4 credits)

Plus one of the following

STAT 100 Probability and Statistics I
 MATH 125 Probability and Statistics I
 MATH 152 Calculus II (4 credits)

Plus physics sequence of

PHYS 101 and 202 College Physics I and II*** (8 credits)

or

PHYS 103 and 204 University Physics I and II**** (8 credits)

*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; CHEM 342 and CHEM 425 Biochemistry I are highly recommended for the Pre-med and Pre-health sciences concentration.

***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 corequisites for the University Physics sequence.

Biology Minor

23 credit hours required. Closed to Biology majors.

The biology minor provides an opportunity for non-major students to gain experience in the field of biology. The minor should be attractive to a variety of majors. In addition to chemistry, geology and physics majors, art majors interested in biological illustration, English majors interested in editing biological journals or psychology majors interested in behavior might choose to minor in biology. Given the diversity of the field, flexibility is the key to an effective biology minor, since it will allow interested students to gain experience in one of the subdisciplines.

Procedures for Declaring the Minor

A minor should be registered with the Department of Biology prior to completion of two elective courses, in order to ensure proper advisement. Biology minors will be assigned advisers from the biology faculty.

Special Notes for Biology Minors

- One non-major biology course may be included in the minor with consultation of Department of Biology chair.
- At least 6 of the 15 credit hours must be courses with laboratory (minimum of 2 courses).
- At least 12 hours must be completed in upper-division courses.
- All credits submitted for the minimum departmental credits for the biology minor must be 2.0/S or higher. This does not assume a 2.0 average, but a 2.0 in each course.
- No student may enroll more than two times in any course offered by the Department of Biology without written permission of the instructor, the department chair and the dean.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	8
BIOL 151 General Biology I (4 credits)	
BIOL 152 General Biology II (4 credits)	
Elective Courses	15
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. For non-majors. 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. For non-majors. 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. For non-majors. 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. For non-majors. 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. For non-majors. 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. For non-majors. Fall. 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" (5th Edition) by Campbell, Reese, Taylor, and Simon. These resources include CD ROM based activities and access to an award winning website: 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 (2) Two hours lecture and one two-hour lab weekly. Biological Concepts is designed for students who are not science majors and plan to enter the teaching profession. There is an accompanying laboratory, which is required. The course is designed to provide students an in depth understanding of the major themes and concepts of biology including cell structure and function, genetics, evolution, biodiversity and ecology. 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 148 – Biodiversity Conservation (3) Conservation biology is a multidisciplinary science with a focus on preserving the diversity of species and ecosystems on Earth. In this course we will focus on the biodiversity of the Adirondack region as we explore the major threats to species and habitats – and conservation efforts to preserve them. 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. Spring only. Gen Ed: SB & LB credit. Lab required.

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. Non-majors only. Gen Ed: SB & LB credit. Lab required.

BIOL 300 – Ecology (4) Physical environment of terrestrial and fresh-water ecosystems, interspecific and intraspecific relationships, speciation, demography, growth and regulation of populations, energy flow, community organization and development. Prerequisites: BIOL 151 or BIOL 125, and BIOL 152. Fall. Lab required for Biology Majors.

BIOL 303 – Organization and Function of Plants (3) 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. Fall only. Lab Required.

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. Prerequisites: BIOL 151 or 125, and 152. Spring. Lab required.

BIOL 309 – Marine Mammals and Seabirds (3) Summer field course. Marine mammals and seabirds will be observed under natural conditions through frequent field trips at sea and shore. 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. For more info and for estimated costs contact Dr. Jason Schreer (SUNY Potsdam), schreejf@potsdam.edu, 315-276-2290.

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. Spring. Lab required.

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. Fall only. Gen Ed: WI credit. Lab required.

BIOL 315 – Ornithology (3) Study of birds with emphasis on field identification. Prerequisites: BIOL 151 or 125, and 152. Spring only. Field trips required.

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. Fall. Lab required.

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. Fall. Lab required.

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. Spring. Lab required.

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. Spring. Lab required.

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. Spring. Lab required.

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, reex 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 biodiversity. 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, and lab and classroom exercises. Prerequisite: BIOL 300 or permission of instructor. Spring alternate years.

BIOL 407 – Cell Physiology (3) Metabolic reactions and physiology of plant and animal cells together with studies of molecular, biochemical, and histological aspects of these cells. Prerequisites: BIOL 151 or 125, and 152, and CHEM 341. Fall. Lectures may be taken without laboratory.

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 principles of human physiology, locomotion, digestion, respiration, circulation, endocrine and neural control mechanisms, reproduction, and biological rhythms. Prerequisite BIOL 151 or 125, and 152. Fall.

BIOL 413 – Neurophysiology (4) Structure and function of the nervous system including neural transmission, neurotransmitters, sensory and motor systems, the brain, behavior, and memory. 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 (3) 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: BIOL 151 or 125, and 152. Spring.

BIOL 445 – Human Genetic Diseases (3) An examination of the inheritance and the molecular and phenotypic basis of human genetic diseases. Diagnoses, treatments, and societal implications of genetic-based diseases is also explained. Minimum requirement of Junior standing. Prerequisites: BIOL 105 or 311. Fall alternate years. Gen Ed: WI credit.

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. Fall alternate years. Gen Ed: WI credit.

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.

BIOL 485 – Research in Biology (1-3) Designing, performing, interpreting and summarizing research project under supervision and guidance of staff member. Prerequisite: determined by nature of project, and permission. Fall and Spring.

Department of Chemistry

Contact Person: Maria Hepel, Chair

302 Stowell, 315-267-2267, hepelmr@potsdam.edu

Professor: Maria Hepel

Associate Professors: David Gingrich, Anthony Molinero, Martin Walker

Assistant Professors: Fadi Bou-Abdallah, Clifford Rossiter

Procedures for Declaring a Major or Minor

Students should consult with the Department of Chemistry chair. An adviser will be assigned to ensure that requirements are completed.

Health Professions

Both Chemistry and Biochemistry are among majors commonly selected to prepare for careers in the Health Professions such as medical school. See the Pre-Professional Programs section on page 72 for more detailed information about course selection.

3-2 Double Degree Program in Chemistry and Engineering

This program prepares students who have educational and career interests in both chemistry and engineering. The student spends the first three years enrolled at SUNY Potsdam. During the second and third years the student's course load includes engineering courses cross-registered at Clarkson University. The fourth and fifth years are full-time at Clarkson University. At the end of the fifth year the student receives both a B.A. degree from SUNY Potsdam in chemistry and a B.S. degree from Clarkson University in the engineering field of his or her choice, explained on page 70.

First-year students must register for PHYS 103, MATH 151 and CHEM 105 during the first semester in order to complete all requirements in three years.

Chemistry Major (B.A.)

33 credit hours required. Plus 16 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	30
CHEM 105	General Chemistry 1: Lecture and Lab (4 credits)
CHEM 106	General Chemistry 2: Lecture and Lab (4 credits)
CHEM 311	Quantitative Analysis: Lecture and Lab (4 credits)
CHEM 341	Organic Chemistry 1: Lecture and Lab (4 credits)
CHEM 342	Organic Chemistry 2: Lecture and Lab (4 credits)
CHEM 308	Chemistry Topics (1 credit)
CHEM 309	Seminar in Chemistry (1 credit)
CHEM 451	Physical Chemistry 1: Lecture and Lab (4 credits)
CHEM 452	Physical Chemistry 2: Lecture and Lab (4 credits)

Elective Course

Under advisement from the department's elective course offerings. 3

Cognate Requirements

MATH 151*	Calculus I (4 credits)	16
MATH 152	Calculus II (4 credits)	
PHYS 103**	University Physics I (4 credits)	
PHYS 204**	University Physics II (4 credits)	

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Recommended Coursework Outside the Major

Consult with a department adviser.

Special Notes

1. Students graduating with a chemistry major (B.A.) must complete 30 credit hours in the major with at least a 2.0 in each course.
2. Students interested in the Chemical Engineering Double Degree Program should initiate contact with the Chemistry Department as soon as possible.
3. Since both calculus and physics are prerequisites for CHEM 451 and 452, students considering chemistry, biochemistry, medicine and related fields are urged to start the cognate sequences as soon as possible.
4. Students may not double major in chemistry and biochemistry.

Chemistry Major (B.S.)

48-49 credit hours required. Plus 20 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits	
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	45	
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)		
CHEM 308 Chemistry Topics (1 credit)		
CHEM 309 Seminar in Chemistry (1 credit)		
CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)		
CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)		
CHEM 342 Organic Chemistry 2: Lecture and Lab (4 credits)		
CHEM 415 Instrumental Analysis: Lecture and Lab (4 credits)		
CHEM 425 Biochemistry 1: Lecture and Lab (4 credits)		
CHEM 433 Inorganic Chemistry		
CHEM 434 Inorganic Chemistry Lab (1 credit)		
CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)		
CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)		
CHEM 497 Research Problems		
Advanced Chemistry Elective: one of the following		3-4
CHEM 426 Biochemistry 2: Lecture and Lab (4 credits)		
CHEM 444 Advanced Organic Chemistry		
CHEM 448 Advanced NMR Spectroscopy		
CHEM 462 Chemical Spectroscopy and Reaction Dynamics		
CHEM 480 Advanced Analytical Chemistry		
CHEM 495 Special Topics		
CHEM 497 Research Problems		
Cognate Requirements	20	
MATH 151* Calculus I (4 credits)		
MATH 152 Calculus II (4 credits)		
MATH 253 Multivariate Calculus (4 credits) or		
PHYS 370 Mathematical Physics		
PHYS 103** University Physics I, Lecture and Lab (4 credits)		
PHYS 204** University Physics II, Lecture and Lab (4 credits)		

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Special Notes

1. Students graduating with a chemistry major (B.S.) must complete 45 credit hours in the major with at least a 2.0 in each course.
2. The Chemistry major (B.S.) fulfills the requirements for an American Chemical Society (A.C.S.) certified degree.
3. Students interested in the Chemical Engineering Double Degree Program should initiate contact with the Chemistry Department as soon as possible.
4. Since both calculus and physics are prerequisites for CHEM 451 and 452, students considering chemistry, biochemistry, medicine and related fields are urged to start the cognate sequences as soon as possible.
5. Students may not double major in Chemistry and Biochemistry.

Biochemistry Major (B.S.)

40 credit hours required. Plus 32 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits	
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	34	
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)		
CHEM 308 Chemistry Topics (1 credit)		
CHEM 309 Seminar in Chemistry (1 credit)		
CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)		
CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)		
CHEM 342 Organic Chemistry 2: Lecture and Lab (4 credits)		
CHEM 425 Biochemistry 1: Lecture and Lab (4 credits)		
CHEM 426 Biochemistry 2: Lecture and Lab (4 credits)		
CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)		
Electives: chosen from the following		6
BIOL 407 Cell Physiology: Lecture and Lab (4 credits)		
BIOL 410 Human Physiology		
BIOL 420 Medical Microbiology		
BIOL 426 Immunobiology		
BIOL 483 Current Topics in Biology (2-3 credits)		
BIOL 485 Research in Biology (1-3 credits)		
CHEM 415 Instrumental Analysis: Lecture and Lab (4 credits)		
CHEM 433 Inorganic Chemistry		
CHEM 434 Inorganic Chemistry Lab (1 credit)		
CHEM 444 Advanced Organic Chemistry		
CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)		
CHEM 495 Special Topics		
CHEM 497 Research Problems (1-3 credits)		
Cognate Requirements	32	
BIOL 151 General Biology I: Lecture and Lab (4 credits)		
BIOL 152 General Biology II: Lecture and Lab (4 credits)		
BIOL 311 Genetics: Lecture and Lab (4 credits)		
BIOL 320 Microbiology, Lecture and Lab (4 credits)		
MATH 151* Calculus I (4 credits)		
MATH 152 Calculus II (4 credits)		
PHYS 103** University Physics I, Lecture and Lab (4 credits)		
PHYS 204** University Physics II, Lecture and Lab (4 credits)		

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Recommended Coursework Outside the Major

Consult with a departmental adviser.

Special Notes

1. Students graduating with a major in biochemistry must complete 52 hours in the required chemistry and biology courses with at least a 2.0 in each course.
2. Students majoring in biochemistry should plan on taking CHEM 425 and 426 during their junior year. They are also encouraged to take BIOL 151, 152, 311 and 320 prior to Biochemistry 1: Lecture and Lab.
3. Since both calculus and physics are prerequisites for CHEM 451, students are encouraged to start the cognate sequences as soon as possible.
4. Students may not double major in chemistry and biochemistry.

Chemistry Minor

22 credit hours required. Closed to Chemistry and Biochemistry majors.

The chemistry minor represents a valuable complementary field of study especially for students majoring in biology, geology, criminal justice and physics or experimental psychology. It is also possible that students in non-scientific areas of the liberal arts will find this minor a very rewarding and valuable part of their general education.

Special Note: Students must maintain an average grade of 2.0 in courses counted toward the minor.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)	8
CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)	

Elective Courses	14
Under advisement from the department's elective course offerings.	

Only one non-major chemistry course may be counted towards the chemistry minor.

Chemistry Course Descriptions

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. Fall. Gen Ed: SP & LB credit. Recitation offered at instructor's discretion. Laboratory required.

CHEM 106 – General Chemistry 2: Lecture (3) Continuation of CHEM 105. Prerequisite: CHEM 105 or equivalent. Spring. Gen Ed: SP & LB credit. Recitation offered at instructor's discretion. Laboratory required.

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. Gen Ed: SP & LB credit. Laboratory required.

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. Prerequisites: two years of college chemistry or permission. Fall.

CHEM 309 – Seminar in Chemistry (1) Continuation of CHEM 308. The emphasis is on presenting a seminar from the chemical literature. Prerequisite: CHEM 308 or permission. 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 environmental science. Laboratory experiments involve a variety of titration techniques, spectroscopic, electrochemical and chromatographic methods used for quantitative analysis. Prerequisite: CHEM 106 or equivalent. Fall. Recitation offered at instructor's discretion. 2 credit laboratory required.

CHEM 315 – Forensic Science (3) The basic concepts and principles of forensic science are introduced. The purpose of the course is to teach the student some of the fundamental experimental skills as well as the theory behind them. Topics covered include fingerprints, soil analysis, glass analysis, drug analysis, fire arms identification, DNA analysis, explosives residue analysis, and analysis of hairs, fibers, and paint. An optional forensic science 1 credit lab is also offered. This provides an opportunity for those that wish to gain experience in basic forensic laboratory techniques. Spring. Gen Ed: SP & LB credit.

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. Laboratory experiments involve basic organic laboratory methods of synthesis and analysis, and interpretation of NMR and IR spectra. Prerequisite: CHEM 106. Fall. Recitation offered at instructor's discretion. 1 credit laboratory required.

CHEM 342 – Organic Chemistry 2: Lecture (3) Continuation of CHEM 341. Laboratory experiments involve some common methods for organic synthesis, including characterization of products by IR and NMR spectroscopy. Prerequisite: CHEM 341. Spring. Recitation offered at instructor's discretion. 1 credit laboratory required.

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. Prerequisites: CHEM 425. Spring. Laboratory required.

CHEM 433 – Inorganic Chemistry (3) Descriptive inorganic chemistry based on physical and theoretical concepts. Prerequisite: CHEM 451. Spring.

CHEM 434 – Inorganic Chemistry Laboratory (1) A laboratory course in which the emphasis is on the synthesis and characterization of inorganic compounds while using modern synthetic and instrumental techniques. Corequisite: CHEM 433. Spring.

CHEM 444 – Advanced Organic Chemistry (3) Modern methods of organic synthesis, including synthesis design, experimental aspects, and the total synthesis of natural products and other complex molecules.

CHEM 448 – Advanced NMR Spectroscopy: Lecture (2) The basic principles of Nuclear Magnetic Resonance (NMR) spectroscopy will be introduced and discussed and selected experiments will be used to teach the basic skills needed to operate the instrument and to interpret data. More advanced topics, skills and experiments will follow. Laboratory required.

CHEM 451 – Physical Chemistry 1: Lecture (3) Application of fundamental physical laws and theories to the study of chemistry, concentrating on gas properties, thermodynamics and electrochemistry. Laboratory experiments include the study of the diffusion and heat capacity of gases, liquid-vapor azeotrope, vapor pressure of pure liquids and bomb calorimetry. Prerequisites: PHYS 104, 204 and MATH 151, 152. Prerequisite or Corequisite: CHEM 311. Recitation offered at instructor's discretion. Fall. Gen Ed: lab section receives WI credit. 1 credit laboratory required.

CHEM 452 – Physical Chemistry 2: Lecture (3) Continuation of CHEM 451, concentrating on kinetics, quantum mechanics and spectroscopy. Laboratory experiments involve the use of rapid kinetics techniques, such as diode array UV-vis stopped-flow and fluorescence spectroscopy, enzyme kinetics and isothermal titration calorimetry (ITC), among others. Prerequisite: CHEM 451. Recitation offered at instructor's discretion. Spring. Gen Ed: lab section receives WI credit. 1 credit laboratory required.

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 (3) The objective of this course is to introduce the theoretical and experimental bases of new, modern analytical techniques including Scanning Tunneling Microscopy (STM), Atomic Force Microscopy (AFM), Friction Force Microscopy (FFM), advanced voltammetric techniques, the Electrochemical Quartz Crystal Nanobalance (EQCN), Stripping Voltammetry, Photoelectrochemistry and Spectroelectrochemistry. Practical applications of these techniques will be discussed as they apply to the following topics: measurements of forces between molecules, including antigen/antibody interactions, DNA hybridization, defective gene detection, characterization of new nanostructured materials, solar cells, corrosion studies and detection of heavy metals and pesticides. Prerequisite: CHEM 311.

CHEM 497 – Research Problems (1-3) Laboratory research problem with direction of faculty member. Prerequisite: Permission. Fall and Spring.

Department of Computer Science

Contact Person: Timothy Fossum, Chair
307 Dunn, 315-267-2056, fossumtv@potsdam.edu

Professors: Timothy Fossum, Susan Haller
Assistant Professor: Brian Ladd

The Computer Science Department offers a Bachelor of Science degree in Computer Science and 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 benefit from practical experience through internships or senior projects.

In addition to the Computer Science (CS) major, we offer a minor in computer science.

Computer Science Major (B.S.)

49 credit hours required. Plus 22-23 credits of cognates.

The B.S. degree option in Computer Science is appropriate if you want to pursue a career as a computing professional or to enter graduate school. This degree option includes coursework in software design, the theory of computation, algorithms, computer systems, networks, programming languages, and software engineering. The B.S. degree option also includes required courses in mathematics and a science sequence.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	46
CIS 201	Computer Science I (4 credits)
CIS 203	Computer Science II (4 credits)
CIS 300	Foundations of Computer Science* (4 credits)
CIS 301	Theory of Computation
CIS 303	Algorithm Analysis and Design
CIS 310	Operating Systems
CIS 356	Assembly Language and Computer Architecture (4 credits)
CIS 380	Professional Practice
CIS 405	Software Engineering
CIS 410	Computer Networks
CIS 443	Programming Languages
CIS xxx	CS Elective (3xx or 4xx)
CIS xxx	CS Elective (3xx or 4xx)
CIS xxx	CS Elective (3xx or 4xx)

Capstone Experience (see information on next page) 3

One of the following

CIS 480	Senior Project
CIS 490	CS Internship

Cognate Requirements in Mathematics 14-15

MATH 125 Probability and Statistics I**
MATH 151 Calculus I (4 credits)
MATH 152 Calculus II (4 credits)

One of the following

MATH 253	Multivariate Calculus (4 credits)
MATH 375	Linear Algebra I
MATH 423	Modern Algebra I

Cognate Requirements in Science

8

All courses are 3 credits unless noted. Credits are divided as follows:

One of the following

- BIOL 152 and 152 General Biology I and II (2 @ 4 credits)
- CHEM 105 and 106 General Chemistry 1 & 2 (2 @ 4 credits)
- PHYS 103 and 204 University Physics I and II (2 @ 4 credits)

Computer Science Major (B.A.)**Computer Science Concentration****39-40 credit hours required. Plus 11 credits of cognates.**

The Computer Science concentration in the CS major (B.A. Degree option) is designed for general study of the principles and practice of computing and is appropriate if you want to keep your career options open, if you want to combine your study of computer science with a second major in another field, or if you are starting out your study of computer science later in your college career. This concentration includes coursework in theory of computation, computer systems hardware and software, programming, algorithms, networks, and software engineering. The Computer Science Concentration includes required courses in mathematics.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

Required Courses

18

- CIS 201 Computer Science I (4 credits)
- CIS 203 Computer Science II (4 credits)
- CIS 300 Foundations of Computer Science* (4 credits)
- CIS 301 Theory of Computation
- CIS 303 Algorithm Analysis and Design

One of the following

3-4

- CIS 310 Operating Systems
- CIS 356 Assembly Language and Computer Architecture (4 credits)

All of the following

15

- CIS 380 Professional Practice
- CIS 405 Software Engineering
- CIS 410 Computer Networks
- CIS xxx CIS Elective (3xx or 4xx)
- CIS xxx CIS Elective (3xx or 4xx)

Capstone Experience (see information below)

3

One of the following

- CIS 480 Senior Project
- CIS 490 CIS Internship

Cognate Requirements in Mathematics

11

- MATH 125 Probability and Statistics I**
- MATH 151 Calculus I (4 credits)
- MATH 152 Calculus II (4 credits)

Information Systems Concentration**30 credit hours required. Plus 25 credits of cognates.**

The Information Systems concentration in the CS major (B.A. Degree option) is appropriate if you are interested in the design and deployment of business and e-commerce applications, in information technology project management, and in computing or networking infrastructure support. This 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.

Credits

27

Required Courses

- CIS 201 Computer Science I (4 credits)
- CIS 203 Computer Science II (4 credits)
- CIS 356 Assembly Language and Computer Architecture (4 credits)
- CIS 380 Professional Practice
- CIS 405 Software Engineering
- CIS 410 Computer Networks
- CIS 420 DataBase Systems
- CIS xxx CIS Elective (3xx or 4xx)

Capstone Experience (see information below)

3

One of the following

- CIS 480 Senior Project
- CIS 490 CIS Internship

Cognate Requirements in Mathematics

7

- MATH 125 Probability and Statistics I**
- MATH 151 Calculus I (4 credits)

Cognate Requirements in Business Administration

18

Business Administration Minor (see page 164)

Capstone Experience

Each student completing a B.S. or 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. Plus 4 credits of cognates***All courses are 3 credits unless noted. Credits are divided as follows:*

Credits

18

Required Courses

- CIS 201 Computer Science I (4 credits)
- CIS 203 Computer Science II (4 credits)
- CIS 300 Foundations of Computer Science** (4 credits)
- CIS xxx CIS Elective (3xx or 4xx)
- CIS xxx CIS Elective (3xx or 4xx)

Cognate Requirements in Mathematics

4

- MATH 151 Calculus I (4 credits)

Notes for Computer Science Majors and Minors

*MATH 340 may be used to fulfill the CIS 300 requirement for double majors in Mathematics and Computer Science only.

**MATH 461 may be used to meet the MATH 125 requirement.

No 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 (Senior Project) or 490 (CS Internship).

3-2 Double Degree Program in Computer Science and Engineering

This program prepares students who have educational and career interests in both computer science and engineering. The first three years are spent enrolled at SUNY Potsdam, but during the second and third year, the student is a part-time student at Clarkson University. The fourth and fifth years are full time at Clarkson University. At the end of the fifth year the student receives both a B.A. from SUNY Potsdam in Computer Science and a B.S. degree from Clarkson University in the engineering field of his or her choice. First-year students must register for PHYS 103, MATH 151 and CIS 201 during their first semester in order to take subjects in sequence. See page 70.

Information Technology Minor

18 credits required.

Note: The Information Technology Minor is undergoing changes that are incomplete as of this writing. Please contact the Computer Science Chair for up-to-date information about this minor.

Computer Science Course Descriptions

CIS 195, 295, 395, 495 – Special Topics (1-12)

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

CIS 105 – Introduction to Computing (3) An introduction to computing and problem solving, including software productivity tools, computing fundamentals, and an introduction to programming. Fall and Spring. Gen Ed: FM credit. Laboratory work included.

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. Equivalent course to MATH 125/STAT 100.

CIS 201 – Computer Science I (3) Introduction to computer science and information systems. Data types, control structures, arrays, and objects. Introduction to software engineering. Corequisite: Math 151. Fall and Spring. Gen Ed: FS credit for course with lab, lecture, and recitation. 1 credit Laboratory required.

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. Prerequisite: CIS 201. Fall and Spring. 1 credit Laboratory required.

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. As demand warrants. Cross listed as PHIL 217.

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 280A, 280B, or 280C – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203 or permission of instructor. As demand warrants.

CIS 300 – Foundations of Computer Science (3) 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 & 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. As demand warrants. Cross listed as PHIL 317.

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 & 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. Gen Ed: WI credit.

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, data base 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. Corequisite: 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. Prerequisites: 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 majors in economics and business economics and a minor in economics and employment relations.

Contact Person: Michael Nuwer, Chair
222 Dunn, 315-267-2077, nuwermj@potdam.edu

Professor: Michael Nuwer

Associate Professors: Martha Campbell, Florence Shu

Assistant Professor: Brett Smith

Economics Major (B.A.)

31 credit hours required. Plus 7 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	13
ECON 105 Principles of Microeconomics	
ECON 110 Principles of Macroeconomics	
ECON 355 Intermediate Microeconomics	
ECON 360 Intermediate Macroeconomics	
ECON 492 Senior Seminar (1 credit)	
Elective Courses: choose any six	18
ECON 120 The Modern Economy	
ECON 300 Statistical Methods in Economics & Business	
ECON 301 Local and State Economy	
ECON 302 Changing World Economy	
ECON 303 Health Economics	
ECON 306 American Economic History	
ECON 307 Forecasting and Data Modeling	
ECON 311 European Economic History	
ECON 316 Comparative Economic Systems	
ECON 321 Economic Development of Nations	
ECON 326 Current Economic Policy	
ECON 365 History of Economic Thought	
ECON 380 Introduction to Econometrics	
ECON 401 Financial Economics	
ECON 406 Managerial Economics	
ECON 420 Labor Economics	
ECON 441 Money and Banking	
ECON 450 International Economics	
ECON 460 Industrial Organization	
ECON 470 Economics of the Public Sector	
ECON 499 Junior/Senior Seminar	

Cognate Requirements

STAT 100, MATH 125 or equivalent Statistics course
COMP 201 Intermediate Writing (4 credits)

Special Notes

1. Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required, elective and cognate courses).
2. Students do not have to take ECON 105 and 110 in sequence. Students must receive a grade of 2.0 or higher in each appropriate prerequisite before taking upper-division economics courses.
3. Students may not count more than three lower-division courses toward the 31 credit hour requirement for the Economics major. These include ECON 105 and 110. Cognate requirements are excluded from this rule.
4. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
5. Transfer students are expected to meet the same major requirements as non-transfer students. Fifteen hours of the major work must be completed at Potsdam.

Business Economics Major (B.A.)

37 credit hours required. Plus 7 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ECON 105 Principles of Microeconomics	7
ECON 110 Principles of Macroeconomics	
ECON 492 Senior Seminar (1 credit)	

Group I (Microeconomics): one of the following	3
ECON 355 Intermediate Microeconomics	
ECON 450 International Economics	
ECON 460 Industrial Organization	
ECON 470 Economics of the Public Sector	

Group II (Macroeconomics): one of the following	3
ECON 360 Intermediate Macroeconomic	
ECON 441 Money and Banking	

Elective Courses: choose eight courses	24
<ul style="list-style-type: none"> • Students must take at least three electives from Economics (ECON). • Students must take at least two electives from ACCT, MGMT, FINA, and/ or EMRE. • A student may take any combination of elective courses so long as at least three are Economics (ECON) and two are ACCT, MGMT, FINA, and/ or EMRE. • ECON 490 (Legislative Internship) and 491 (Internship) may not be used to fulfill elective requirement. • A list of qualified electives is kept in the department office. 	

Cognate Requirements	7
STAT 100, MATH 125 or equivalent Statistics course	
COMP 201 Intermediate Writing (4 credits)	

Special Notes

1. Business Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required, elective and cognate courses).
2. Students need not take ECON 105 and 110 in sequence. Students must receive a grade of 2.0 or higher in each appropriate prerequisite before taking upper-division economics courses.
3. 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.
4. Transfer students are expected to meet the same major requirements as non-transfer students. Eighteen hours of the major course work must be completed at Potsdam.

Economics Minor

15 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
ECON 105 Principles of Microeconomics	6
ECON 110 Principles of Macroeconomics	

Elective Courses	9
Choose any three additional ECON courses	

Special Notes

1. Economics minors must earn a minimum grade of 2.0 in every course counted toward the minor.
2. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and Employment Relations and the Department of Business Administration. Cognate requirements are excluded from this rule.
3. Transfer students can transfer up to two economics courses toward the minor. These courses must be approved by the minor adviser.

Employment Relations Minor

18 credit hours required.

*Program is currently being revised. Please see contact person for more information.**All courses are 3 credits unless noted. Credits are divided as follows:*

Required Courses	Credits
ECON 105 Principles of Microeconomics	6
or	
ECON 110 Principles of Macroeconomics	
EMRE 300 Employment Relations	

Elective Courses	12
Choose any four additional EMRE courses	

Special Notes

1. EMRE minors must earn a minimum grade of 2.0 in every course counted toward the minor (required and elective).
2. 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.
3. Transfer students can transfer up to three courses (9 credit hours) toward the minor. The minor adviser must approve the transfer courses.

Economics Course Descriptions**ECON 195, 295, 395, 495 – Special Topics (1-12)****ECON 198, 298, 398, 498 – Tutorial (1-3)****ECON 105 – Principles of Microeconomics (3)** This course examines theory of prices, efficient allocation of resources, distribution of income, and practices of business, labor organizations, and government. 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 120 – The Modern Economy (3)** The development of capitalism is traced from its origins in medieval society to the present day. The transitions examined include: the transformation from traditional to market based economy, the industrial revolution, economic crises, such as the Great Depression, and the expanded role of government. The course is concerned with these events themselves and with how economists explain them. It concludes with contemporary economic issues such as underdevelopment, globalization and the ecological overload created by the expanding economy. Fall. 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. Prerequisite: ECON 105 and ECON 110. Fall, odd 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. Prerequisite: ECON 105 and ECON 110. As demand warrants.

ECON 302 – 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. Prerequisite: ECON 105 and ECON 110. Spring, even 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 and an FS course. 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. Infrequent. Gen Ed: AH credit.

ECON 307 – 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. Prerequisite: ECON 105 and ECON 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) The course examines different forms of Economic Organization including major types of advanced capitalism, different transition paths of former socialist countries and alternative approaches to development. These are considered both theoretically and empirically. Spring, odd years.

ECON 320 – Economy and Environment (3) The course compares different economic explanations of environmental degradation. It shows how these alternative theories provide the foundation for alternative approaches to environmental policy. Finally, it evaluates the environmental impact of specific areas of economic activity, such as agriculture, energy use and international trade. Prerequisite: Sophomore standing. Spring, odd years

ECON 321 – Economic Development of Nations (3) This course analyzes theories of economic development and planning. It also covers other economic factors such as population growth, labor, capital, and technology. Prerequisite: ECON 105 and ECON 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. Prerequisite: ECON 105 and ECON 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. As demand warrants. Gen Ed: PI 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. Prerequisite: ECON 105, ECON 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. Prerequisite: ECON 105 and ECON 110. As demand warrants. Lab required.

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 ECON 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 ECON 110 and an FS course. Fall, even 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. As demand warrants.

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. As demand warrants.

ECON 460 – Industrial Organization (3) This course includes analysis and case study applications of the structure, behavior and social performance of industries. Topics include industrial concentration, entry barriers, price fixing, advertising and technology. Prerequisite: ECON 105 and ECON 110. Fall, even years.

ECON 470 – Economics of the Public Sector (3) This course evaluates the government budget according to criteria of efficiency, equity, and ease of administration. It also explains expenditures and taxes as tools for economic stabilization and growth. Prerequisite: ECON 105 and ECON 110. Fall, even years.

ECON 490 – Legislative Internship (1-12) Individual investigations of economics and the economy that are selected to help students to integrate the subfields, skills and perspectives in the major. Students are engaged in gathering, interpreting and presenting relevant economic knowledge.

ECON 491 – Internship (1-12) The internship is a combination of academic study and work experience. A qualified student will work part-time or full-time at a private or public institution. The academic project will be supervised by a faculty member in the Department of Economics 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. Credit hours do not count toward the major. Prerequisite: ECON 105 and ECON 110, and Senior stand-

ing at the time of internship. For application deadlines and additional information see your major adviser.

ECON 492 – Senior Seminar (1) This course includes individual investigations of economics and the economy that are selected to help the student to integrate the subfields, skills, and perspectives of the major. Students are engaged in gathering, interpreting and presenting relevant economic knowledge. Prerequisites: ECON 105 and ECON 110, Economics or Business Economics Major, Senior standing, a minimum of 15 hours of ECON course work, Stat 100, Math 125 or an equivalent statistics course, Comp 201. Spring.

ECON 499 – Junior/Senior Seminar (3) This course includes individual and group investigations of economic problems that are selected to meet the interests and needs of the class. Students practice gathering, interpreting and presenting relevant data. Prerequisites: ECON 105 and ECON 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. 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. Not currently offered. 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. As Demand Warrants.

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. As Demand Warrants.

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 organizations 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 330. 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. Not currently offered.

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. Not currently offered.

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 330. 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. Prerequisite: EMRE 300 and EMRE 301. As Demand Warrants. 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

Contact Person: Lisa M. Wilson, Chair
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Professors: David Fregoe, Judith Funston, Richard Henry, Alan Steinberg
Associate Professors: E. Victoria Levitt, Derek Maus, Jennifer Mitchell, Brian Snee, David Weber, Lisa Wilson

Assistant Professors: James Donahue, Christine Doran, Christina Knopf, Donald McNutt, Sharmain van Blommestein, John Youngblood
Writer-in-Residence: Maurice Kenny

Lecturers: Nancy Berbrich, Stephanie DeGhett

Adjunct Instructors: Karen Gibson, Deborah Lewis, 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. Qualifying students may receive departmental Honors by completing Honors requirements, including writing a thesis.

Special opportunities are available to complete part of the requirements for the major or a minor through programs of study abroad and summer studies.

The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Notes for Majors and Minors

Ordinarily, no more than two courses 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 major, minor, or specialization.

English Major (B.A.)

Program is currently being revised. Please see contact person for more information.

Literature Concentration

37-40 credit hours.

The Literature Concentration provides students with a liberal arts background through coursework emphasizing literature, literary analysis, and critical writing. Some graduates have continued on with careers in publishing, business, or government.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Department Core	10-11
LITR 100 Introduction to Literature	
COMP 201 Intermediate Writing (4 credits)	
COMM 105 Survey of Human Communication (3-4 credits)	

Literature Core	9
LITR 200 Literary Traditions	
LITR 201 Patterns of Literature	
LITR 300 Literary Analysis	

Advanced Courses	18-20
Any COMM, COMP, LITR, or LNGS course numbered 301-398 (3-4 credits)	

Any 400-or 500-level COMM, COMP, LITR or LNGS course (3-4 credits)

Four upper-division LITR courses (12 credits)

At least two of these must be at the 400- or 500-level

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).

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). Courses focus on literature, rhetoric, creativity, and professional practice while introducing students to common forms in a variety of contexts.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Department Core	10-11
LITR 100 Introduction to Literature	
COMP 201 Intermediate Writing (4 credits)	
COMM 105 Survey of Human Communication (3-4 credits)	

Literature Core	9
LITR 200 Literary Traditions	
LITR 201 Patterns of Literature	
LITR 300 Literary Analysis	

Advanced Courses	22
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Literature Perspective:

One of each of the following selected from a limited number of courses designated by the literature faculty.

Note: At least two of these three courses must be at the 400-500 level.

American literature: one upper division course

British literature: one upper division course

World literature: one upper division course

Linguistics Perspective:

LNGS 301 Language and Structure

Composition Perspective:

COMP 202 Introduction to Creative Writing (4 credits)

COMP 402 Theory of Composition

Communication Perspective:

COMM 408 Visual Communication

Writing Concentration

37-39 credit hours.

The Writing Concentration deepens capacity for thought and prepares students to reach audiences through artful and purposeful use of the written word. Courses focus on rhetoric, creativity, and professional practice while introducing students to common forms in a variety of contexts. This liberal arts program encourages students to read widely, to complete internships, and to consider a double major/minor. All graduating seniors submit a portfolio of polished pieces.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Department Core	10-11
LITR 100 Introduction to Literature	
COMP 201 Intermediate Writing (4 credits)	
COMM 105 Survey of Human Communication (3-4 credits)	

Gateway Course	4
COMP 301 Advanced Writing (4 credits)	

Theory Course: select one	3
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LITR 300 Literary Analysis

COMP 402* Theory of Composition

COMP 430* Theory of Rhetoric

*Note: COMP 507 may be substituted for COMP 402; COMP 530 may be substituted for COMP 430

Applied Writing: select three 11-12
 Note: One of the three required applied writing courses can be replaced with a language, literature, or theory course.

- COMP 304 Technical Writing (4 credits)
- COMP 305 Editing and Revising (4 credits)
- COMP 307 Creative Nonfiction Workshop (4 credits)
- COMP 311 Writing in a Digital Age (4 credits)
- COMP 316 Magazine Article Writing (4 credits)
- COMP 395, 495 Special Topics (4 credits)
- COMP 401 Directed Writing (4 credits)
- COMM 308 Writing for Mass Media

Literature Courses: select two at the 300- and/or 400-level chosen under advisement 6

Language Course: select one 3
 LNGS 301 Language and Structure
 LNGS 309 History of English Language
 LNGS 310 American English Grammar
 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.

Creative Writing Concentration
37-38 credit hours.

The Creative Writing Concentration hones students' abilities to write and think imaginatively and critically. Students select workshops in creative nonfiction, drama, fiction, poetry, and screenwriting. Students learn strategies for crafting original expression while courses in literary study further allow them to contextualize their art. Students are expected to attend and give public readings of creative works, assist with literary publications, read extensively in her/his chosen genre(s), and complete a senior portfolio of polished pieces.

All courses are 3 credits unless noted. Credits are divided as follows:

Department Core Credits 10-11
 LITR 100 Introduction to Literature
 COMP 201 Intermediate Writing (4 credits)
 COMM 105 Survey of Human Communication (3-4 credits)

Gateway Course 4
 COMP 202 Introduction to Creative Writing (4 credits)

Theory Course* 3
 LITR 300 Literary Analysis

*Students in this concentration can substitute LITR 380 (when it is offered) for LITR 300

Applied Writing: select two 8
 COMP 302 Fiction Workshop I (4 credits)
 COMP 303 Poetry Workshop I (4 credits)
 COMP 306 Playwriting: Short Plays (4 credits)
 COMP 307 Creative Nonfiction Workshop (4 credits)
 COMP 308 Writing Fiction for Children (4 credits)
 COMP 309 Screenwriting Workshop I (4 credits)
 COMP 395, 495 Special Topics (4 credits)

Literature Courses: select three courses 9
 Chosen under advisement to include at least one 400-level course.

Senior Writing Course 3
 COMP 490 Writing Supervision

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).

Communication Major (B.A.)
37-39 credits required.

The Communication Major provides a liberal arts orientation to the study of human communication. Graduates of the communication program often pursue careers in education, management, public relations, business, or government, or continue on for graduate study in communication or law.

All courses are 3 credits unless noted. Credits are divided as follows:

Department Core Credits 10-11
 COMM 105 Survey of Human Communication (3-4 credits)
 1 credit lab optional
 COMP 201 Intermediate Writing (4 credits)
 LITR 100 Introduction to Literature

Communication Core 6
 COMM 106 Basic Principles of Speech
 COMM 465 Communication Theory

Distribution Requirements 15
 Five courses chosen from the following areas
 Note: One Distribution or Elective course must come from the Diverse Voices (dv) category.

^{dv} Each of these fulfills the Diverse Voices requirement.

Rhetoric and Public Address: select two
 COMM 324 Persuasive Speaking
 COMM 370 Contemporary Political Communication
 COMM 415 Rhetoric of Social Movements ^{dv}
 COMM 416 Voices of American Women ^{dv}
 COMM 417 Women/Men and Elections ^{dv}
 COMM 470 African American Rhetoric ^{dv}

Business and Professional Communication: select one
 COMM 311 Small Group Communication
 COMM 340 Public Relations
 COMM 430 Employment Seeking and Communication
 COMM 455 Organizational Communication
 COMM 475 Research Methods

Mass Communication: select one
 COMM 108 Introduction to Mass Communication
 COMM 201 Mass Media and Society ^{dv}
 COMM 212 Principles of Journalism
 COMM 308 Writing for Mass Communication
 COMM 320 Film Studies: Form and Culture
 COMM 321 Form and Expressive Techniques In Film
 COMM 408 Visual Communication

Relationships: select one

COMM 245 Interpersonal Communication
 COMM 350 Family Communication
 COMM 390 Gay and Lesbian Issues ^{dv}
 COMM 445 Intercultural Communication ^{dv}
 COMM 460 Language and Social Interaction

Communication Electives: select two 6-7

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.

Communication Minor

18-19 credit hours.

All courses are 3 credits unless noted. Credits are divided as follows:

Communication Core

COMM 105 Survey of Human Communication (3-4 credits)
 1 credit lab optional
 COMM 106 Basic Principles of Speech

Distribution Requirements

Four courses chosen from the following areas. See Communication Major for course options.

Rhetoric and Public Address: select one

Business and Professional Communication: select one

Mass Communication: select one

Relationships: select one

Journalism Minor

19-21 credit hours.

Introduction to Mass Communication (COMM 108) must be passed before declaring a journalism minor.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

COMM 201 Mass Media and Society
 COMM 212 Principles of Journalism
 COMM 308 Writing for Mass Communication
 COMP 301 Advanced Writing (4 credits)

Electives: two of the following

COMM 301 Media Law and Media Ethics
 COMM 408 Visual Communication
 COMM 412 Journalism Internship
 COMP 305 Editing and Revising (4 credits)
 COMP 311 Writing in a Digital Age (4 credits)
 COMP 316 Magazine Article Writing (4 credits)

Language and Linguistics Minor

18-21 credit hours.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

PHIL 355 Philosophy of Language
 ANTH 203 Introduction to Language and Culture
 (cross listed as LNGS 203)
 LNGS 301 Language and Structure

Electives: select three

ANTH 160 Exploring Language (4 credits)
 ANTH 161 Origins of Language (4 credits)
 ANTH 303 Issues in Linguistic Anthropology
 ANTH 342 Language and Gender
 ANTH 395 Special Topics
 COMM 460 Language and Social Interaction
 COMP 430 Theory of Rhetoric
 FREN 301 Current Idiomatic French
 FREN 483 Structure of the French Language
 LNGS 110 Exploring Language (4 credits)
 LNGS 111 Origins of Language (4 credits)
 LNGS 302 Language and Meaning
 LNGS 309 History of the English Language
 LNGS 310 American English Grammar
 LNGS 320 Theories of Language
 LNGS 342 Language and Gender
 LNGS 408 Topics in Language as a Formal System
 LNGS 409 Topics in Applied Linguistics
 LNGS 411 Topics in Language and Cognition
 LNGS 412 Topics in Language and Social Interaction
 PHIL 217 Language and Symbolic Logic
 PHIL 373 Metaphor
 SPAN 301 Current Idiomatic Spanish

Notes

1. At least 9 credits taken to satisfy this minor must be upper division.
2. Tutorial and Special Topics courses may be used to satisfy the requirements with approval of the adviser.
3. The prerequisites for PHIL 355 are waived for students who have declared the minor.

Literature Minor

18-19 credit hours.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

LITR 100 Introduction to Literature
 LITR 200 Literary Traditions
 LITR 201 Patterns of Literature
 LITR 300 Literary Analysis

Electives

Two LITR courses numbered 301 or higher

Credits

9

9-12

Credits

6-7

12

Credits

13

6-8

Credits

12

6-7

Writing Minor**18 credit hours.***All courses are 3 credits unless noted. Credits are divided as follows:*

	Credits
Departmental Core	11
COMP 201 Intermediate Writing (4 credits)	
COMP 301 Advanced Writing (4 credits)	
LITR 300 Literary Analysis	
Specialized Writing Courses: select one	4
COMP 302 Fiction Workshop I (4 credits)	
COMP 303 Poetry Workshop I (4 credits)	
COMP 304 Technical Writing (4 credits)	
COMP 305 Editing and Revising (4 credits)	
COMP 306 Playwriting: Short Plays (4 credits)	
COMP 307 Creative Nonfiction Workshop (4 credits)	
COMP 308 Writing Fiction for Children (4 credits)	
COMP 309 Screenwriting Workshop I (4 credits)	
COMP 311 Writing in a Digital Age (4 credits)	
COMP 316 Magazine Article Writing (4 credits)	
COMP 401 Directed Writing (4 credits)	
COMP 495 Special Topics in Writing (4 credits)	
Language/Literature Courses: select one	3
LNGS 301 Language and Structure	
LNGS 309 History of English Language	
LNGS 310 American English Grammar	
COMM 460 Language and Social Interaction	
Other approved LNGS or equivalent course offered in another department	
COMP 402 Theory of Composition	
COMP 430 Theory of Rhetoric	
COMP 505 Rhetorical Criticism	
COMM 465 Communication Theory	
LITR 380 Literary Criticism	
Other approved theory course	

Film Studies Minor**18-22 credit hours.***All courses are 3 credits unless noted. Credits are divided as follows:*

	Credits
Required Course	3
COMM/LITR 120 Film Foundations	
Electives: select five	15-19
LITR 130 Film and Fiction (4 credits)	
LITR 330 Topics in Film (4 credits)	
LITR 430 Advanced Topics in Film (4 credits)	
COMM 320 Film Studies: Form and Culture	
COMM 321 Form and Expressive Techniques in Film	
COMP 330 The Rhetoric of Film	
COMP 401 Directed Writing [on film topics] (4 credits)	

Note: Qualifying film course offered in other departments may be counted as electives with permission of adviser.

English and Communication Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 47 for a description of non-liberal arts credits.

195, 295, 395, 495, 595 – Special Topics (1-12)

198, 298, 398, 498, 598 – Tutorial (1-3) Independent study in speech communication, composition, literature or linguistics with faculty supervision. Plans for specific program must be approved by department chair and Dean of Arts and Sciences.

Communication

Note: Upper-division COMM courses have an introductory COMM course or permission of the instructor as prerequisite.

COMM 105 – Survey of Human Communication (3) Various communication theories and applications. Topics: human and interpersonal communication, small group decision-making, public communication, and the role of communication in professional settings. Fall and Spring. Gen Ed: SA credit; four credit option (with lab) for FS credit.

COMM 106 – Basic Principles of Speech (3) An introductory course in public speaking. It is a skills course informed by speech communication theory. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence, and delivering speeches effectively. Special emphasis is given to developing critical thinking and listening abilities. 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. Fall and Spring. 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. Yearly. 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 325 – Professional Speaking (3) This course is professional preparation. The central focus is on the role of public speaking in business and industry. As demand warrants. 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, acts of governance, and particular campaigns. As demand warrants. Gen Ed: SI credit.

COMM 372 – Rhetoric of the Black Church (3) This course explores from a rhetorical standpoint the roles and impact of Black churches in and on U.S. societies. Particular attention will be paid to the multiple and unique methods of preaching, praying, speaking and singing found in U.S. Black churches. Finally, we focus a great deal of our efforts on understanding church-led social movements in the United States. Every other year.

COMM 375 – Environmental Communication (3) In relation to an era of mounting environmental crisis, this course examines how we use language to construct, describe, and test environmental issues, and to consider how rhetoric can help to resolve environmental disputes. To understand how environmental communication that addresses a broad public audience must draw upon the rhetorical resources of more than one kind of discourse, the genres considered will range from scientific studies and public policy documents to journalism, nonfiction essays, and word-and-image rhetoric in film, graphic arts, and commercial advertisement. As 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. Every other year.

COMM 416 – Voices of American Women (3) The course considers how history is revealed in women's public discourse as well as how our history may have been shaped by that discourse. Major foci include: 1) Early America: Winning the Right to Speak, 2) 19th Century Reform Movements, 3) Woman Suffrage, 4) The Depression and World Wars, 5) The Contemporary Women's Movement. Every other year. Gen Ed: SI credit.

COMM 417 – Women/Men and Elections (3) This class acquaints students with important issues dealing with women, politics, and public communication. The goal of this course is to engage students in a discussion of the variety of ways gender issues intersect with American politics in terms of leaders, voters, and the symbolic roles of women. As demand warrants. Gen Ed: AH credit.

COMM 430 – Employment Seeking and Communication (3) This seminar examines the communication (both theory and skills) utilized in employment seeking. The premise of the course is that success or failure in this important endeavor depends on communication strategies. We begin with finding and researching current jobs. We then move to theories of interpersonal communication and persuasion as they apply to cover letters, thank you letters, resumes, and interviews. Yearly.

COMM 445 – Intercultural Communication (3) An introduction to the study of culture, human communication, and the special challenges of intercultural communication. Students also have the opportunity to apply intercultural communication models and theories in a variety of ways. Yearly. 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. Yearly.

COMM 470 – African American Rhetoric (3) This course has a dual focus. First, it is an examination of the rhetorical strategies employed by African Americans from the early 19th century to the present. This examination covers the chronological span from Nat Turner (1800 - 1831) to Louis Farrakhan. Second, an analysis of the rhetorical strategies employed, using methods of rhetorical criticism ranging from neo-Aristotelian criticism to Burkeian analysis. 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. Gen Ed: WI credit.

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. 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 I (4) 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 I (4) 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. As demand warrants. 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. Gen Ed: WI credit.

COMP 306 – Playwriting: Short Plays (4) Training in the writing of drama, particularly the one-act play, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Every other year. Gen Ed: AE & WI credit.

COMP 307 – Creative Nonfiction Workshop I (4) Training in the writing of creative nonfiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Yearly. Gen Ed: AE & WI credit.

COMP 308 – Writing Fiction for Children (4) Training in the writing of imaginative literature for children. While attention is paid to the visual and poetic aspects of Children's Literature, the focus will be on storytelling. (No illustrative talent required.) Strategies and techniques from both the traditional and contemporary canons will be examined. Prerequisite: COMP 202. As demand warrants. Gen Ed: AE & WI credit.

COMP 309 – Screenwriting Workshop I (4) Training in the writing of screenplays, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Yearly. Gen Ed: AE & WI credit.

COMP 310 – Playwriting: Full-length Plays (4) Training in the writing of drama, particularly full-length plays of either two or three acts with a 75 to-90-minute playing time. Prerequisite: COMP 202. Every other year.

COMP 311 – Writing in a Digital Age (4) Students become more fluent and reflective users of digital writing technologies. Students read critical discussions of technology and produce small websites that house hypertextual writing, visual design work, and multimedia. Prerequisite: COMP 201. Every other year.

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. As demand warrants. Gen Ed: WI credit.

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 writing in the discourse of their major. Prerequisite: COMP 301. Yearly.

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 one-credit course 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 412 – Fiction Workshop II (4) Advanced training in the writing of fiction. Prerequisite: COMP 302. Yearly.

COMP 413 – Poetry Workshop II (4) Advanced training in the writing of poetry. Prerequisite: COMP 303. Yearly.

COMP 416 – Playwriting Workshop II (4) Advanced training in the writing of playwriting. Prerequisite: COMP 306 or COMP 310. Yearly.

COMP 417 – Creative Nonfiction Workshop II (4) Advanced training in the writing of creative nonfiction. Prerequisite: COMP 307. Yearly.

COMP 419 – Screenwriting Workshop II (4) Advanced training in the writing of screenplays. Prerequisite: COMP 309. Yearly.

COMP 430 – Theory of Rhetoric (3) 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 concentration will, under the supervision of the course instructor, produce a manuscript in a genre of the student's choosing suitable for publication. Ordinarily, this will be original work that was begun in one of the 300-level writing workshops. While publication per se is not a requirement, the student will be expected to research market needs and prepare the manuscript accordingly. In addition, the student will be expected to give a public performance of the edited work. 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. Prerequisite: COMP 301 or Graduate standing. 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. Fall.

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. Spring.

Literature

LITR 100 – Introduction to Literature (3) Introduction to elements of literature through the study of its various forms: poetry, drama, and fiction. Practice in writing about literature and in techniques of close reading and critical thinking. This

course cannot be taken if credit has been received for LITR 110. Fall and Spring. Gen Ed: FC credit.

LITR 110 – Writing About Literature (4) Introduction to elements of literature through the study of its various forms. This course differs from LITR 100 in that there is extensive attention to writing, revising, and the use of information resources. This course cannot be taken if credit has been received for LITR 100. As demand warrants. Gen Ed: FW 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 literature of the present day, and may include examples from British, American, and Western European cultures. Fall and Spring.

LITR 201 – Patterns of Literature (3) Provides experience in recognizing and responding critically to one or more common narrative (or other structural) strategies, including topics, plot structures, character types, and other recurrent patterns used in literature across historical, linguistic, and geographic boundaries. Examples include (but are not restricted to): guest/hero narratives, travel narratives, lyric poems, captivity/liberation narratives, coming-of-age stories, formal comedy, formal tragedy, star-crossed lovers, “Cinderella” stories, etc. Fall and Spring.

LITR 300 – Literary Analysis (3) Provides an introduction to advanced literary criticism. In addition to reviewing the basics of literary criticism (e.g., interpretation supported by close reading), the course will introduce and examine a number of different methods of reading, analyzing, and writing about literature, including feminist, Marxist, post-colonial, and new historical approaches. The course will also focus on using scholarly research to write about literature, and it will introduce students to the specialized terms that scholars use when talking about literature. Fall and Spring.

LITR 301 – American Writers (3) Studies in American literature. Authors, themes, periods and/or regions vary from semester to semester. Yearly. Formerly LITR 318. Gen Ed: AC credit.

LITR 302 – British Writers (3) Studies in British literature. Authors, themes, periods and/or regions vary from semester to semester. Yearly. Formerly LITR 319. Gen Ed: AC credit.

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. Yearly. Gen Ed: AC credit.

LITR 304 – Literary Nonfiction (3) Exploration of various types of nonfiction, e.g., biography, informal essay, new journalism. As demand warrants. Formerly LITR 338. Gen Ed: AC credit.

LITR 305 – Short Story (3) Studies in the short story as a literary genre. Readings from a wide variety of authors and critical perspectives. As demand warrants. Formerly LITR 250. Gen Ed: AC credit.

LITR 306 – Drama (3) Studies in the drama as a literary genre. Readings from a wide variety of authors and critical perspectives. As demand warrants. Formerly LITR 357. Gen Ed: AC credit.

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. As demand warrants. Formerly LITR 314. Gen Ed: AC credit.

LITR 308 – The Novel (3) Examines traditional and modern novels from a variety of critical perspectives. As demand warrants. Formerly LITR 315. Gen Ed: AC credit.

LITR 309 – Topics in Literary Genres (3) Studies in literary genres other than literary nonfiction, the short story, drama, poetry or the novel. May include traditional genres such as the epic or new genres based upon emergent technologies such as hypertext fiction. As demand warrants. Gen Ed: AC credit.

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. As demand warrants. Gen Ed: AC credit.

LITR 322 – Children’s Literature (3) History of children’s books, tracing emergence of a body of genuine literature for children. 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. Some attention to critical approaches used in studying texts and secondary literature curriculum. 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. As demand warrants. Gen Ed: AC credit.

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). As demand warrants. Gen Ed: AC credit.

LITR 326 – Fantasy Literature (3) Selected works from fantasy genre. Origins of “fantasy” in epic and romance emphasized. As demand warrants. Gen Ed: AC credit.

LITR 328 – Science Fiction (3) Science fiction as literature, examined with standard techniques of literary analysis. Development of valid working definitions of science fiction. As demand warrants. Gen Ed: AC credit.

LITR 330 – Topics in Film (4) Various topics relating to film history, directors, actors, genres. Prerequisite: LITR 120. As demand warrants. Gen Ed: AC credit.

LITR 344 – Parody (3) History of parody as a mode of literary criticism and humor. As demand warrants. Formerly LITR 329. Gen Ed: AC credit.

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. 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. 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. 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. As demand warrants. Formerly LITR 340. Gen Ed: AC credit.

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. As demand warrants. Gen Ed: AC credit.

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. As demand warrants. Gen Ed: AC credit.

LITR 354 – Psychology and Literature (3) Literature is influenced by psychoanalytic thought or emphasizes the psychological states of characters and/or authors. As demand warrants. Formerly LITR 334. Gen Ed: AC credit.

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. As demand warrants. Formerly LITR 345. Gen Ed: AC credit.

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. As demand warrants. Gen Ed: AC credit.

LITR 358 – Class and Literature (3) This course examines the ways in which social class issues have been expressed in or otherwise have affected works of literature. The course may focus on a specific time period and/or group (e.g., the American Proletarian Novel of the 1930s) or may more generally survey the ways in which particular issues related to economics and/or social status can affect both the construction and reception of literary texts. As demand warrants. Gen Ed: AC credit.

LITR 359 – Literary Themes (3) Development and variation of important themes in literature. Course content will vary from semester to semester. As demand warrants. Formerly LITR 317. Gen Ed: AC credit.

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. Yearly. Formerly LITR 341. Gen Ed: AC & 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. Yearly. 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. As demand warrants. Formerly LITR 343. Gen Ed: AC & 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. 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. 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 LITR 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 LITR 201, and LITR 300. Every other year. 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 LITR 201, and LITR 300. Every other year.

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 LITR 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 LITR 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 the literary works of Spenser, Marlowe, Shakespeare, Jonson, Milton and others. Prerequisites: LITR 200 or LITR 201, and LITR 300. As demand warrants.

LITR 413 – British Enlightenment Literature (3) Readings in the "long century" (1660-1780), the Age of Reason, and the origins of the British Novel. Authors or focus may vary from semester to semester. Prerequisites: LITR 200 or LITR 201, and LITR 300. As demand warrants.

LITR 414 – British Romanticism (3) An era of dramatic contrasts as well as unsettling social and literary change, this period saw the French & American Revolutions, Napoleon's war with Britain, and heated debate over women's rights, sexual mores, and the rights of slaves. We will read a wide range of Romantic-era texts: sentimental & satirical, narrative & lyric poetry; a Romantic novel & a play; nonfiction prose including literary manifestoes, political essays & social commentary, travel journals, diaries & memoirs, literary reviews; portraits & political cartoons. Writers studied may vary from semester to semester. Prerequisites: LITR 200 or LITR 201, and LITR 300. Every other year.

LITR 419 – Victorian Literature (3) Queen Victoria reigned from 1837-1901 and gave her name to an age. The nineteenth century saw massive changes in many areas—technology, population migrations, science, religion, nationalisms, sexuality, and class—and the course will consider how literature reflected, and sometimes shaped, those changes. Authors or focus may vary from semester to semester. Prerequisites: LITR 200 or LITR 201, and LITR 300. Every other year.

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 LITR 201, and LITR 300. Every other year. 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 LITR 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 LITR 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. Authors and focus will vary from semester to semester. Prerequisites: LITR 200 or LITR 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 LITR 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 1800s. We consider the early manifestations of romanticism, the glory days of the American Renaissance, and the often cynical aftermath of romanticism as seen through realism and naturalism. Prerequisites: LITR 200 or LITR 201 and LITR 300 or permission of instructor. Every other year.

LITR 436 – American Realism and Naturalism (3) This course starts in the aftermath of the Civil War and considers the movement away from romanticism, the restraints upon character choice, the increased attention to middle class and lower class life, the development of psychological complexity in character, and the formalist

techniques for representing mimesis, especially fragmentation and perspectivism. Prerequisites: LITR 200 or LITR 201, and LITR 300. Yearly.

LITR 437 – American Modernism (3) Representative texts of early 20th-century American literature. The course may be focused on the works of particular writers or groups of writers, themes, genres/sub-genres, etc., or may present a general overview of the period. Prerequisites: LITR 200 or LITR 201, and LITR 300. As demand warrants.

LITR 438 – Post-War American Literature (3) Examines literature written between 1945 and the early 1980's. The course may be focused on the works of particular writers or groups of writers, themes, and genres/sub-genres. Prerequisites: LITR 200 or LITR 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 LITR 201, and LITR 300. As demand warrants.

LITR 445 – American Women Writers (3) Examination of selected American women writers. Works may be studied within historical contexts; course may also survey critical responses to literature written by women. Prerequisites: LITR 200 or LITR 201, and LITR 300. As demand warrants.

LITR 446 – African American Writers (3) Introduction to the diversity of writing by African Americans. May include slave narratives, autobiography, poetry, plays, and novels. Prerequisites: LITR 200 or LITR 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 LITR 201, and LITR 300. Every other year.

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 LITR 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 LITR 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. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or LITR 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. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or LITR 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 originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or LITR 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 LITR 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, poetry, or novels. Prerequisites: LITR 200 or LITR 201, and LITR 300. As demand warrants.

LITR 471 – Renaissance (3) Examines the literature of this self-aware intellectual movement, frequently called humanism, that was committed to exploration of all aspects of the self and the world in a manner understood as a rebirth of the spirit of ancient Rome and Greece. Prerequisites: LITR 200 or LITR 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, Paine, and others. Prerequisites: LITR 200 or LITR 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 LITR 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 which suggests that the business of realism is to create a photographic record of the world, and that which says the goal of art is to reveal the underlying structure of reality. Prerequisites: LITR 200 or LITR 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 LITR 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 LITR 201, and LITR 300. Every other year. 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 LITR 201, and LITR 300. Every other year.

LITR 511 – Advanced Topics: Literary Nonfiction (3) This course studies nonfiction (biography, autobiography, the essay, new journalism) of literary value. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Open to upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 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 upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 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. Topics will vary from semester to semester. Open to upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 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. Topics will vary from semester to semester. Open to upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 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. Topics will vary from semester to semester. Open to upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 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). Topics will vary from semester to semester. Open to upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 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 upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing. As demand warrants.

LITR 530 – Advanced Topics: 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. Topics will vary from semester to semester. Open to upper-division undergraduate students and graduate 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. Approaches and topics will vary from semester to semester. Open to upper-division undergraduate students and graduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing. Yearly.

Linguistics

LNGS 110 – Exploring Language (4) We are, in undeniable ways, what we speak! Language lies at the heart of who we are and what we might be and informs our conceptions of reality. In this course we begin to explore not only how human beings manipulate language, but also how they are manipulated by it. Throughout the semester we will employ not only serious reading on scholarly questions, but also fiction, poetry, and film to define language, explore language as a human attribute, and investigate the role of language in defining us as social beings. Yearly. Gen Ed: FW credit. Cross listed with ANTH 160.

LNGS 111 – Origins of Language (4) Perhaps no aspect of our behavior appears so uniquely human as language. But when did language appear? How is human language different from the communication of other creatures? How is the appearance of language related to tool use, evolving social structure, abstract thought, and self-awareness? Is there evolutionary continuity between animal and human minds? Recognizing that it is unlikely that a single factor is, in itself, responsible for the evolution of language, this course draws on research from such diverse areas as linguistics, biological anthropology, archaeology, cultural anthropology, psychology, and neurology to explore ways of answering these questions. Yearly. Gen Ed: FW credit. Cross listed with ANTH 161.

LNGS 203 – Language and Culture (3) An introduction to language as a tool in the analysis and description of human populations and their behavior, and a study of the ways in which languages, cultures, and people relate to one another. Yearly. Gen Ed: SA & XC credit. Cross listed with ANTH 203.

LNGS 301 – Language and Structure (3) Explores the structures of sounds, words and phrases. Analyzes the evolution of structural differences among Old, Middle, and Modern Englishes. Examines behaviorism and universal grammar and their implications for the acquisition of language. Yearly.

LNGS 302 – Language and Meaning (3) Explores the meaning of words, sentences, symbolic systems, and how people use language. Includes discussions about linguistics reference (literal meaning, metaphor, implication), speech acts and conversation analysis, and semiotics. As 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 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. Fall. Cross listed as ANTH 342.

LNGS 390 – Honors Linguistic Seminar (1-12) This is an introductory course in the description and analysis of language. We will be looking at language from four perspectives: structure, meaning, acquisition, and historical variation. In the Honors section, we will explore a variety of approaches to language and linguistics, including those of Saussure, Sapir, Boas, Jakobson, Labov, Chomsky, and Cameron, to consider how different theoretical frameworks shape the way in which language is studied and our understanding of how language works. Corequisites: LNGS 301 or 302, or 310, or 320. 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

Contact Person: Robert Badger, Chair
216 Timerman, 315-267-2624, badgerl@potdam.edu

SUNY Distinguished Service Professor: Frank A. Revetta

Professor: Robert L. Badger

Assistant Professors: Lisa M. Amati, Michael Rygel, Christopher Kelson

Geology Major (B.S.)

42-45 credit hours required. Plus 24 credits of cognates.

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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Core Required Courses	32
GEOL 100, 101, 103, 106, 125, or 195	
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 302 Principals of Paleontology (4 credits)	
GEOL 311 Mineralogy (4 credits)	
GEOL 321 Optics and Petrology (4 credits)	
GEOL 405 Structural Geology (4 credits)	
GEOL 407 Geophysics I	
GEOL 420 Geochemistry	
Required Research Component: one of the following	4-6
GEOL 480 Geology Research (6 credits)	
INTD 491 Geology Internship (4 credits)	
Electives: from the following, selected by advisement	6-7
GEOL 300 Field Geology	
GEOL 370 Science in Society	
GEOL 395 Hydrology & Hydrogeology	
GEOL 340 Geographic Information Systems (4 credits)	
GEOL 409 Seismology	
GEOL 421 Environmental Geology Problems	
GEOL 440 Geologic Resources	
Cognate Requirements	24
CHEM 105 General Chemistry I (4 credits)	
CHEM 106 General Chemistry II (4 credits)	
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
or	
MATH 125 Statistics (4 credits)	
PHYS 101 or 103 College or University Physics I (4 credits)	
PHYS 202 or 204 College Or University Physics II (4 credits)	

Students whose research focuses on Paleontology may, under advisement, take Biology instead of Physics. Those whose research focuses on environmental problems may take Organic Chemistry instead of Physics II.

Grade Requirements

Minimum grade of 2.0 is required for all courses in the major and for cognates.

Geology Major (B.A.)

38 credit hours required. Plus 8 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Core Required Courses	32
GEOL 100, 101, 103, 106, 125, or 195	
GEOL 204 Historical Geology	
GEOL 301 Sedimentary Geology (4 credits)	
GEOL 302 Principals of Paleontology (4 credits)	
GEOL 311 Mineralogy (4 credits)	
GEOL 321 Optics and Petrology (4 credits)	
GEOL 405 Structural Geology (4 credits)	
GEOL 407 Geophysics	
GEOL 420 Geochemistry	
Electives: from the following, selected by advisement	6
GEOL 300 Field Geology	
GEOL 370 Science in Society	
GEOL 395 Hydrology & Hydrogeology	
GEOL 340 Geographic Information Systems (4 credits)	
GEOL 409 Seismology	
GEOL 421 Environmental Geology Problems	
GEOL 440 Geologic Resources	
PHYS 330 Meteorology	
PHYS 335 Astronomy	
Cognate Requirements	8
CHEM 105 General Chemistry I (4 credits)	
CHEM 106 General Chemistry II (4 credits)	

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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	6
GEOL 100, 101, 103, 106, 125, or 195	
GEOL 204 Historical Geology	

Electives

Any combination of 300-400 level Geology courses upon advisement.

Grade Requirements

All credits submitted for the geology minor must be at a grade of 2.0 or higher.

3-2 Double Degree Program in Geology, Civil and Environmental Engineering

This program prepares students who have educational and career interests in both geology and civil engineering.

The first three years are spent at SUNY Potsdam where courses in chemistry, physics, mathematics (calculus and differential equations) and basic engineering courses are included with the regular geology course sequence. The student becomes a part-time engineering student at Clarkson University during the second and third years and full-time during the fourth and fifth years. Graduation occurs at the end of the fifth year with a B.A. or B.S. from SUNY Potsdam and a B.S. from Clarkson University. See page 70.

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, 216 Timerman, 315-267-2624, as early in their college career as possible. Geology majors will be assigned advisers from the geology faculty.

Geology Course Descriptions

Note: Some Geology courses include or require co-registration with a laboratory component. See descriptions for details.

GEOL 195, 295, 395, 495 – Special Topics (1-12)

GEOL 198, 298, 398, 498, 598 – Tutorial (1-3)

GEOL 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. Fall and Spring. Gen Ed: SP & LB credit. Lab included.

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. Fall and Spring. Gen Ed: SP & LB credit. Lab required.

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. Spring, even years. Gen Ed: SP & LB credit. Lab required.

GEOL 125 – Dynamic Earth (3) This course covers topics in earth systems science including geology, earth history, plate tectonics, the hydrosphere, the atmosphere, energy and the environment. The intent is to provide exposure to a wide variety of topics in the earth sciences. The course will be supplemented with discussions of current events and discoveries related to the earth sciences, and local geological features. Fall and Spring. Gen Ed: SP & LB credit. Lab included.

GEOL 204 – Historical Geology (3) Historical Geology is the second course in the geology sequence and builds upon the basic geologic principles introduced in 100-level courses. The first half of the course focuses on the methods and principles that geologists use to interpret Earth History; 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. Fall and Spring. Formerly GEOL 104. Gen Ed: SP & LB credit. Lab required.

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. Fall. Lab required.

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. Spring. Lab required.

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 and CHEM 105. Fall. Lab required.

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. Spring. Lab required.

GEOL 340 – Geographic Information Systems (4) Lecture/Lab. Introduction to basic cartographic principles (projections, datums), theory and applications of global positioning systems, and map interpretation. Arc GIS software will be used to introduce the theory and applications of GIS, create and edit databases, and perform spatial analysis. Spring.

GEOL 370 – Science in Society (3) This course is designed to guide students through the process of asking questions, finding reliable sources of information and formulating informed opinions about important, timely issues that are rooted in science. Issues for discussion are those that are not widely well understood, have a broad impact on our society and tend to be polarizing. Prerequisite: Junior or Senior standing. Spring.

GEOL 405 – Structural Geology (4) Study of folds, faults and shear zones in the Earth's crust on macroscopic and microscopic scale. Lab. Field studies in northern New York. Prerequisites: GEOL 104 or 204 and Junior or Senior status. Fall. Gen Ed: WI Lab required.

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, 204, 301, 405. Not currently offered.

GEOL 407 – Geophysics (3) Geophysical methods of prospecting: seismic reflection and refraction, gravity and magnetics 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. Corequisites: GEOL 321, CHEM 106. Spring. Gen Ed: SI

GEOL 421 – Environmental Geology Problems (3) Analysis of environmental problems and introduction to techniques to solve them. Stress is on problem solving. Topics include: landuse planning, landslide potential, solid and liquid waste disposal, coastal erosion and water pollution. Weekly written reports. Spring. Not currently offered.

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. Corequisite: GEOL 321. Spring. Lab required.

GEOL 475 – Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204 and permission of instructor. Fall and Spring. Tutorial. Graded S*/U*.

GEOL 480 – Geology Research (1-3) 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. Fall and Spring. Graded S*/U*.

GEOL 575 – @Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204, graduate standing, permission of instructor. Fall and Spring. Tutorial. Graded S*/U*.

Department of History

Contact Person: M.J. Heisey, Chair

321 Satterlee, 315-267-2558, heiseymj@potsdam.edu

Professors: Geoffrey W. Clark, John F. Schwaller

Associate Professors: Thomas N. Baker, James D. German, M.J. Heisey, Sheila McCall McIntyre, Kevin D. Smith, Steven M. Stannish

Assistant Professors: Axel Fair-Schulz, Libbie Freed, Shiho Imai

History Major (B.A.)

30 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
HIST 101 or 102	30
HIST 201, 202, 203, 204 or 205	
Additional 100 or 200 level HIST course	
HIST 302 Fighting Words: History & Story	
Any 300 or 400 level North American History Course	
Any 300 or 400 level European History Course	
Any 300 or 400 level African, Asian, or Latin American History Course	
Any two additional 300 or 400 level History courses (2 @ 3 credits)	
HIST 480 Senior Seminar in History	

Notes

- Students must earn a minimum grade of 2.0 in courses counted toward the major.
- 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
Any two 100 or 200 level history courses	6
Elective Courses	12
Any four 300 or 400 level history courses	

Note: Students must earn a minimum grade of 2.0 in courses counted toward the minor.

History Course Descriptions

HIST 195, 295, 395, 495 – Special Topics (1-12)

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

HIST 100 – World History (3) Applying a cross-cultural, comparative approach to understanding social, political, economic, and cultural developments, this course surveys significant themes in historical development from ancient to modern times. 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. No credit if HIST 203 or 205 previously taken.

HIST 202 – United States since 1877 (3) Major developments and issues in American History since 1877. Fall and Spring. Gen Ed: AH credit. No credit if HIST 204 previously taken.

HIST 203 – United States to 1877 (4) Major developments and issues in American history to 1877. Gen Ed: AH & FW credit. No credit if HIST 201 or 205 previously taken.

HIST 204 – United States since 1877 (4) Major developments and issues in American History since 1877. Gen Ed: AH & FW credit. No credit if HIST 202 previously taken.

HIST 205 – United States to 1877 (4) Major developments and issues in American History since 1877. Gen Ed: AH & FS credit. No credit if HIST 201 or 203 previously taken.

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 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. Prerequisite: Sophomore standing. 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. Prerequisite: Sophomore standing. 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. Prerequisite: Sophomore standing.

HIST 309 – Colonialism in the Caribbean (3) Explores the impact of race, class, and colonialism on the development of Caribbean society. Examines the political geography of the pre-Hispanic Caribbean, the political and technical developments in the Iberian Peninsula that made colonialism possible, patterns of settlement, the rise of the plantation system, the connections between slavery and capitalism, the birth of African-American culture, the social structure of plantation society, slave resistance, and the process of emancipation. Prerequisite: Sophomore standing.

HIST 310 – Cultures of Mexico & Central America (3) Culture Mesoamerica from conquest to present day. Emphasis on effects of conquest and colonial governmental systems on indigenous cultures. Prerequisite: Sophomore standing. Cross listed with ANTH 360.

HIST 311 – Indians and Iberians (3) A history of Latin America 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 America and Spain up through the 19th century. Prerequisite: Sophomore standing.

HIST 312 – Latin America in the 20th Century (3) Major developments in Latin American history during the 20th century. Country and area studies. U.S. - Latin American relations. Prerequisite: Sophomore standing.

HIST 315 – Modern Japanese Women's History (3) This course examines the development of gender roles in Modern Japan, particularly in relation to the economic and political developments of the Tokugawa, Meiji, Taisho, and Showa periods, and the various responses those changes evoked among women. Prerequisite: Sophomore standing.

HIST 318 – Pre-modern Japan (3) 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. Prerequisite: Sophomore standing.

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. Prerequisite: Sophomore standing.

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. Prerequisite: Sophomore standing.

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. Prerequisite: Sophomore standing.

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. Prerequisite: Sophomore standing.

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. Prerequisite: Sophomore standing.

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. Prerequisite: Sophomore standing.

HIST 330 – Black Diaspora: 1500 to Present (3) A social, economic, political and cultural survey of the migrations (forced and otherwise) of black Africans to, and between, the Americas and Europe over the past 500 years. Prerequisite: Sophomore standing.

HIST 331 – Africa to 1870 (3) Explores African history from the emergence of the earliest human societies through the mid-nineteenth century, with particular focus on the period after 1400. Considers the developments of lineage societies and centralized states, the trans-Saharan trade, the Atlantic slave trade, the spread and

influence of religions such as Islam and Christianity, and Africa's encounters with other parts of the world. Prerequisite: Sophomore standing.

HIST 332 – Africa since 1870 (3) Explores modern African history, paying particular attention to imperialism and its impact on African societies and cultures, the rise of nationalist and independence movements, independence and the creation of nation-states, and recent and contemporary politics, society, and culture. Prerequisite: Sophomore standing.

HIST 341 – Colonial American History (3) Explores the history and culture of early America as described by both participants and historians. Considers the development of early American society and culture from 1598 to 1763. Religion, gender, class, social status, economics, war and Native-European relations will be examined. Prerequisite: Sophomore standing.

HIST 342 – Revolutionary America (3) Explores the colonies in the English Atlantic world and the individual and collective decisions to break away from Great Britain. Considers how independence, revolution, and war allowed the former colonies to create a new and fragile Republic. Prerequisite: Sophomore standing.

HIST 351 – Medieval and Renaissance England (3) Examines the history of England from the Medieval period through the reign of Queen Elizabeth I, paying special attention to the manorial system. Considers feudalism, the growth of Parliament, the emergence and structure of the Tudor state, the Protestant Reformation, the rise of Puritanism, and the flowering of Elizabethan culture. Prerequisite: Sophomore standing.

HIST 352 – Revolutionary England (3) Examines the history of England from the beginning of the Stuart dynasty to the beginning of Industrialization, paying particular attention to the origins and progress of the Civil War, and Interregnum, the Restoration, the Glorious Revolution, the financial and consumer revolutions, and the movement for reform. Prerequisite: Sophomore standing.

HIST 353 – Renaissance & Reformation (3) Examines the intellectual, cultural, religious, social, economic, and political dimensions of two profound transformations in European history: the Renaissance and the Reformation, roughly spanning the years 1350 to 1650. Prerequisite: Sophomore standing.

HIST 354 – The Enlightenment (3) Examines in detail the process by which Enlightenment culture took shape, spread, and evolved during the eighteenth century. Between the publication of Newton's Principia Mathematica in 1685 and the outbreak of the French Revolution a century later, the political, social, and economic assumptions of European thought were radically revised. This intellectual revolution in turn ushered in new forms of sociability and ultimately new political orders. Prerequisite: Sophomore standing.

HIST 371 – The First World War (3) The causes, course, and consequences of the First World War; origins of the war in imperialism and Balkan nationalism; the July Crisis and war of illusions; total war; revolution in Russia, and the consequences to Europe, the Middle East, and the global balance of power. Prerequisite: Sophomore standing.

HIST 372 – Civil War America (3) The Civil War era in history and memory. Emphasis on politics, society, and culture as well as on military affairs. Prerequisite: Sophomore standing.

HIST 373 – World War II (3) Causes, events and result of the traumatic watershed in world history. May be European, American or Asian in focus as announced each time it is offered. Prerequisite: Sophomore standing.

HIST 376 – The U.S. in the 1920s & 1930s (3) Domestic issues in the United States from 1919 to 1939. Emphasis on prosperity of the twenties, the Depression and the New Deal. Prerequisite: Sophomore standing.

HIST 377 – The United States Since 1945 (3) Explores the history of the U.S., the end of World War II. Examines the Cold War, the Civil Rights Movement, the Vietnam War, the turbulent 1960s, the political and economic crisis of the 1970s, the Regan Era, and the politics of personal destruction in the 1990s. It highlights the increasingly close connection between domestic politics and foreign policies affairs, as well as the growing racial and ethnic diversity of the American population. Prerequisite: Sophomore standing.

HIST 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. Prerequisite: Sophomore standing.

HIST 381 – Modern British Isles (3) British from 1832 to the present. Emphasis on evolution of institutions of government, patterns and consequences of economic development, and changing structures of society. Prerequisite: Sophomore standing.

HIST 383 – Balkan Nationalism (3) This course examines nationalism within cultural, social, political, economic, and geographic contexts that have shaped the Balkan States-Albania, Bulgaria, Greece, Romania, and the former Yugoslav Republics of Croatia, Slovenia, Bosnia-Herzegovina, Macedonia, Montenegro, and Serbia. The course examines the concept of the Balkans as the “crossroads” and “powder keg” of Europe; the influence of Great Powers, other European States and émigré communities; the development and outcome of nationalist movements; and current events in the Balkans. Prerequisite: Sophomore standing.

HIST 386 – Imperial Russia (3) This course examines major developments in the history of the Imperial Russian state, focusing on the rule of the Romanov dynasty from 1613 to 1917. The failure to move from a feudal state to a modern social, political, and economic entity created mounting tensions, revolution, and destruction of the old regime. The course examines autocracy, political polarization, serfdom, Russia's relationship to the West, and its geographic-cultural location. Prerequisite: Sophomore standing.

HIST 387 – History of U.S.S.R. (3) Development of Soviet Union: economic and social developments, political structure, role of Communist Party, expansion of Russian control and influence through the breakup of the Soviet Union. Prerequisite: Sophomore standing.

HIST 388 – Potsdam in Europe (3) Examines development of the Potsdam/Berlin region as a major European center, paying attention to cultural, political, and military affairs. Analyzes themes such as religious tolerance and the Enlightenment, as well as the Nazi and Cold War years. Prerequisite: Sophomore standing.

HIST 389 – Modern Germany: Bismarck to Hitler (3) Modern German history from unification and industrialization to defeat in the First and Second World Wars; the collapse of the Weimar Republic, the rise of the Third Reich, and the division of Germany. Prerequisite: Sophomore standing.

HIST 400 – Honors Thesis I (3) Senior project which demonstrates mastery of skills of historical inquiry, and critical and analytical expertise. Project is begun in first semester and completed in second (Honors Thesis II).

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. Prerequisite: Junior standing.

HIST 419 – U.S. Foreign Relations 1763-1901 (3) Examines the history of U.S. foreign relations, between the conclusion of the Seven Years War in 1763 and the decision of American policy makers to pursue overseas expansion at the end of the nineteenth century. Explores U.S. territorial expansion. Native American and Mexican resistance, the diplomacy of the Monroe Doctrine and the American drive for overseas economic expansion after the Civil War. Prerequisite: Junior standing.

HIST 420 – U.S. Foreign Relations 1890-2000 (3) Explores the history of U.S. foreign relations from the beginning of the nation's overseas economic expansion during the 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. Prerequisite: Junior standing.

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. Prerequisite: Junior standing.

HIST 450 – Modern American Oral History (3) Introduces students to oral history by having them produce an oral interview related to a focused historical topic. Explores the methods and theories of oral historians. Places the oral interview within a larger historical context. Prerequisite: Junior standing. 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. Prerequisite: Junior standing.

HIST 452 – Work in American History (3) Considers diverse workers and work settings of Americans from the seventeenth century to the present. Emphasizes the transforming of work and its relationship to political and economic change, labor movements, and personal or community experiences of work. Prerequisite: Junior standing.

HIST 453 – Nature in American History (3) An introduction to North American environmental history. Explores the interaction between human beings and their environment, specifically how that environment shapes human expectations, possibilities, and behavior, and how humans have understood the workings of nature and their appropriate role in it. Prerequisite: Junior standing.

HIST 454 – Energy in American History (3) Survey of human life in America that focuses on the role of energy in societies and cultures that have been established here. Prerequisite: Junior standing.

HIST 455 – Religion in American Culture (3) Historical examination of the various expression of religious belief and practice in American culture. Focuses on the creation of a Protestant establishment in the colonial period and the challenges posed to that establishment by democracy, science, multiple competing cultures, and even the mainstream of American culture. Prerequisite: Junior standing.

HIST 457 – Early American Thought (3) Examines the main currents of American thought from the colonial period through the mid-nineteenth century. Explores the Puritan origins of American culture, the growth of republican political theory in the Revolution, the impact of democracy on intellectual and cultural endeavor, and the development of transcendentalism as a cultural movement. Prerequisite: Junior standing.

HIST 458 – Modern American Thought (3) Explores the main currents of American thought from the Civil War to the present. Pays special attention to the secularization of American thought as expressed in Darwinism and Pragmatism, the development of Progressive social theory, the positivistic and relativistic impact of modernism, and the fragmentation of intellectual life in the post-war period, and the emergence of post-modern critiques. Prerequisite: Junior standing.

HIST 459 – American Victorian Culture (3) 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. Prerequisite: Junior standing.

HIST 461 – Imagining Life Beyond Earth (3) Examines ideas and beliefs about life beyond Earth as expressed in western culture from the ancient Greeks to the present. Prerequisite: Junior standing.

HIST 462 – Hero in Classical Antiquity (3) 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. Prerequisite: Junior standing.

HIST 463 – Ancient Magic (3) This course examines the Egyptian, Greek, and Roman concepts of magic, comparing them with medieval and modern Western ones. Prerequisite: Junior standing.

HIST 464 – Technology in History (3) This course examines the relationship between technologies and societies in history by looking at the place of technology in western civilization, and to a lesser extent, globally since the medieval period. Prerequisite: Junior standing.

HIST 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. Prerequisites: HIST 302 and Junior standing. Additional prerequisite courses for specific seminars listed in schedule.

HIST 540 – Readings in American History (3) Programs of individual study, designed with the advice of the instructor, on selected topics in American history. (May be taken more than once.) Prerequisite for graduate students: 12 hours in history. Prerequisite for undergraduate students: Senior standing. Previously HIST 640.

Department of Mathematics

Contact Person: Joel Foisy, Chair
223 MacVicar, 315-267-2084, foisyjs@potsdam.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 (B.A.)

33 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	27
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
MATH 253 Multivariate Calculus (4 credits)	
MATH 340 Set Theory and Logic	
MATH 375 Linear Algebra I	
MATH 423 Modern Algebra I	
MATH 451 Advanced Calculus I	
MATH 460 Problem Seminar	

	Credits
Elective Courses	6
1. One mathematics course at the 300-500 level	
<i>Note 1:</i> MATH 547 Theory of Sets may be elected only upon recommendation of mathematics faculty.	
<i>Note 2:</i> A student who is also preparing to be a teacher should choose either MATH 404 Elements of Geometry or MATH 553 Concepts of Geometry to satisfy this elective.	
2. One course from the following list to be taken only after the student has completed MATH 340, 375, 423 and 451 or permission of instructor.	
MATH 452 Advanced Calculus II	
MATH 524 Modern Algebra II	
MATH 526 Linear Algebra II	

Recommended Coursework Outside the Major

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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	30
MATH 151 Calculus I (4 credits)	
MATH 152 Calculus II (4 credits)	
MATH 253 Multivariate Calculus (4 credits)	
MATH 340 Set Theory and Logic	
MATH 375 Linear Algebra I	
MATH 423 Modern Algebra I	
MATH 451 Advanced Calculus I	
MATH 498 Independent Study I	
MATH 598 Independent Study II	

	Credits
Elective Courses	3
One course from the following list to be taken only after the student has completed MATH 340, 375, 423 and 451 or permission of instructor.	

MATH 452 Advanced Calculus II	
MATH 524 Modern Algebra II	
MATH 526 Linear Algebra II	

The Honors Examinations

- 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 cumulative grade point average is expected to be at least 3.0, with a minimum mathematics average of 3.25. Two letters of recommendation also are required, with one of the letters furnished by a mathematics faculty member from whom the student has taken a course.

BA/MA Mathematics Program

It is possible in four years (without overloads) to complete a combined Bachelor of Arts and Master of Arts program in mathematics.

Students who have been highly successful in MATH 340 Set Theory and Logic and MATH 375 Linear Algebra I during the fall semester of their sophomore year are considered as promising candidates for the 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 20 hours of which 14 (required) provide a foundation for further study of mathematics in any direction that suits the student's interests. Six additional hours (elective) give the student the option to add either depth or breadth to her or his mathematical preparation.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

MATH 151 Calculus I (4 credits)
 MATH 152 Calculus II (4 credits)
 MATH 340 Set Theory and Logic
 MATH 375 Linear Algebra I

Credits
14

Elective Courses

6

Two upper division 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 page 70.

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 141 – Integrated Calculus, IA (4) First course of a two-semester sequence that provides mathematical background sufficient for study of calculus and integrates it with the study of calculus. Recommended for students who need a stronger preparation for Calculus I. TI-83 or compatible required. Completion of this two-semester sequence is equivalent to the completion of Math 110 (Precalculus) and Math 151 (Calculus I). FM applied for.

MATH 142 – Integrated Calculus, IB (4) Second course of a two-semester sequence that provides mathematical background sufficient for study of calculus and integrates it with the study of calculus. Recommended for students who need a stronger preparation for Calculus I. TI-83 or compatible required. Completion of this two-semester sequence is equivalent to the completion of Math 110 (Precalculus) and Math 151 (Calculus I). Prerequisite: MATH 141.

MATH 151 – Calculus I (4) Continuity and differentiability of real valued algebraic and trigonometric functions of a single variable, applications and antidifferentiation. Required for mathematics majors. Prerequisite: three years of high school mathematics or MATH 110. 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 or MATH 141 & 142. 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.

Department of Modern Languages

Contact Person: Céline Philibert, Chair
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Professors: John W. Cross, Céline G.L. Philibert, Oscar Sarmiento, Liliana Trevizan

Associate Professors: Gunnar Anderson, Mylène Catel, Lora Lunt, Vilma Manzotti

Assistant Professor: Dolores Martin

Special Notes for Modern Language Majors and Minors

1. There are clear advantages to preparation in more than one modern language for students, particularly those intending to seek teaching certification. Interested students are encouraged to consult with the Chair of the Modern Languages Department at an early state of their program to learn about possibilities for flexibility in earning graduation credits within one area of concentration.
2. The Department of Modern Languages requires a minimum grade of 2.0 in all courses counted toward the major and the minor.
3. The Department encourages language majors to seriously consider taking a term or year of study abroad. Immersion in another language and culture intensifies learning. Many such opportunities are available to non-majors and majors.

Recommended Coursework Outside the Major

A major in languages complements and is complemented by many other disciplines. Departmental advisers will help to match course choices with life and career objectives.

French Language and Literature Major (B.A.)

30 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	15
FREN 203 Oral and Written French I	
FREN 301 Current Idiomatic French	
FREN 315 French Composition	
FREN 325 Introduction to French Literature and Thought I	
FREN 326 Introduction to French Literature and Thought II	

Plus five courses taken from department list of courses 15

Under departmental advisement, any combination of offerings from the 200-400 levels, at least six credit hours of which must be at the 400 level.

Spanish Language and Literature Major (B.A.)

30 credit hours required (36 credits recommended).

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	15
SPAN 203 Oral and Written Spanish I	
SPAN 204 Oral and Written Spanish II	
SPAN 301 Current Idiomatic Spanish	
SPAN 306 Readings in Hispanic Literature I	
SPAN 308 Readings in Hispanic Literature II	

Plus five courses to be taken from the list below 15

A student may take one 300 level course and four 400 level courses or two 300 level and three 400 level courses.

SPAN 303	Culture of Spain
SPAN 304	Culture of Latin America
SPAN 305	Culture of Hispanics in U.S.A.
SPAN 461	Literature Seminar I
SPAN 461	Literature Seminar I
SPAN 462	Literature Seminar II
SPAN 462	Literature Seminar II

Elective Courses: strongly advised 6

SPAN 213	Intermediate Conversation
SPAN 315	Spanish Composition

Arabic Studies Minor

18 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	18
ARAB 103	Contemporary Arabic III (ML)
ARAB 203	Oral and Written Arabic
ARAB 213	Intermediate Conversation (SI)
ARAB 320	Media Arabic
ARAB 350	North African Literatures and Cultures (AC/XC)
*ARAB 395	Arabic Across the Curriculum

*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 Studies Minor

18 credit hours required. Closed to French majors.

The French Studies minor is a general program open to all students with an elementary knowledge of French. This minor permits students to attest to their successful completion of a formal and coherent program of study in French letters and culture which stops short of the work required for a major in French yet indicates functional competency. The French Studies minor is intended to serve several purposes depending on the exact pattern of courses drawn up by each student and his or her adviser. Thus, the minor may provide grounding for further study in the discipline; it may fulfill graduate school requirements for study in other disciplines; it may recognize progress in the language made through study abroad; it may provide a practical tool for use in many work environments; or it may form one element of a broadly based liberal arts general education.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	18
FREN 203	Oral and Written French I
Two of the following	
FREN 202	French for Business
FREN 213	Intermediate Conversation
FREN 220	French Phonetics and Diction
FREN 325	Introduction to French Literature I
FREN 326	Introduction to French Literature II

Three of the following

- FREN 301 Current Idiomatic French
- FREN 303 Contemporary France
- FREN 304 Contemporary Quebec
- FREN 305 Authentic Voices and Images from West Africa
- FREN 315 French Composition
- FREN 325 Introduction to French Literature I
- FREN 326 Introduction to French Literature II
- FREN 350 North African Literatures and Cultures
- FREN 410 French Translation
- FREN 450 The Image of Women in Francophone Cinema
- FREN 461 French Literature I: Origins-1700
- FREN 462 French Literature II: 1700-present
- FREN 483 Structure of the French Language
- FREN 495 Special Topics

Spanish Studies Minor

18 credit hours required. Closed to Spanish majors.

The Spanish minor provides students with Spanish language courses in conversation, grammar review and culture. It provides a career-oriented approach to language learning that complements majors in other disciplines. It also provides students with enough language background so that they will be able to comprehend and speak the language using correct pronunciation and grammar, and have an understanding of Hispanic culture.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	18
SPAN 203 Oral and Written Spanish I	
SPAN 204 Oral and Written Spanish II	
SPAN 301 Current Idiomatic Spanish	
One of the following	
SPAN 213 Intermediate Conversation	
SPAN 306 Readings in Hispanic Literature I	
SPAN 308 Readings in Hispanic Literature II	
Two of the following	
SPAN 303 Culture of Spain	
SPAN 304 Culture of Latin America	
SPAN 305 Culture of Hispanics in U.S.A.	
SPAN 461 Literature Seminar I	
SPAN 462 Literature Seminar II	

Modern Language Course Descriptions

Courses are offered each semester unless otherwise designated.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Arabic

ARAB 101 – Modern Standard Arabic I (3) An introduction to speaking modern standard Arabic, to reading and writing Arabic script, and to Arab culture. Fall.

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. Spring.

ARAB 103 – Contemporary Arabic III (3) Arabic 103 is a sequel to Arabic 102. Students will develop their four communication skills: listening, speaking, reading and writing, while being immersed in a cultural context, and using a modified version of Modern Standard Arabic (closer to the spoken language). This course will emphasize

proficiency in communication on topics from everyday life and will foster reading ability of both classical and contemporary texts. The course features interactive methodologies, Arab music, art, and films dealing with contemporary issues of nationalism and colonialism, race, gender and religion. Prerequisite: ARAB 102 or equivalent. Fall. 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. Prerequisite: ARAB 103 or equivalent. Spring or Fall. Gen Ed: ML credit.

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. Prerequisite: ARAB 103 or equivalent. Spring or Fall, as demand warrants. 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. Prerequisite: ARAB 203 or equivalent. Fall or Spring, as demand warrants.

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. Prerequisite: ARAB 203 or equivalent. Fall or Spring, as demand warrants. Gen Ed: AC & XC credit.

ARAB 395 – Arabic Across the Curriculum (1-3) Students will use Arabic as a research tool for a research project. This project may be undertaken in association with a course in another discipline, making use of documents in Arabic applicable to that field, or the student may choose to explore in depth, in an independent study, an area touched upon previously in a course in Arabic Studies or another field. The Arabic instructor provides guidance in using Arabic as a research tool, and helps students to approach authentic textual material and to analyze difficult passages, guiding students in more advanced grammar as needed. Arabic across the Curriculum serves as the capstone course for Arabic Studies.

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. Gen Ed: WC credit

LITT 305 – Authentic Images and Voices from West Africa (3) Introduction to the main elements of West African civilizations, more precisely, those of Senegal, Mali, Burkina Faso, Ivory Coast, Benin and Cameroon. Examination of the role of French

colonization upon African consciousness. Significance of West African Languages and cultures in West Africa and in France. Attention will be given to the past and future of languages focusing upon "for whom do we write, sing, and film, and in which language?" As demand warrants.

LITT 350 – North African Literatures and Cultures (3) Introduction to the paradigm of plurality in the cultures of North Africa and to its determining role in the mediation, reinterpretation and transmission of culture between East and West, North and South. Historical, literary and cultural perspectives for understanding contemporary North African voices expressed in fiction, folklore, poetry, and film. As demand warrants.

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: FREN 325 or FREN 326. As demand warrants.

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. Fall or Spring, as demand warrants. 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. Fall or Spring. As demand warrants. 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, even years. Gen Ed: ML credit.

FREN 301 – Current Idiomatic French (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 & 301. 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 & 301. 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 & 301. 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. Fall or Spring.

FREN 325 – French Literature and Thought I (3) French literature from Middle Ages to French Revolution. Techniques of literary analysis. Emphasis on study of literary genres. Prerequisite: FREN 203 & 301. Fall or Spring.

FREN 326 – French Literature and Thought II (3) Principal writers, genres and schools

from modern day to 1960. Methods in modern literary criticism. Emphasis on the study of literary genres. Prerequisite: FREN 203 & 301. Fall or Spring.

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. Fall or Spring, even years.

FREN 450 – The Image of Women in Francophone Cinemas (3) Examination of the position of women in films from France and French-speaking countries in Africa, Europe and North America. Study of the historical development of film narrative, from a traditional to a more contemporary form. Texts from Film Theory and Feminist Criticism. Prerequisite: FREN 315 and 325/326. Fall or Spring, even years. Gen Ed: WI credit.

FREN 461 – French Literature I: Origins-1700 (3) Authors from Middle Ages, 16th and 17th centuries. Specific topics and readings determined each semester. Prerequisites: FREN 315 & FREN 325 or 326. Fall or Spring, even years.

FREN 462 – French Literature II: 1700-present (3-9) Authors from 18th, 19th, and 20th centuries. Specific topics and readings determined each semester. Prerequisites: FREN 315 & FREN 325 or 326. Fall or Spring, even years.

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 and 301. As demand warrants.

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 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. Spring, even years.

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. Spring, even years.

SPAN 306 – Readings in Hispanic Literature I (3) Readings and analysis of Spanish and/or Latin American literature. Focus on the four genres, including poetry and drama. Prerequisites: SPAN 203 and SPAN 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 novela, significant authors. Emphasis on building a sophisticated vocabulary in the field. Prerequisites: SPAN 203 and SPAN 204, or equivalent. Spring.

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. 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. Fall.

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 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. Spring.

CHIN 103 – Contemporary Chinese III (3) This is the third part of the elementary Chinese course. The course is designed for non-native Chinese speakers who have completed Chinese 101 and 102 or equivalent courses. In this course, students will learn to build vocabulary and sentence patterns in communicative contexts, and build a solid foundation in pronunciation. Students will expand their abilities to carry out simple conversations in Chinese on a limited range of topics. Reading and writing, simplified form, will be expected to speak, read, and write all new words that appear in the textbook vocabulary lists. This course will also lead students to deeper understanding of Chinese culture and society. Prerequisite: CHIN 102 or equivalent. Fall. Gen Ed: ML credit.

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.

GERM 101 – Contemporary German Language I (3) 1. Encounter the German language as spoken and written currently. 2. Encounter the German national culture (i.e., the facts of collective society in Germany), and other cultures of the German-speaking world as existing currently. 3. Examine a restricted body of German linguistic and cultural data: sounds, words, language and behavior structures, symbol systems. 4. Practice manipulating these data to communicate in speech (talking and listening) and writing (composing and reading). As demand warrants.

GREK 101 – Intro to Classical Greek (3) Introduction to the study of ancient Greek language. Intended for beginning students. As demand warrants.

ITAL 101 – Contemporary Italian Language I (3) This course emphasizes spoken Italian and will concentrate on acquisition of an authentic accent. Extensive listening comprehension drills are a regular feature of the class. Italian language video clips and comic strips will provide variety and will serve as meaningful complements to the basic text. As demand warrants.

ITAL 102 – Contemporary Italian Language 2 (3) Sequel to ITAL 101. This course emphasizes spoken Italian and will concentrate on acquisition of an authentic accent. Extensive listening comprehension drills are a regular feature of the class. Italian language video clips and comic strips will provide variety and will serve as meaningful complements to the basic text. As demand warrants.

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 in 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.

LATN 103 – Elementary College Latin III (3) Latin 103 is designed to be the culminating course in the introductory exploration of the Latin language. It will build on the grammar and vocabulary mastered in Latin 101 and 102 and extend these basic concepts with further work from Wheelock's Latin Grammar on-line. The focus will be on developing strategies for handling a variety of sight passages for comprehension and translation that might be used to demonstrate a "reading knowledge of Latin" as part of a graduate program in classical archaeology, anthropology or art. Background information on Roman culture and civilization will continue to be incorporated to enhance understanding of the literature being examined. Prerequisite: LATN 102 or equivalent. Fall.

MOHK 101 – Mohawk Language I (3) Fundamental elements of spoken and written Mohawk, integrating the language with the culture. Fall or Spring, in a series 101-103 rotation.

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. Fall or Spring, in a series 101-103 rotation.

MOHK 103 – Mohawk 3 (3) Sequel to MOHK 102. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 102 or equivalent. Fall or Spring, in a series 101-103 rotation. Gen Ed: ML credit.

Department of Philosophy

Contact Person: Judith Little, Chair
201 Morey, 315-267-2019, littleja@potdam.edu

Professors: Joseph J. Di Giovanna, Judith A. Little, Galen K. Pletcher, Philip Tartaglia

Associate Professor: David C. K. Curry

Assistant Professor: Brian Huss

Instructor: Mark Munroe

Philosophy Major (B.A.)

30 credit hours required.

Program is currently being revised. Please see contact person for more information.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

Credits
15

Logic: one of the following

PHIL 110 Introduction to Logic
PHIL 210 Introduction to Symbolic Logic

Ethics: one of the following

PHIL 120 Introduction to Ethics
PHIL 328 Issues in Ethical Theory

History of Philosophy: two of the following*

PHIL 322 Ancient Philosophy
PHIL 323 Medieval Philosophy
PHIL 324 Modern Philosophy
PHIL 440 20th Century Analytic Philosophy

*PHIL 387 Selected Philosophers or PHIL 395 Special Topics in Philosophy may be substituted for one of the history courses, when appropriate, as determined by the department.

Other Fundamental Courses: one of the following

PHIL 350 Philosophy of Science
PHIL 380 Philosophy of Mind
PHIL 454 Theory of Knowledge
PHIL 465 Metaphysics

Elective Courses

15

Notes

1. A minimum of 15 credit hours of the major must be taken at the 300-400 level.
2. Students must earn a minimum grade of 2.0 in all courses counted toward the major.

Philosophy Honors Program

36 credit hours required.

The Honors Program in Philosophy is designed to allow students a more rigorous introduction to the discipline than the normal major. It is particularly designed to better prepare students who plan to enter graduate programs in philosophy, law, political science, psychology or other related fields of study. Students will be exposed to a more rigorous set of course requirements, and will write and orally defend a thesis written under advisement of a faculty mentor. Students will thus be better prepared for graduate study in terms of content, and in terms of

the discipline and skills needed to thrive in graduate school. They will gain a more in depth understanding of the progression of philosophy by engaging in active philosophical research of contemporary significance.

Eligibility

1. Philosophy majors with six credit hours in philosophy completed at SUNY Potsdam (or other acceptable institution, to be determined by the faculty);
2. 3.5 cumulative GPA in philosophy;
3. 3.25 cumulative degree GPA;
4. 3.0 minimum grade in all philosophy courses to be applied to major;
5. Submit application at least three semesters before graduation.

Requirements

Senior Thesis and Oral Defense

Thesis will be written as part of a year-long intensive research project on a topic to be approved by the full faculty of the department and which is of interest to both the student and at least one faculty mentor. The mentor and student will devise a course of study (effectively, design a tutorial) and present the fruits of their research, in the form of an essay, to the department as a whole for approval. An oral defense for the thesis will be required before three members of the faculty to be chosen by the student and mentor. The thesis is to be presented to the faculty by mid-semester of the second semester of the senior year.

Students who fail to pass their thesis exam but who complete all coursework for the honors program will be granted a standard major in philosophy.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Coursework

Credits
27

PHIL 210 Introduction to Symbolic Logic*
or
PHIL 217 Language and Symbolic Logic
PHIL 322 Ancient Philosophy
PHIL 324 Modern Philosophy
PHIL 328 Issues in Ethical Theory
PHIL 440 20th Century Analytic
or
PHIL 355 Philosophy of Language
PHIL 454 Theory of Knowledge
PHIL 465 Metaphysics
PHIL 480 Honors Thesis Research I (2 credits)
PHIL 481 Honors Thesis Research II (1 credit)
PHIL 387 Selected Philosophers
or
PHIL 475 Special Topics
or
PHIL 495 Seminar (to be approved by the faculty)

*It is highly recommended that students also take PHIL 110 Introduction to Logic.

Electives: three of the following

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PHIL 320 Aesthetics
PHIL 323 Medieval Philosophy
PHIL 350 Philosophy of Science
PHIL 359 Philosophy of Religion
PHIL 370 Social and Political Philosophy
PHIL 380 Philosophy of Mind

Philosophy Minor

18 credit hours required. Closed to Philosophy majors.

Program is currently being revised. Please see contact person for more information.

The philosophy minor permits students majoring in other disciplines to (1) pursue in a systematic way their personal interests and concerns with philosophical questions, or (2) deepen their understanding of their discipline in regard to its philosophical foundations, its methodology, and its normative assumptions and implications through an integrated course of study tailored to their major program.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses: one of the following	Credits
PHIL 100 Introduction to Philosophy	9
PHIL 105 Human Nature	
One of the following	
PHIL 322 Ancient Philosophy	
PHIL 323 Medieval Philosophy	
PHIL 324 Modern Philosophy	
PHIL 440 20 th Century Analytic Philosophy	
One of the following	
PHIL 120 Introduction to Ethics	
PHIL 314 Contemporary Moral Issues	
PHIL 328 Issues in Ethical Theory	

Elective Courses 9

Notes

1. A minimum of nine credit hours of the minor must be taken at the 300-400 level.
2. Students must earn a minimum grade of 2.0 in all courses counted toward the minor.

Philosophy Course Descriptions

Required courses are taught on a regular rotation. See Chair.

PHIL 195, 295, 395, 495 – Special Topics (1-12)

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

PHIL 100 – Introduction to Philosophy (3 or 4) Exploration of subject matter, problems, methods and aims of philosophy. 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) Brief introduction to principles of good reasoning for application in daily life.

PHIL 120 – Introduction to Ethics (3) Nature of judgments or moral value and possible means of justifying them. Gen Ed: PI credit.

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 logistic 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 355 – Philosophy of Language (3) Problems that arise in analysis of language, including contemporary problems in linguistics (syntax and semantics).

PHIL 358 – Philosophy and World Religions (3) Introduces the basic doctrines of the major religions of the world through a consideration of the ways in which those doctrines influence the answers that adherents of these religions give to basic philosophical questions.

PHIL 359 – Philosophy of Religion (3) Nature of religion and religious belief. Arguments for existence of God; religious experience; criticism of theism, faith, religion and science; and alternatives to theism. Either PHIL 359 or PHIL 360, but not both, may count towards the major or the minor. Gen Ed: PI credit.

PHIL 360 – Does God Exist? (3) Examines a number of the better known arguments for and against the existence of God. Either PHIL 359 or PHIL 360, but not both, may count towards the major or the minor.

PHIL 371 – Social and Political Philosophy (3) Concepts of social and political explanation and evaluation. Gen Ed: PI credit.

PHIL 372 – Feminism and Philosophy (3) An examination of the classical roots of several feminist theories and the major differences among feminist theories; a critical evaluation of feminist thought and its application to social and political institutions and contemporary moral issues. Prerequisite: one Philosophy course. Cross listed with POLS 353. Gen Ed: PI credit

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. Previously 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. Previously 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. Previously 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

Contact Person: M. Azad Islam, Chair
214 Timerman, 315-267-2284, islamma@potdam.edu

Professors: Biman Das, M. Azad Islam
Associate Professor: Lawrence P. Brehm
Assistant Professor: Eli Ochshorn
Adjunct Professor: Takashi Imai

Physics Major (B.A.)

30 credit hours required. Plus 16 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
PHYS 103 University Physics I (4 credits)	16
PHYS 204 University Physics II (4 credits)	
PHYS 305 University Physics III (4 credits)	
PHYS 306 Modern Physics (4 credits)	

Upper Division Elective Courses 14
Must be chosen from courses numbered 350 or higher.

Cognate Requirements 16
CHEM 105 General Chemistry I (4 credits)
CHEM 106 General Chemistry II (4 credits)
MATH 151 Calculus I (4 credits)
MATH 152 Calculus II (4 credits)

Recommended Coursework Outside the Major

In developing one's own personal interests and professional opportunities, students majoring in physics may consider augmenting their major coursework with selections from the following areas: 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 in order to lay the proper groundwork for the requisite graduate degree. Consult with your adviser for more information.

Special Notes

- PHYS 370 Mathematical Physics serves as a preparation for the upper division courses in the major and should be taken as one of the upper division electives. This course includes subject matter from linear algebra, multivariate calculus, and differential equations. MATH 253 and MATH 390 can be substituted for PHYS 370.
- 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
PHYS 103 University Physics I: Lecture and Lab (4 credits)	16
PHYS 204 University Physics II: Lecture and Lab (4 credits)	
PHYS 305 University Physics III: Lecture and Lab (4 credits)	
PHYS 306 Modern Physics: Lecture and Lab (4 credits)	

Upper-division physics Elective level 350 or above 3
Excluding PHYS 440

3-2 Double Degree Program in Physics and Engineering

This program of studies is recommended for students who have educational and career interests in any engineering field of study including electrical, mechanical, aeronautical, civil or chemical engineering with a strong physics background in mind.

The first three years are spent enrolled at SUNY Potsdam, but during the second and third years the student is a part-time student at Clarkson University. The students in their fourth and fifth years are full-time at Clarkson University. At the end of the fifth year, the student receives both a B.A. in physics from SUNY Potsdam and a B.S. degree from

Clarkson University in the engineering field of choice made by the student. See page 70 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 at intervals of more than a year 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 students interested in science. It is designed 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 broadly from physics. Typically, motion and forces of nature, electricity, magnetism, heat, energy, light and consideration of properties of matter and mechanical behavior. Fall and Spring. Gen Ed: SP & LB credit. Lab required.

PHYS 101 – College Physics I (4) The first term of a non-calculus two term sequence (with PHYS 202) of algebra based introductory physics. The course is designed to introduce algebra based introductory physics for two semesters of study. The first semester covers motion and mechanical forces, work, energy, power, gravity; oscillations, waves, sound and heat. College Physics places a greater emphasis on an understanding of the concepts and less on the development of mathematical and analytical skills required in the major. 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 analytical skills. The motion in one and two dimensions, Newton's laws, circular motion, work, energy, momentum, and rotation of rigid bodies. Lab required. Corequisite: MATH 151. Fall. Formerly General Physics I. Gen Ed: SP & LB.

PHYS 111 – Laser and Light (3) Studies of nature and behavior of ordinary light that led to the development of the LASER, a wonderful invention of modern times. The main topics are reflection, refraction, polarization, interference, absorption and emission of light, formation of images, color science, holography, fiber optics, human eye and optical phenomena in the natural world such as rainbows, Northern lights and mirages. Hands-on activities form part of the course work. As demand warrants, usually in Winterim. GenEd: FC, SP credit.

PHYS 120 – Physics for 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; musical instruments, 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, classroom demonstrations of oscillations and wave apparatus and musical instruments. No

prior musical instruction is required. Students enrolling in this course are encouraged to register at the same time for PHYS 131 when 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. As demand warrants. Gen Ed: LB credit.

PHYS 202 – College Physics II (4) The second term of algebra based 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 special topics e.g., biomechanics depending on the curricular and career paths of the students. Prerequisite: PHYS 101. Spring. Gen Ed: SP & LB credit.

PHYS 204 – University Physics II (4) Second semester of the calculus-based sequence covering statics, wave motion, sound, heat, and thermodynamics. Prerequisite: PHYS 103. Corequisite: MATH 152. Spring. Gen Ed: SP & LB credit. Lab required.

PHYS 305 – University Physics III (4) Course designed for scientists, engineers, and students interested in technology and applications of mathematics. Study of laws of electromagnetism for conceptual understanding of the electric and magnetic properties of matter from tiny atom to enormous galaxy. Topics are electric charges, currents, electric field, magnetic field, forces, AC and DC circuits, exploration of electromagnetic phenomena, electrical machines and properties of light. Experiments conducted in electricity, magnetism and optics. Prerequisite: PHYS 204. Fall. Gen Ed: WI, SP & LB credit. Lab required.

PHYS 306 – Modern Physics (4) Major developments and recent advances in physics. Topics include the mind-warping theory of Einstein's relativity – the behavior of particles at very high speed, quantum physics of the tiny worlds of the electron in atoms and solution of Schrodinger's equation of electron in hydrogen atom. Laboratory work includes study of pioneering experiments leading to the frontiers of present day research. Also, developing problem solving skills of matter at small scales, specifically, at the quantum level. Prerequisite: PHYS 305. Spring. Lab required.

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 Environment (3) Presents concepts in physical science and quantitative analysis of data, 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 patterns and behavior, 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: Structure and dynamics of the solar system, stellar composition and evolution, binary and multiple star systems, galactic structure, evolution, and theories describing the known universe, 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, their applications in four-dimensional space-time coordinates, relativistic mechanics 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) Studies 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 reactions, 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) Physics Majors gain experience as supervisors of physics laboratories at various levels and/or serve as interns gaining experience in the college planetarium. Prerequisite: PHYS 103, 204, 305, 306 and permission. As demand warrants.

PHYS 450 – Condensed Matter Physics (3) It is also titled Solid State Physics; Studies of the properties of solids. Major topics are crystalline structure, electromagnetic and 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. Prerequisite: PHYS 305 and 370 or equivalent. Fall.

PHYS 480 – Electromagnetic Theory I (3) The Industrial Revolution in Europe and elsewhere was the result of progress in theoretical and experimental works in electromagnetism. The course explores the fundamental concepts and applications in electromagnetism. Major Topics are electrostatics, magnetostatics, Maxwell's equations, electromagnetic waves and their interactions with matter, 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. Prerequisite: PHYS 305 and 370 or equivalent. Spring or 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 or permission. As demand warrants. Gen Ed: SI credit.

Department of Politics

Contact Person: Philip Neisser, Chair
307 Satterlee, 315-267-2554, neissept@potdam.edu

Professor: Philip Neisser

Assistant Professors: Timothy Gordinier, Robert Hinckley, 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 (B.A.)

33-36 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	24
POLS 110 Introduction to U.S. Politics (4 credits)	
POLS 130 Introduction to Comparative Politics (4 credits)	
POLS 140 Introduction to International Politics (4 credits)	
POLS 200 Political Ideas (4 credits)	
POLS 342 Approaching Political Puzzles (4 credits)	
POLS 400 Senior Seminar (4 credits)	

Plus Limited Electives

9-12

One upper division course in three of the following areas. A course cannot be used to fulfill more than one of the three required fields.

- Political Theory (3-4 credits)
- Comparative Politics (3-4 credits)
- International Relations (3-4 credits)
- U.S. Politics (3-4 credits)

Notes

- All courses in the department are 4 credits (transfer courses and occasional cross listed courses may be 3 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

18-20 credit hours required. Closed to Politics majors.

This minor affords students an opportunity to develop a fundamental understanding of the theories, methods and substance of politics.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses: two of the following	Credits
	8
POLS 110 Introduction to U.S. Politics (4 credits)	
POLS 130 Introduction to Comparative Politics (4 credits)	
POLS 140 Introduction to International Politics (4 credits)	
POLS 200 Political Ideas (4 credits)	

Electives 10-12

Three 300 or 400 level courses, no more than two of which can be in the same sub-field of the discipline. The four subfields are U.S. politics, political theory, international relations, and comparative politics.

Notes

1. All courses in the department are 4 credits (transfer courses and occasional cross listed courses may be three credits).
2. 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.
3. Students must earn a minimum grade of 2.0 in all courses to be counted toward the politics minor.

Pre-Law Minor

19- 20 credit hours required. Open to all majors including Politics majors.

The minor provides students concentrated study in U.S. legal systems and provides experience in law-related coursework. Students are able to develop an understanding of the relationship of law and legal institutions to the State and society.

Students who are pre-law minors have the opportunity to develop a fundamental understanding of the key analytical questions concerning legal processes and ideas in the United States.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	8
POLS 110 Introduction to U.S. Politics (4 credits)	
POLS 122 Bioethics and the Law (4 credits)	
or	
POLS 312 Crime and Justice (4 credits)	

Elective Courses 11-12

The Pre-Law Minor requires three upper division law-related electives (3-4 credits each) as identified by the pre-law adviser. One of these courses (approved by the pre-law adviser) may be outside the politics major. For example, the following courses may be available in any given semester:

- EMRE 301 Employment Law
- EMRE 322 Labor Law
- EMRE 430 Conflict Resolution
- EMRE 431 Negotiations

Notes

1. Students must earn a minimum grade of 2.0 in all courses to be counted toward the pre-law minor.
2. Only one upper division law-related elective can count both toward the politics major and the pre-law minor.

Study Abroad, Student Exchange, and Internship Opportunities

Students who study abroad to achieve a better understanding of global issues and other cultures can thereby complete a variety of requirements in the Politics Major. For example, students may study African politics, international relations in Mexico, or U.S. politics from the perspective of political scientists in such places as Australia, England, Denmark, Sweden, and the Netherlands. Students can also complete politics requirements at other colleges and universities within the U.S. through the National Student Exchange (NSE) and can take advantage of popular legal, public policy, and legislative internships in St. Lawrence County, Albany, and Washington, D.C.

Politics Course Descriptions

Note: Most required courses are offered each semester, and most electives are offered every year or every other year. Also, a number of courses satisfy requirements in interdisciplinary programs such as Criminal Justice, Environmental Studies, Human Services, U.S. and Global Studies, and Women's and Gender Studies. Contact the department chair for more information.

@ = Indicates a non-liberal arts course. Please refer to page 47 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 euthanasia, abortion and genetic privacy. Fall and Spring. Gen Ed: PI, FC 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. Gen Ed: occasionally taught for FS credit. Equivalent to WMST 100.

POLS 130 – Introduction to Comparative Politics (4) This course provides an introduction to approaches and issues in comparative political analysis with illustrations from diverse regions of the world. We will explore the origins of democracy, the politics of economic development, the roots of terrorism, and the rise of social movements. Most semesters. Gen Ed: XC credit.

POLS 140 – Introduction to International Relations (4) This course takes a global perspective on politics. We look at today's international system in a historical perspective, get to know different theoretical approaches in international relations, and explore important fields such as international law and organizations, war and peace, global economy, and migration and environmental protection. Most semesters.

POLS200 – 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.

Capstone Courses

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 including institutionalism, behavioralism, rational choice, Marxism, feminism, and interpretivism. Prerequisite: POLS 110 or POLS 200. Every year.

POLS 400 – Senior Seminar (4) Acquaints students with principles of performance and research in the discipline of political science. Students write a major research paper. Prerequisite: Junior or Senior standing. 12-16 semester hours in Political Science recommended. Fall and Spring. Gen Ed: WI 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 110 or 200. Gen Ed: SA credit.

POLS 347 – Post-Colonial Theories and Societies (4) While colonialism is a phenomenon of the past, material and ideological dependency of most former colonies on colonial powers has not simply ended. This course traces the history and legitimization of colonialism, analyzes anti-colonial struggles and knowledge production, and sheds light on current day practices rooted in colonial thinking. 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 selective contemporary authors. 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 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 and 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. This course will focus on rights of the accused as found in the 4th, 5th, 6th, 8th, and 14th Amendments of the U.S. Constitution. Prerequisite: POLS 110. Once a year. 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 develop an understanding of American state and local politics, institutions, and public policy. 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.

POLS 324 – Natural Resource Policy (4) This course will examine historical and current natural resource policy and management in the U.S. Emphasis will be placed on the political, legal, economic, ecological, and social context in which public land management decisions are made at the national, state, and local level. Minimum requirement of Sophomore standing.

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 questions of accountability. Prerequisite: POLS 110. Occasionally.

POLS 355 – Politics and the Environment (4) Examines the environmental movement, governmental institutions and policymaking as it relates to environmental problems and grassroots solutions to environmental problems. There is also a focus on national institutions and structures aimed at imparting an understanding of presidential leadership, congressional gridlock and judicial environmental policy. Prerequisite: POLS 110.

POLS 410 – Politics of the Family (4) Explores the relationships between family structures and other political structures to determine how family forms and ideals effect power inside and outside the family. The family values debate is considered as well. Prerequisite: POLS 125, 200 or SOCI 101 or 325. Occasionally.

POLS 412 – Constitutional Law (4) Study of the early formation of U.S. Constitutional law and the role of the U.S. Supreme Court, with emphasis on issues of federalism and commerce. Prerequisite: POLS 110 and Junior/Senior standing. 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. The course will emphasize Supreme Court decisions dealing with religious freedom and speech cases, freedom of the press and freedom of association. 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, reproductive freedom and euthanasia. 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 hierarchical gender relations on politics and feminist alternatives developed within the U.S. and internationally. It also examines the intersection of gender with, race and class in 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, leading causes of conflict and techniques to mediate and transform conflicts. Prerequisite: Junior standing. Occasionally.

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) Human rights have become a widely accepted framework to promote 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 practices that might make human dignity a reality—based on human rights. Prerequisite: POLS 200. 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 344 – Global Climate Change (4) This course will explore the human dimensions of global climate change (GCC) and highlight current U.S. policies related to GCC. We will investigate the expected impacts and the diversity of proposed mitigation and adaptation strategies. The class will develop group projects to educate the local community on climate change issues and conduct hands-on activities on Earth Day. Minimum requirement of sophomore standing.

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) While colonialism is a phenomenon of the past, material and ideological dependency of most former colonies on colonial powers has not simply ended. This course traces the history and legitimization of colonialism, analyzes anti-colonial struggles and knowledge production,

and sheds light on current day practices rooted in colonial thinking. 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 hierarchical gender relations on politics and feminist alternatives developed within the U.S. and internationally. It also examines the intersection of gender with, race and class in 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, leading causes of conflict and techniques to mediate and transform conflicts. Prerequisite: Junior standing. Occasionally.

POLS 339 – Citizen Politics (4) What motivates ordinary citizens to participate in democratic politics? This course explores why people join the political process as voters, protestors, party activists, or spectators. We also examine how forms of participation in advanced, industrial democracies may be changing from traditional party politics to new modes of involvement. Emphasis is placed on developing the ability to analyze social survey data. Prerequisite: Junior standing.

POLS 344 – Global Climate Change (4) This course will explore the human dimensions of global climate change (GCC) and highlight current U.S. policies related to GCC. We will investigate the expected impacts and the diversity of proposed mitigation and adaptation strategies. The class will develop group projects to educate the local community on climate change issues and conduct hands-on activities on Earth Day. Minimum requirement of sophomore standing.

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

Contact Person: Arlene M. Stillwell, Chair
156 Flagg, 315-267-4808, stillwam@potdams.edu

Professors: Victor J. DeGhett, Nancy Dodge-Reyome William E. Herman, Margaret E. Madden, Gregory Reichhart, David Smith, James Terhune

Associate Professors: Heather M. Beauchamp, Thomas J. Gerstenberger, Arlene M. Stillwell, Richard W. Williams

Assistant Professors: Carrie B. Scherzer, Michael A. Tissaw

Psychology Major (B.A.)

34 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

	Credits
PSYC 100 Introduction to Psychology	10
STAT 100 Probability and Statistics (or MATH 125/CIS 125)	
PSYC 300 Research Methods in Psychology (4 credits)	

Group I: two of the following

PSYC 340 Human Learning and Memory	6
PSYC 380 Animal Behavior	
PSYC 381 Biopsychology	
PSYC 384 Cognitive Psychology	
PSYC 385 Sensory Psychology I: Vision	
or	
PSYC 386 Sensory Psychology II: Hearing	
PSYC 400 History of Psychology	

Group II: two of the following

SYC 320 Advanced Topics in Child Development	6
or	
PSYC 322 Mental Retardation	
PSYC 330 Social Psychology	
PSYC 370 Theories of Personality	
PSYC 375 Abnormal Psychology	
PSYC 390 Tests and Measurements	

Elective Courses

12
Excluding tutorials, independent studies, and internships

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.

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 must 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.

Recommended Coursework Outside the Major

Students are urged to consult with the chair and a departmental adviser to ensure that educational and professional objectives are met.

Psychology Honors Program

40-43 credit hours required.

The Psychology Honors Program is intended to foster graduate level experiences while at an undergraduate level, so that students completing this program will have the skills and training necessary for successful graduate study. In the Psychology Honors Program, the student gains experience in research, improves his/her written and oral communication skills, and gains a greater understanding of the field of psychology.

A student who has and maintains at least a 3.5 GPA (overall and in psychology) is eligible for the Psychology Honors Program.*The Honors student starts by taking Honors Seminar (PSYC-494), typically in the spring semester of his/her junior year. The student selects a topic for his/her research and develops a research proposal during Honors Seminar. The Honors student selects a major adviser and two other psychology faculty as committee members. In the senior year, the student finalizes his/her project, collects and analyzes data, and presents his/her results to the committee, the department, and to others who are interested. Completion of the written thesis is the final step in the Honors degree process. Students who successfully complete this program graduate with an Honors distinction on their diploma.

In addition to the psychology major requirements, the Honors student is required to complete Honors Seminar and Honors Thesis Research I. Also, most students will take Honors Thesis Research II (though this is not a formal requirement).

*A student may petition the committee if their GPA falls below the stated requirements.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

	Credits
Completion of the Psychology major (34 credits)	40
PSYC 494 Honors Seminar	
PSYC 496 Honors Thesis Research I	

Note: one elective course must relate to the honors project

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 presentation of general experimental methods used in the collection of data; 3) exposure to an experimental laboratory-based course; 4) exposure to a social development-based course.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
PSYC 100 Introduction to Psychology	10
STAT 100 Probability and Statistics (or MATH 125/CIS 125)	
PSYC 300 Research Methods in Psychology (4 credits)	
Group I: one of the following	3
PSYC 340 Human Learning and Memory	
PSYC 380 Animal Behavior	
PSYC 381 Biopsychology	
PSYC 384 Cognitive Psychology	
PSYC 385 Sensory Psychology I: Vision	
PSYC 386 Sensory Psychology II: Hearing	
PSYC 400 History of Psychology	
Group II: one of the following	3
PSYC 320 Advanced Topics in Child Development	
PSYC 322 Mental Retardation	
PSYC 330 Social Psychology	
PSYC 370 Theories of Personality	
PSYC 375 Abnormal Psychology	
PSYC 390 Tests and Measurements	

Elective Courses	6
Excluding tutorials, independent studies, and internships	

Note: Except for tutorial study, independent study and internships, any psychology course, including courses from Group I and II, may be used as an elective.

Special Notes

1. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the minor. Students considering opting to S/U a psychology course should consult their advisers.
2. Independent studies and internships do not satisfy psychology minor requirements.
3. 12 Upper division credits are required to complete the minor. PSYC 300 and non-psychology cognate or non-cognate courses cannot be used to meet upper division requirements.
4. Residence requirement: a minimum of 12 upper division psychology credits must be completed at this college.
5. Transfer of credits – the following three requirements must be met:
 - a. Courses transferred into the minor must be approved by the Psychology Department Chair.
 - b. The Department will accept transfer credits for PSYC 100 and statistics if they are at least 3 credit hours and students have

earned a minimum of 2.0 or its equivalent (e.g., C). All other transferred courses MAY be accepted as meeting the “Elective” requirement.

*If a transferred course is equivalent to a Group I or Group II course, a line will be drawn through the Group I or II course equivalent, and the student must take another course from that group. PSYC 300 is required to be completed at SUNY Potsdam.

*Students may petition the Chair to have a transferred course accepted for transfer credit toward the minor.

- c. All courses transferred from two-year colleges carry lower division credit only.

Pre-Creative Arts Therapy Minor

18-19 credit hours required. Plus 0-3 credits of cognates. Closed to Psychology majors and minors.

The courses for this minor were selected from those prerequisite skills necessary to apply for graduate programs that will enable licensure as a Creative Arts Therapist in New York State as well as courses providing a background in fundamental skills in psychology (i.e., an understanding of cause and effect, reliability and validity). Creative Arts Therapy includes art, dance, theatre, poetry or writing therapy.

Although this minor is not intended to fully train students in Creative Arts Therapy, it will prepare students for further study in this area. Students interested in music therapy should seek a concentration in Special Music Education.

This minor is for individuals who are majors in Studio Art, Dance, Theatre, English Creative Writing and English Literature. Psychology majors and minors may not take this minor, but may select the courses below to achieve a concentration in this area.

Students should consult their adviser to ensure that the courses they select will fulfill the requirements for entry into a graduate program in Creative Arts Therapy.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
PSYC 100 Introduction to Psychology	18-19
PSYC 220 Child Development	
or	
PSYC 321 Adolescent Psychology	
PSYC 300 Research Methods in Psychology	
or	
PSYC 322 Mental Retardation (3-4 credits)	
PSYC 364 Counseling Theories & Methods	
PSYC 370 Theories of Personality	
PSYC 375 Abnormal Psychology	

Cognate Requirement 0-3
If Research Methods is selected, STAT 100 or its equivalent is required.

Note: If students are interested in further psychology courses, they may take Child Psychopathology, Adulthood and Aging, and Tests & Measurements. Interested students should consult their adviser for more specific recommendations. Students may opt to take courses as S/U based on the stated College policy.

Special Notes

1. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the minor. Students considering opting to S/U a psychology course should consult their advisers.
2. Courses transferred into the minor must be approved by the Psychology Department Chair.

Recommended Coursework Outside the Minor

Students are urged to consult with the coordinator for this minor program, as well as the Chair and Departmental adviser of their major to ensure that educational and professional objectives are met.

Suggested Psychology Major and Minor Tracks

The following are suggested tracks of study for those students interested in particular areas of emphasis:

Clinical/Counseling

Abnormal Psychology, Biopsychology, Child Psychopathology, Counseling Theories and Methods, Tests and Measurements.

Cognitive Science

Cognitive Psychology, Human Learning and Memory, Biopsychology, Sensory Psychology

Cognitive Development

Child Maltreatment, 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 47 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 111 – Exploring Psychology (1) This class is designed to provide first-year students with a focused look at the field of Psychology, the Psychology faculty and major at SUNY Potsdam, as well as related fields and opportunities. Fall.

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 exceptionalism: 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. Prerequisites: PSYC 100 and 220 or permission. Fall only.

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, helping, prejudice, attitudes, group behavior, attraction and relationships. Prerequisites: PSYC 100, 300. Fall and Spring.

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 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, 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 PSYC 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. Fall and Spring.

PSYC 376 – Child Psychopathology (3) This course focuses on issues of childhood mental illness. Examination of psychiatric disorders, issues of abuse and neglect, and social/cultural issues are also examined. Prerequisite: PSYC 375. Spring.

PSYC 377 – Forensic Psychology (3) This course covers the major issues related to psychology and the law. It covers such topics as: expert testimony, eyewitness accounts, false memory, lie detection, malingering, jury selection, criminal profiling, interviewing techniques, and the use of psychological testing. It is expected that students will gain a psychological understanding of the legal system. Prerequisite: Junior or Senior Standing. 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, 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, and ethical questions related to these methods. Prerequisites: course in statistics and Junior or Senior standing. Fall.

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. Fall.

PSYC 401 – Seminar on Evolution (3) Implications and applications of evolutionary theory. Paleontological, biological and behavioral evidence for evolution, and impact on natural and social sciences. Prerequisite: Junior or Senior standing. Cross listed with the Geology Department. Fall.

PSYC 405 – Wittgenstein and Psychology (3) This course examines conceptual problems in psychology through the lens of Ludwig Wittgenstein's (1889-1951) later writings. Topics include meaning and understanding, rule-following, cognition, intention, and the emotions.

PSYC 415 – Research in Psychology (3) Guided research in area chosen by instructor. Topics announced as course is offered. No more than 3 credits of Research in Psychology may be used as elective in psychology, and no more than 6 credits may be taken in student's career. Prerequisites: Junior or Senior standing and permission of instructor. Offered occasionally.

PSYC 416 – Research in Psychology (2) Same as PSYC 415.

PSYC 417 – Research in Psychology (1) Same as PSYC 415.

PSYC 424 – Child Maltreatment (3) Exploring the field of knowledge pertaining to child and adolescent maltreatment with emphasis on understanding the impact of maltreatment on child/adolescent development. The course is a seminar with considerable student participation expected. Offered occasionally.

PSYC 444 – @Internship in Psychology (1-5) Student-arranged internship provides direct experience and training in human service settings. Prerequisite: instructor permission and Junior or Senior standing. As demand warrants.

PSYC 445 – @Internship in Psychology (6-12) Same as PSYC 444.

PSYC 451 – Psychology and Sci Fi: Honors (3) This course explores the intersection of the field of psychology and social science fiction. The rich portrayal of psychology and social science fiction serves as a unique vantage point to understand the impact of science upon literature, film, and what it means to be human in a social setting. Prerequisite: Admission to Honors Program and completion of an introduction to a social science discipline (e.g., PSYC 100, SOCI 101, ANTC 102) or permission of the instructor. Fall.

PSYC 480 – Sociobiology (3) Central theoretical structure of sociobiology, data supporting the theory, implications of the theory and criticisms. Human and animal social behavior. Prerequisite: PSYC 380 or permission. As 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 for some sections.

PSYC 494 – Honors Seminar (3) Student selection of honors topics determines content. Current issues in psychology are discussed. Spring. Gen Ed: SI credit.

PSYC 496 – Honors Thesis Research I (3) Selection, preparation and beginning of Honors Thesis. Prerequisite: Permission of instructor. As demand warrants.

PSYC 499 – Honors Thesis Research II (3) Completion and defense of written Honors Thesis. Prerequisite: Permission of instructor. As demand warrants.

Statistics

STAT 100 – Statistics (3) Variability, uncertainty, techniques of data description, sampling, hypothesis testing and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent.

STAT 200 – Correlation and Regression (3) Correlation, regression and their related bivariate and multivariate techniques like discriminant function analysis, path analysis, cluster analysis, factor analysis, etc.. Emphasis will be place on the application of these statistical procedures in psychological and social research and theory. Students will gain some experience using SPSS. Prerequisite: STAT 100 or other introductory statistics course. Spring only.

STAT 300 – Statistical Methods (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisites: STAT 100 or other introductory statistics course.

Department of Sociology

Contact Person: J. Patrick Turbett, Chair

313 Satterlee, 315-267-2567, turbetjp@potsdam.edu

Distinguished Service Professor: Frank McLaughlin

Professors: Jacqueline Goodman, J. Patrick Turbett

Associate Professors: George Gonos, Nancy Lewis, Heather Sullivan-Catlin

Assistant Professors: David Bugg, Jeremy van Blommestein

Sociology Major (B.A.)

30 credit hours required. Plus 3 credits of cognates.

Sociology is the study of human society and social behavior. People who study sociology will understand the connections among the facets of everyday life. Sociologists analyze social institutions such as family, education, medicine, religion and politics. They examine the role that race, gender, ethnicity, age and social status play in our daily life. With skills in analysis, critical thinking and communication, sociology majors enjoy careers in many fields.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	12
SOCI 101 Introduction to Sociology	
SOCI 300 Sociological Theory	
SOCI 315 Research Methods	
SOCI 475 Senior Seminar	

Elective Courses in Sociology	18
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Cognate Requirement: one statistics course	3
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Notes

1. 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 (B.A.)

32-34 credit hours required. Plus 3 credits of cognates.

Program is currently being revised. Please see contact person for more information.

Contact Person: Nancy Lewis, Coordinator

311-4 Satterlee, 315-267-3713, lewishnl@potsdam.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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Core Courses	23
POLS 312 Crime and Justice (4 credits)	
POLS 321 Politics and the Judicial Process (4 credits)	
SOCI 345 Criminology	
SOCI 435 Corrections and Punishment	
SOCI 455 Deviance and Social Control	
PHIL 120 Introduction to Ethics	
PHIL 332 Philosophy of Law	
or	
PHIL 333 Philosophy of Justice	
Required Methods Course	3
SOCI 315 Research Methods	
Electives: two of the following*	6-8
ANTH 380 Human Osteology	
ANTH 402 Forensic Anthropology	
CHEM 315 Forensic Science	
POLS 412 Constitutional Law (4 credits)	
POLS 413 Civil Liberties I (4 credits)	
POLS 415 Civil Liberties II (4 credits)	
POLS 490 Legal Internship (4 credits)	
POLS 491 Public Policy Internship (4 credits)	
PSYC 321 Adolescence	
PSYC 377 Forensic Psychology	
PSYC 424 Child Maltreatment	
SOCI 103 Intro to Criminal Justice Studies	
SOCI 376 Women & Crime	
SOCI 380 Family Violence	
SOCI 385 Sociology of Troubled Youth	
SOCI 386 Victimology	
SOCI 387 Sociology of Policing	
SOCI 388 Violent Crime	
SOCI 450 White Collar and Organized Crime	
SOCI 453 Comparative Criminology	
SOCI 470 Field Research/Practicum (3-6 credits)	

Cognate Requirement: one statistics courses	3
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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.

Program is currently being revised. Please see contact person for more information.

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.

All courses are 3 credits unless noted. Credits are divided as follows:

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: selected in consultation with adviser **6-9**

Supplemental Recommended Courses

Students are strongly encouraged to select a number of electives from among the following:

STAT 100 Statistics	3
(MATH 125/PSYC 125/CIS 125 Probability and Statistics I)	
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 credits)	4
POLS 491 Public Policy Internship (4 credits)	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

22-24 semester hours required. Open with certain restrictions to all majors.

Contact Person: J. Patrick Turbett, Coordinator
313 Satterlee, 315-267-2567, turbetjp@potsdam.edu

The Human Services Minor is an interdisciplinary minor housed in Sociology and offered principally within the Departments of Sociology, Psychology, Community Health, and Politics. The minor provides an opportunity for students to develop a critical understanding of the hu-

man 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Core 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 (4 credits) (prereq.: POLS 110 or SOCI 101 or 325)	4

One of the following concentrations **9-10**

Child Welfare/Youth Services (9-10 credits)

SOCI 380 Family Violence	3
SOCI 305 Sociology of the Family	3

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 credits)	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)

SOCI 335 Sociology of Aging	3
SOCI 330 Social Thanatology	3

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)

SOCI 465 Health and Illness	3
HLTH 361 Introduction to Community Health	3

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)

SOCI 390 Sociology of Mental Illness

PSYC 375 Abnormal Psychology

One of the following

HLTH 250 Drug Studies

HLTH 325 Alcohol Studies

PSYC 376 Child Psychopathology

PSYC 370 Theories of Personality

Electives

3-4

Choose one elective from any of the other courses listed above (in any concentration) or from the following list of supporting courses:

ANTH 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.***All courses are 3 credits unless noted. Credits are divided as follows:***Required Courses**

Credits

SOCI 101 Introduction to Sociology

SOCI 300 Introduction to Theory

SOCI 315 Research Methods

9

Electives: three sociology courses

9

Notes

- 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 103 – Intro to Criminal Justice Studies (3) This course will introduce students to the debates, theories, and research methodologies that help us understand the organization and relationships that created and continue to maintain the criminal justice system.

SOCI 110 – Introduction to Africana Studies (3) A survey of the historical, economic, cultural, and social experiences of African peoples (i.e., the peoples of Africa and those peoples of the Americas who are descendants of Africans), and the knowledge of their presence, roles, and cultural contributions in the American historical milieu. By focusing on the life experiences of African peoples, this course seeks to provide knowledge and skills necessary to understand institutional arrangements and cultural construction that impact upon the current conditions of black communities in Africa, the U.S., the Caribbean, South America and elsewhere. As demand warrants.

SOCI 300 – Sociological Theory (3) This course explores the origin and development of classical sociological theory in the 19th and 20th centuries, its expression in the multiple viewpoints of contemporary sociological theory, and its relevance to understanding the global society of the 21st century. Prerequisite: SOCI 101. Fall and Spring.

SOCI 301 – Complex Organizations (3) Theory and research findings relevant to formal organizations. Analysis of bureaucracy and decision-making in large-scale organizations. As demand warrants.

SOCI 302 – Alcohol in Society (3) The past and present roles of beverage alcohol in societies throughout the world; theories of alcohol use and abuse; major controversies in the alcohol field. Prerequisite: SOCI 101. As demand warrants.

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 or SOCI 103. 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. A 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 or SOCI 103. Fall.

SOCI 353 – Comparative Criminology (3) An introduction to the major topics and issues in comparative criminology - the nature, causes, and responses to crime from a comparative perspective. Emphasis on comparative (2 or more societies) and cross-national studies of criminological phenomena. Prerequisite: Junior/Senior standing. Gen Ed: XC & WI credit.

SOCI 355 – Individual and Society (3) Social influences on individuals. Socialization and development of the self. Authoritarianism, symbolic interactionism, dramaturgy. Shaping of identity in post-modern society. Prerequisite: SOCI 101. As 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 or SOCI 103. 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 or SOCI 103. Spring.

SOCI 385 – The Sociology of Troubled Youth (3) This course explores, describes and analyzes various societal influences that shape young people toward or away from criminal and deviant involvements. Substantive topics include processes of subcultural formation, various meanings of style, influences of popular culture, media and technology, the family, school experiences, peer influences, part-time jobs, sports involvement, youth gangs, correctional facilities, and selected case studies. Prerequisite: SOCI 101. Spring.

SOCI 386 – Victimology (3) Victimology provides an examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. We will examine specific types of crime, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services. Prerequisite: SOCI 101. As 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 or SOCI 103. As demand warrants.

SOCI 388 – Violent Crime (3) This course examines the patterns, causes and prevention of violent crime in the United States. By examining violence as both a behavior separate from criminal activity as well as a criminal act, we will examine how violence is transformed into criminal violence as a social process. Through an examination of the social construction of violence throughout history and various cultures, this course will explore various categories of violent crime. Prerequisite: SOCI 101 or SOCI 103.

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, suburbias; 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 406 – Advanced Data Analysis (3) Emphasis on data analysis. File construction and maintenance, data interpretation and statistical analysis. 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 – Rich and Poor in America (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 426 – History of Sociology (3) Selected topics in development of American sociology from a sociology of knowledge perspective. Prerequisite: SOCI 300. 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 or SOCI 103. 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 or SOCI 103. 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 or SOCI 103. 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.

SOCI 510 – Readings in Sociological Theory (3) Individualized study consisting of a critical review of major works in sociological theory.

SOCI 520 – Readings in Sociological Methods (3) Individualized study consisting of a critical review of major works in research methods.

SOCI 540 – Readings in Urban Sociology (3) Individualized study consisting of a critical review of major works in the field of sociology.

SOCI 550 – Readings in Sociology of the Family (3) Individualized study consisting of a critical review of major works in the field of sociology of the family.

SOCI 560 – Readings: Deviance and Corrections (3) Individualized study consisting of a critical review of major works in the fields of sociology of deviance and corrections.

SOCI 570 – Readings in the Sociology of Education (3) Individualized study consisting of a critical review of major works in the area of sociology of education.

Department of Theatre and Dance

Contact Person: Robin Collen, Chair
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Associate Professors: Don Borsh, Kimberley Bouchard, Robin Collen

Assistant Professors: Todd Canedy, James W. Pecora

Technical Director: Jeff Reeder

Costume Designer/Shop Manager: Julia Ferreri

Visiting Guest Artist: Susan Neal

Adjunct Instructors: Kerri Canedy, Kristie Fuller, Don Mandigo, Mary Beth Robinson

Dance Major (B.A.)

35 credit hours required. Plus 9 credits of cognates.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

The SUNY Potsdam Dance Program is housed in the Department of Theatre and Dance. A Bachelor of Arts degree is available to students who have a strong interest in dance and choose the dance major. Students may also choose to minor in dance, while pursuing another major or a double major. The goals for the B.A. program focus on preparing students for careers in the dance professions as artists and teachers, and to pursue graduate study. We strive to develop dance artists and educators who possess an integrated knowledge of the aesthetic, critical, historical, cultural, choreographic, and performance dimensions of the discipline of dance.

Through our close alignment with the Theatre Program students broaden their experiences and expand their interests in such areas as acting, technical theatre, and design. Every three years the Department of Theatre and Dance joins the Crane Opera Ensemble for a musical production: *Cabaret* (2002), *Working* (2004), 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.

Interested students, regardless of major, are also invited to join the Student Government Association organization, Dance Ensemble. Dance Ensemble sponsors student-choreographed productions, travel to the American College Dance Festival and other dance events.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	17
DANC 211 Dance Improvisation	
DANC 311 Dance Composition I	
DANC 319 Movement, Theory and Notation	
DANC 321 Modern Dance II (4 credits)	
DANC 322 Modern Dance II (4 credits)	

The Technique Track: chosen from the following	6
DANC 234 Intermediate Ballet (2 credits)	
DANC 235 Intermediate Ballet (2 credits)	
DANC 421 Modern Dance III (4 credits)	
DANC 422 Modern Dance III (4 credits)	
DANC 441 Modern Dance IV (4 credits)	
DANC 442 Modern Dance IV (4 credits)	

Note: Only 4 credits of Intermediate Ballet will apply toward the Major.

The Composition Track: chosen from the following	6
DANC 312 Dance Composition II	
DANC 325 New Repertory (1 credit)	
DANC 390 Special Problems in Dance Composition (1-3 credits)	
DANC 411 Group Forms	
DANC 498 Senior Project (1-3 credits)	

Note: All students are required to have 1 credit of DANC 325.

The Enrichment Area: chosen from the following	6
DANC 130 Understanding Dance (4 credits)	
DANC 201 Dance as an Art Form	
DANC 205 Production Techniques in Dance, Theatre, and Music (Lecture and Lab)	
DANC 302 Dance Education and Performance for Children (4 credits)	
DANC 391 Special Problems in Dance History (1-3 credits)	
DANC 450 The Teaching of Dance	
DANC 490 Special Problems in Teaching	
DANC 491 Special Problems in Movement, Theory and Notation	

Special Problems or Special Projects courses are not regularly offered. They are intended for students who have completed requirements at an exemplary level and wish to continue with personalized work with an individual faculty member. Requires instructor approval.

Required Cognate Courses: or approved substitute	9
DRAM 235 Introduction to Acting	
PHIL 320 Aesthetics	
MULH 110 Music Through the Ages	

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 Majors are required to:

1. Attend all dance auditions.
2. Perform in a minimum of 1 faculty or guest artist concert work.
3. Attend all workshops and classes of visiting guest artists.
4. Attend all required Department of Theatre and Dance productions.
5. Participate in an end-of-year assessment interview with adviser or other members of the dance faculty.

Dance Major Policies on Student Grades and Performing

1. Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.
2. To participate as a choreographer (for the Student Choreographers' Concert or Senior Choreographers' Concert) a student's overall GPA must be at least a 2.0, and the GPA in dance courses must be at least a 2.3 during the semester preceding the concert.

Dance Minor
18 credit hours required.

All courses must be passed with a grade of 2.0 or higher to count towards the minor.

Students may declare a dance minor at any time during their college career.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
	9
DANC 321 Modern Dance II (4 credits)	
DANC 322 Modern Dance II (4 credits)	
DANC 421 Modern Dance III (4 credits)	
DANC 422 Modern Dance III (4 credits)	
DANC 441 Modern Dance IV (4 credits)	
DANC 442 Modern Dance IV (4 credits)	

Elective Courses	9
DANC 211 Dance Improvisation	
DANC 302 Dance Education and Performance for Children (4 credits)	
DANC 311 Dance Composition I	
DANC 312 Dance Composition II	
DANC 319 Movement, Theory, and Notation	
DANC 325 New Repertory (1 credit)	
DANC 411 Group Forms	
DANC 498 Senior Project or a Special Problems Course (1-3 credits)	

Dance Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 47 for a description of non-liberal arts credits.

DANC 195, 295, 395, 495 – Special Topics (1-12)

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

DANC 100 – Mind of the Artist (4) An introduction to the nature of art and the process of its creation, with special emphasis on the study of dance and theatre. 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 or Spring, as demand warrants. 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. 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. 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. 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. 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. 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. It provides students with an overview of dance—as an art form, a cultural activity, and a mode of creative expression. Introduction to 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. Fall. Gen Ed: FS and AC credit.

DANC 205 – Production Techniques: Dance/Drama/Music (3) Lecture and Lab. Basic skills and procedures in producing theatrical productions, including lighting, costume design and construction, running crew, and set construction. Fall and 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. Spring. Gen Ed: AE credit. Concurrent enrollment in dance technique class strongly recommended.

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. As demand warrants. Gen Ed: PE credit.

DANC 221 – Modern Dance 1 (4) Educating the body as an instrument for artistic expression. Emphasis on development of flexibility, strength, coordination and awareness of principles of motion. Prerequisite: 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 (4) 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 231.

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. Prerequisite: Previous dance experience. As demand warrants. Gen Ed: AE & PE credit.

DANC 232 – Ballet I (3) Continuation of DANC 231. Prerequisite: DANC 231. 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. Prerequisites: Previous dance experience and instructor permission. As demand warrants. Gen Ed: AE & PE credit.

DANC 235 – Intermediate Ballet (2) Continuation of DANC 234. Prerequisite: DANC 234. As demand warrants. 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. 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. Gen Ed: SI, PE, & AE credit. Concurrent registration in a dance technique class recommended but not required.

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. Corequisite: Dance technique class. Fall. Gen Ed: AE.

DANC 312 – Dance Composition II (3) Continuation of Dance Composition I to further develop choreographic skills. Emphasis on content and structure to facilitate an increased movement vocabulary. Prerequisite: DANC 311. Corequisite: Dance technique class. 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. Prerequisites: Sophomore standing and previous dance experience. Fall, odd years. Gen Ed: AE credit.

DANC 321 – Modern Dance II (3) Continuation of Modern Dance I for intermediate dancers. More extended and complex movement phrases. Prerequisite: DANC 222. Fall. Gen Ed: AE & PE credit.

DANC 322 – Modern Dance II (3) Continuation of DANC 321. Prerequisite: DANC 321. 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. Prerequisite: Sophomore standing. Some dance experience recommended. Corequisite: Dance technique class. As demand warrants.

DANC 325 – New Repertory (1-3) Participation as a performer in building new dances, by faculty or guest artists. Analysis of the choreographic process through journal writing and group discussion. Prerequisite: By audition. Corequisite: Dance technique class. As demand warrants.

DANC 331 – Ballet II (3) Intermediate classical ballet, continued development from DANC 232. Prerequisite: DANC 232. As demand warrants. Gen Ed: AE & PE credit.

DANC 332 – Ballet II (3) Continuation of DANC 331. Prerequisite: DANC 331. As demand warrants. Gen Ed: AE & PE credit.

DANC 344 – Stage Management Practicum (1-3) Supervised practice in stage management for a dance production. Prerequisite: DANC 244 or DRAM 244. As demand warrants.

DANC 355 – Lighting Design for the Stage (3) 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 DANC 101, DRAM 206 or DANC 205, and DANC 311. (Note: These prerequisites are for Dance Majors and Dance Minors only. All others are required to take DRAM 355 with its prerequisites.) Spring, odd 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. 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. Corequisite: Dance technique class. Fall. 2) An individual program of study in choreography, designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisite: DANC 312. Corequisite: Dance technique class. 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. Prerequisite: DANC 130.

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. Corequisite: Dance technique class. As demand warrants.

DANC 421 – Modern Dance III (3) Continuation of Modern Dance II for intermediate/advanced dancers. Prerequisite: DANC 322. Fall. Gen Ed: AE & PE credit.

DANC 422 – Modern Dance III (3) Continuation of DANC 421. Prerequisite: DANC 421. Spring. Gen Ed: AE & PE credit.

DANC 441 – Modern Dance IV (3) Extension and elaboration of Modern Dance III. Emphasis on development of individual performance capabilities toward goal of mature artistic expression. Prerequisite: DANC 422. Fall. Gen Ed: AE & PE credit.

DANC 442 – Modern Dance IV (3) Continuation of DANC 441. Prerequisite: DANC 441. Spring. Gen Ed: AE & PE credit.

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: Junior Standing. Corequisite: Dance technique class. 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. As demand warrants.

DANC 487 – Special Projects: Sound Design (1-3) Advanced study in sound design and engineering for performance in dance. As demand warrants.

DANC 488 – @Special Projects: Stage Management (1-3) Advanced project in stage management associated with major dance concert. Prerequisites: DRAM 244. As demand warrants.

DANC 489 – Special Projects: Makeup Design (1-3) Advanced study in makeup and mask design for dance and dance-related productions. Prerequisite: DRAM 333. 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. 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. Prerequisite: DANC 319. 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. Prerequisite: DANC/DRAM 205 or DANC/DRAM 206. As demand warrants.

DANC 496 – Special Projects: Lighting Design (1-3) Advanced study in lighting design for dance or dance-related productions. Prerequisite: DRAM 355. As demand warrants.

DANC 497 – Special Projects: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisite: DRAM 331. As demand warrants.

DANC 498 – Senior Project (1-3) Faculty-mentored culminating project in choreography and production. Prerequisite: DANC 312. Corequisite: Dance technique class (3 days per week, minimum). Spring, as demand warrants.

Theatre Major (B.A)

38-41 credit hours required.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

The Theatre Major is designed to provide a thorough undergraduate study in all aspects of 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, participation in theatrical productions, and internships provide further opportunities to individualize and broaden the student's undergraduate experience and skills.

Auditions for the theatre productions are open to all SUNY Potsdam students. Interested students, regardless of major, are also invited to join the Student Government Association organization, Theatre Guild. Theatre Guild sponsors student-directed productions, and its members participate by directing, designing, and performing.

Students majoring in theatre may also elect to complete a minor in Acting or Design and Production, Non-theatre majors may pursue their interests by minoring in Acting, Design and Technical Theatre, or Theatre Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

- DRAM 101 Introduction to Performance Studies
 DRAM 206 Stagecraft and Production (4 credits)
 DRAM 210 Interpretation and Analysis of Plays
 DRAM 251 Foundations of Design for Stage (4 credits)
 DRAM 312 Theatre History I
 DRAM 313 Theatre History II
 DRAM 414 Contemporary Theatre Topics
 DRAM 486-497 Special Project in Theatre Arts
 One of the following
 DRAM 120 Performance Explorations
 DRAM 235 Introduction to Acting

Credits
29

Upper Division Electives

- DRAM 302 Directing I
 DRAM 331 Costume Design
 DRAM 333 Stage Make up and Mask Design (4 credits)
 DRAM 336 Scene Study and Realism (4 credits)
 DRAM 337 Shakespeare and Verse
 DRAM 338 Audition Techniques
 DRAM 343 Advanced Stagecraft
 DRAM 353 Scene Design
 DRAM 355 Lighting Design
 DRAM 363 Theatre for Young Audiences
 DRAM 364 Applied Theatre
 DRAM 403 Directing II (4 credits)
 DRAM 438 Acting for Camera
 DRAM 439 Comedy and Styles
 DRAM 441 Pivotal Playwrights

9-12

Recommended Coursework Outside the Major

Courses in dance, music, literature, anthropology and art are highly recommended. Consult with department adviser.

Notes

- All students are required to complete a *Special Project in Theatre Arts* during the senior year with approval of a faculty adviser and the department (for a minimum of 3 credits). The project may be taken as one of the Special Projects courses (DRAM 487-499) or as an Internship (INTD ***) with approval of the Director of Internships.
- Theatre Majors are required to attend all Theatre and Dance productions.

Theatre Major Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Education Major (B.A.)

65-69 credits required. Plus 8 credits of cognates.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

Students of SUNY Potsdam's undergraduate certificate in Theatre Education will graduate fully prepared to enter communities—whatever their composition—and teach theatre, integrate the art form into other disciplines and pursue advanced studies in the field. Students will graduate with the theoretical knowledge and practical skills that make one a well-educated citizen, a reflective practitioner and a principled educator.

Graduates of the program will be experienced in all facets of theatre—from the technical elements, to performance and directing, management and design. Furthermore, students will have exposure to the philosophies and practical application of drama and theatre in the classroom as well as in communities. These experiences, alongside the solid liberal arts education students receive at SUNY Potsdam, allow graduates to emerge from the program as well rounded individuals ready to seek employment in a variety of settings. Their course work in education and the pedagogy of theatre teaching will expose them to the ethical and professional responsibilities of teachers.

SUNY Potsdam supports the development of the community-minded theatre artist in its strong commitment to a liberal arts education. All graduates must have a minimum of 38 credit hours (not including modern language requirements) in general education.

All courses are 3 credits unless noted. Credits are divided as follows:

Content Core: required courses

- DRAM 101 Introduction to Performance Studies
 DRAM 210 Interpretation and Analysis of Plays
 DRAM 251 Foundations of Design for Stage (4 credits)
 DRAM 312 Theatre History I
 DRAM 313 Theatre History II
 DRAM 414 Contemporary Theatre Topics

Credits
34-38

One of the following

- DRAM 120 Performance Explorations
 DRAM 235 Introduction to Acting

One of the following

- DRAM 205 Production Techniques: Dance/Theatre/Music
 DRAM 206 Stagecraft and Production (4 credits)

Three of the following

- DRAM 223 Costume Construction Lec+Lab (4 credits)
 DRAM 244 Stage Management
 DRAM 302 Directing I
 DRAM 331 Costume Design
 DRAM 333 Stage Make up and Mask Design (4 credits)
 DRAM 336 Scene Study and Realism (4 credits)
 DRAM 337 Shakespeare and Verse
 DRAM 338 Audition Techniques
 DRAM 343 Advanced Stagecraft
 DRAM 353 Scene Design
 DRAM 355 Lighting Design
 DRAM 363 Theatre for Young Audiences
 DRAM 364 Applied Theatre
 DRAM 403 Directing II (4 credits)
 DRAM 438 Acting for Camera
 DRAM 439 Comedy and Styles
 DRAM 441 Pivotal Playwrights

Graduation Requirement: All theatre majors complete a project in the senior year with the approval of faculty adviser and department. *In the case of Theatre Education Majors, student teaching (EDUC 419 and SECD 457) fulfills this requirement.*

Pedagogical Core 31

- EDLS 201 Principles of Education
- EDLS 207 Literacy I
- EDLS 315 Teaching Students with Special Needs: Grades 5-12
- DRAM 361 Methods and Materials of Educational Theatre for the Elementary School
- DRAM 362 Methods and materials of Educational Theatre for the Secondary School
- DRAM 371 Field Experience PreK-6 (1 credit)
- DRAM 372 Field Experience 7-12 (1 credit)
- EDLS 415 Seminar: Issues in Theatre Education (2 credit)
- EDUC 419 Student Teaching: PreK-6 (6 credits)
- SECD 457 Student Teaching: 7-12 (6 credits)

Cognates 8

- PSYC 220 Child Development
- PSYC 321 Psychology of Adolescence
- HLTH 230 School Health (2 credits)

Acting Minor

19 credit hours required. Open to all majors including Theatre Majors.

For students majoring in Theatre, only 2 courses or 8 credit hours may overlap with the Theatre Major.

The Acting Minor consists of a concentration of courses designed for those students who wish to strengthen their capacity for performing in plays, operas and musicals as well as for those students interested in this area for purposes of increased self-knowledge, increased poise, and the development of avocation. Theatre majors with specific interests in acting would be well served by this minor as an additional stepping stone to graduate or professional schools.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

Credits
19

- DRAM 235 Introduction to Acting
- DRAM 336 Scene Study and Realism (4 credits)

Three of the following

- DRAM 337 Shakespeare and Verse
- DRAM 338 Audition Techniques
- DRAM 438 Acting for Camera
- DRAM 439 Comedy and Styles
- DRAM 441 Pivotal Playwrights

One of the following

- DRAM 210 Interpretation and Analysis of Plays
- DRAM 312 Theatre History I
- DRAM 313 Theatre History II
- DRAM 414 Contemporary Theatre Topics

Acting Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the

semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Design and Technical Theatre Minor

20-21 credit hours required. Not available for Theatre majors.

The Design and Technical Theatre Minor consists of a concentration of courses in the craft, theory, and art of design and technical theatre. Students from a variety of majors including art, dance, education and music may use the minor to strengthen their preparation for future careers. Students may be given design assignments for one-act plays, or on occasion may design a major faculty-directed production. The minor also prepares students for graduate work in design or technical theatre.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

Required Courses

20-21

- DRAM 101 Introduction to Performances Studies
- DRAM 206 Stagecraft and Production (4 credits)
- DRAM 210 Interpretation and Analysis of Plays
- DRAM 251 Foundations of Design for Stage (4 credits)

Two of the following

- DRAM 244 Stage Management
- DRAM 331 Costume Design (AE)
- DRAM 333 Stage Makeup and Mask Design (4 credits)
- DRAM 343 Advanced Stagecraft
- DRAM 353 Scene Design
- DRAM 355 Lighting Design for the Stage

Design and Technical Theatre Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Studies Minor**18-20 credit hours required. Not available to Theatre majors.**

The Theatre Studies minor gives students an opportunity to pursue theatre studies while majoring in other disciplines. Students in English Communication, Mathematics, the Sciences and Social Sciences may find this minor an excellent way to augment their other studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses**Credits
18-20**

DRAM 101 Introduction to Performances Studies

DRAM 210 Interpretation and Analysis of Plays

DRAM 235 Introduction to Acting

Two of the following

DRAM 205 Production Techniques for Dance, Theatre and Music
or

DRAM 206 Stagecraft and Production (4 credits)

DRAM 244 Stage Management

DRAM 251 Foundations of Design for Stage (4 credits)

One of the following

DRAM 312 Theatre History I

DRAM 313 Theatre History II

DRAM 414 Contemporary Theatre Topics

Theatre Studies Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Design and Production Minor**18-21 credit hours required. This minor is only open to Dance and Theatre majors.**

Only 2 courses (8 credit hours) may overlap with the Theatre major or Dance major.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses**Credits
6**

DANC or DRAM 244 Stage Management

One of the following **

DRAM 485 Special Projects in Costume Technology

DRAM or DANC 487 Special Projects in Sound Design

DRAM or DANC 489 Special Projects in Stage Make-up

DRAM 491 or DANC 492 Special Projects in Technical Theatre

DRAM 493 Special Projects in Scene Design

DRAM or DANC 496 Special Projects in Lighting Design

DRAM or DANC 497 Special Projects in Costume Design

Composition or Directing: choose one 3

DANC 311 Dance Composition I (For Dance Majors only)

DRAM 302 Directing II (For Theatre Majors only)

Three of the following

9-12

DRAM or DANC 223 Costume Construction
Lec+Lab (4 credits)

DRAM 331 Costume Design

DRAM 343 Advanced Stagecraft

DRAM or DANC 333 Stage Make-up (4 credits)

DRAM 353 Scene Design (4 credits)

DRAM or DANC 355 Lighting Design for the Stage

Design and Production Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

** For Theatre Majors (who are already required to take a Special Projects course or an Internship), the Special Projects course required in the Design and Production Minor must be in a different field of study than that taken for the Major.

Theatre Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 47 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 or Spring, as demand warrants. 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. As demand warrants. 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. Gen Ed: AE credit. Cross listed as DANC 120.

DRAM 205 – Production Techniques: Dance/Drama/Music (3) Lecture and Lab. Basic skills and procedures in producing theatrical productions, including lighting, costume design and construction, running crew, and set construction. Fall and 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. As demand warrants. Gen Ed: AE credit. Laboratory time required.

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 (4) 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. 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 performing 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, 336, 244 and 251. 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 & 251. Gen Ed: AE credit.

DRAM 333 – Stage Makeup and Mask Design (4) The study of stage makeup design principles, techniques, materials and tools as they are used to create characters for the stage. Character analysis and critical reading of scripts are used as the basis for study. Specialized makeup and mask-making materials and techniques are introduced such as prosthetics, scar and wounds, plaster molding, new plastics technology, and papier-mâché. Prerequisite: DRAM 251. Fall, as demand warrants. Gen Ed: AE credit.

DRAM 336 – Scene Study and Realism (4) 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 & 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 & 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 actor research of historical period, theatrical style and dramatic character. The actor's work will include rehearsals, research, and production work. Prerequisite: by audition only. Fall and Spring.

DRAM 343 – Advanced Stagecraft and Production (3) This course is an in-depth investigation of theatre technology and production methodology and an expansion of skills introduced in prior stagecraft and production courses. Students will be assigned projects in stage carpentry, electrics, props, sound, metal formation, technical direction and production coordination. Prerequisite: DRAM 205 or 206. As demand warrants. Gen Ed: AE credit.

DRAM 344 – Stage Management Practicum (1-3) Supervised practice in stage management for a theatrical production. Prerequisite: DRAM 244 or DANC 244. As demand warrants.

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, DRAM 210 and 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, DRAM 210 and 251. Spring, odd years. Gen Ed: AE credit. Cross listed as DANC 355.

DRAM 361 – @Methods Theatre Ed Elementary (3) Introduction to the basics of drama for the elementary classroom. Corequisite: DRAM 371. Prerequisites: DRAM 101, 120, 210, (251 or 205), 312, 313, and EDLS 201.

DRAM 362 – @Methods Theatre Ed Secondary (3) Introduction to the basics of drama for the secondary classroom. Prerequisites DRAM 101, 120, 210, (251 or 205), 312, 313, and EDLS 201.

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. Prerequisite: Sophomore standing. 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 371 – @Field Experience: Pre K-5 (1) Observation sessions in the Elementary classroom to accompany DRAM 361. Prerequisites: DRAM 101, 120, 210, (251 or 205), 312, 313, and EDLS 201.

DRAM 372 – @Field Experience: Theatre Ed Secondary (1) Observation sessions in the secondary classroom to accompany DRAM 362.

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. Spring. 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. Prerequisites: DRAM 234 & 336. As demand warrants.

DRAM 439 – Comedy & Comic Styles (3) Explores the techniques for acting in comedy. Comic styles from contemporary sit-coms to historical styles such as farce and comedy of manners are studied. Prerequisites: DRAM 234 & 336. Spring, even years.

DRAM 440 – Acting Ensemble II (3) Builds on the work and experience of DRAM 340: Acting Ensemble I. Designed for students cast in lead roles in a production under faculty or guest artist direction, with 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. Prerequisite: DRAM 340 and by audition. Fall and Spring.

DRAM 441 – Pivotal Playwrights (3) Advanced acting work, delving into a number of works by one important playwright. Students will experiment fully with characters' physical and vocal lives, work as an ensemble, explore the political and social context of the plays, rehearse, and perform publicly. Prerequisites: DRAM 234 & 336. As demand warrants.

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 485 – @Special Project: Costume Technology (1-3) Advanced independent study in the construction of theatrical costumes and costume crafts. Prerequisite: DRAM 223.

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 DRAM 312 or 313. 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. 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. As demand warrants.

DRAM 489 – Special Projects: Makeup (1-3) Advanced independent study in makeup. Prerequisites: DRAM 333 and permission of instructor. As demand warrants.

DRAM 490 – Special Projects in Acting (1-3) Advanced independent study in acting. Prerequisite: DRAM 338. 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 205 or 206 and DRAM 343. As demand warrants.

DRAM 492 – Special Projects: Directing (1-3) Advanced independent study in directing. Prerequisites: DRAM 302 and 403. As demand warrants.

DRAM 493 – Special Projects: Scene Design (1-3) Advanced independent study in scenic design for dance or theatre productions. Prerequisite: DRAM 353. As demand warrants.

DRAM 494 – Special Projects: Reader's Theatre (3) Advanced independent study in reader's theatre. Prerequisite: DRAM 466. As demand warrants.

DRAM 496 – Special Projects: Lighting Design (1-3) Advanced independent study in stage lighting for dance or theatre productions. Prerequisite: DRAM 355. As demand warrants.

DRAM 497 – Special Projects: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisite: DRAM 331. As demand warrants.

DRAM 499 – Special Projects: Theatre Education (1-3) Project-based study of theatre used in educational or community settings. As demand warrants.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

William Amoriell, Dean
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Departments

- Business Administration
- Community Health
- Curriculum and Instruction
- Information and Communication Technology*
- Literacy Education*
- Secondary Education
- Special Education*

*Graduate programs only

Art Education and Theatre Education are offered in the School of Arts and Sciences and may be viewed on pages 96 and 158 respectively.

Offices

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Department of Business Administration

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Professor: Edwin Portugal

Associate Professors: Gregory Gardner, Donna Mosier, Joe Timmerman

Assistant Professors: Lee Cliff, David Kistler

Instructor: M. Shahadat Hossain

The Business Administration program is accredited by the International Assembly of Collegiate Business Education (IACBE). IACBE promotes and supports quality business management education worldwide through accreditation and outcomes assessment.

The Department of Business Administration offers one major (Business Administration) and two minors (Business Administration and Music Business). In addition, it has established 4+1 MBA/MS agreements with Alfred University, Clarkson University, Rochester Institute of Technology, SUNY Oswego, and The Graduate School of Union University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 73.

Business Administration Major (B.S.)

51 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	30
ACCT 201	Principles of Accounting I
ACCT 202	Principles of Accounting II
FINA 301	Finance
MGMT 301	Principles of Management
MKTG 301	Principles of Marketing
EMRE 330	Human Resource Management
MGMT 330	Legal Environment of Business
MGMT 340	Information Systems for Business
MGMT 410	Operations Management
MGMT 490	Strategic and Global Management
Elective Courses: four courses from the following	12
ACCT 301	Intermediate Accounting I
ACCT 302	Intermediate Accounting II
ACCT 360	Federal Individual Taxation
ACCT 385	Managerial Accounting
ACCT 395	Special Topics in Accounting (1-12 credits)
ACCT 450	Fraud Examination
ACCT 485	Cost Management
ACCT 491	Accounting Internship
ACCT 495	Special Topics in Accounting (1-12 credits)
FINA 320	Management of Risk and Insurance
FINA 395	Special Topics in Finance (1-12 credits)
FINA 410	Investments and Portfolio Analysis
FINA 460	Financial Statement Analysis
FINA 491	Finance Internship
FINA 495	Special Topics in Finance (1-12 credits)
MGMT 310	Organizational Behavior and Ethics
MGMT312	Ethical Issues in Management
MGMT 320	International Business
MGMT 360	Corporate Law
MGMT 370	Entrepreneurship

MGMT 395	Special Topics in Management (1-12 credits)
MGMT 420	Leadership in Organizations
MGMT 440	Mergers and Acquisitions
MGMT 491	Management Internship
MGMT 495	Special Topics in Management (1-12 credits)
MKTG 320	Principles of Advertising and Promotion
MKTG 330	Marketing Research
MKTG 370	Business-to-Business Marketing
MKTG 395	Special Topics in Marketing (1-12 credits)
MKTG 491	Marketing Internship
MKTG 495	Special Topics in Marketing (1-12 credits)
MUAI 327	Business of Music I
MUAI 328	Business of Music II
MUAI 400	Legal Aspects of the Music Industry
ECON 300	Statistical Methods in Economics and Business
ECON 307	Forecasting and Data Modeling
ECON 441	Money and Banking
EMRE 300	Employment Relations
EMRE 301	Employment Law
EMRE 420	Compensation
EMRE 432	Organizational Development

Cognate Requirements

ECON 105	Principles of Microeconomics	9
ECON 110	Principles of Macroeconomics	
MATH 125, STAT 100, or CIS 125	Statistics Course	

Special Notes

- 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.
- 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.
- 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.
- Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and any other department. Cognate requirements are excluded from this rule.
- Students must take a minimum of 9 courses (27 credit hours) at SUNY Potsdam toward fulfilling the requirements for the business administration major.
- Students pursuing Bachelor of Science degrees must complete a minimum of 75 credit hours of liberal arts courses. Non-liberal arts courses are designated in course descriptions with the "@" symbol.
- All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of MGMT301.
- Up to 3 credit hours of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
- MGMT 301 and 310 are Speaking-Intensive (SI) unless taken online.
- MGMT 490 is Writing-Intensive (WI). It is also the capstone course that must be taken in senior year.
- Under advisement other courses may count as business electives. Students should consult their adviser.

Business Administration Minor**18 credit hours required.***All courses are 3 credits unless noted. Credits are divided as follows:*

Elective Courses		Credits
Six of the following, selected in consultation with minor adviser		18
ACCT 201	Principles of Accounting I	
ACCT 202	Principles of Accounting II	
FINA 301	Finance	
MGMT 301	Principles of Management	
MKTG 301	Principles of Marketing	
EMRE 330	Human Resource Management	
MGMT 330	Legal Environment of Business	
MGMT 340	Information Systems for Business	
MGMT 410	Operations Management	
MGMT 490	Strategic and Global Management	

Special Notes

- 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.
- 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. See major for text.
- Most 300 and all 400 level courses require at least a junior standing – see major for text. MGMT 490 requires senior standing.
- At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
- MGMT 301 is Speaking-Intensive (SI) unless taken online.
- MGMT 490 is Writing-Intensive (WI) and must be taken in senior year.

Music Business Minor**21 credit hours required.**

Designed for the Bachelor of Science in Business Administration major with a minor in Music Business for this interdisciplinary degree program. Offered jointly by: The Crane School of Music and The School of Education and Professional Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses		Credits
MUAI 327	Business of Music I	15
MUAI 328	Business of Music II	
MULT 101	Music Theory (for non-music majors)	
MUAI 410	Music Merchandising and Retail	
MUAI 421	Internship/Practicum	
Electives: two of the following		6
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

1. Some of the courses printed above may have prerequisites.
2. MUCE, MUCI and MUCT courses require the approval of the instructor.
3. Alternative courses may be counted with the prior approval of the Coordinator for Music Business.

Business Administration Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 47 for a description. All 300 and 400 level courses require at least junior standing.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

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 three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. Fall and Spring. For application deadlines and more information, see your adviser.

Finance

FINA 301 – Finance (3) This course focuses on the sources and costs of funds used by businesses to obtain the assets needed for operations. It also analyzes working capital components and the sources and uses of cash. Additional topics include the basic analysis of risk and return, the time value of money, and an introduction to basic financial statement analysis. Prerequisite: ACCT 202 and one of CIS 125, MATH 125, STAT 100. Fall and Spring.

FINA 320 – @Management of Risk and Insurance (3) This course focuses on analyzing and managing the risks inherent in running any economic enterprise. Emphasis will be placed on identification of risk exposure and using specific types of insurance to address those exposures. This course may be of interest to Math majors interested in actuarial science. Prerequisite: CIS 125, MATH 125, or STAT 100. 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 three 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 basic management concepts, practical theories, and timely management issues faced by managers in organizations. Topics include managerial functions, roles, and skills needed in planning, organizing, leading, and controlling organizational resources. Fall and Spring. Gen Ed: SI credit.

MGMT 310 – @Organizational Behavior and Ethics (3) This course focuses on theories and practices about individual behaviors, interpersonal dynamics, and group processes in organizations. Topics include motivation, teamwork, leadership, communication, power, influence tactics, conflict resolution, ethics, and job satisfaction. Spring.

MGMT 312 – Ethical Issues in Business (3) This course examines the role of ethics in the business world and the ethical dilemmas encountered by managers. Special attention is given to the relationship among the varied stakeholders that have roles in business situations. Students are presented with practical tools to handle moral dilemmas in the workplace and the world. Fall.

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 an individual business plan term project. Prerequisite: MGMT 301, MKTG 301, ACCT 201. Fall.

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, supply chain management, project management, inventory management for independent and dependent demand (MRP), and aggregate scheduling. Spreadsheets and/or commercial software will be used for quantitative analysis whenever possible. Prerequisites: MGMT 301 and one of CIS 125, MATH 125, STAT 100. Fall and Spring.

MGMT 420 – @Leadership in Organizations (3) This course is a survey of theory, research, and practice of leadership in formal organizations. Topics include leadership behaviors, participative leadership, sources of power, the influence process and managerial effectiveness, managerial traits and skills, charismatic leadership, strategic leadership by top executives, and leadership in decision-making groups. Prerequisite: MGMT 301. Spring.

MGMT 445 – @Mergers & Acquisitions (3) This course introduces the basic strategic, financial, and managerial aspects of corporate mergers and acquisitions. It covers key issues of acquisition valuation and negotiation, strategic synergy, and the integration aspects of human resources, organizational behavior, and operations. Students will learn to spot potential merger, acquisition, and divestiture opportunities, to assess the financing and stock market impacts, and apply various valuation techniques including discounted cash flows, book values, and ratio analysis. Spring

MGMT 490 – @Strategic and Global Management (3) This course focuses on the strategic functions and responsibilities of top management in guiding, shaping, and achieving the directions for the total organization. Theories and principles of strategy will be applied to local, national, and global organizations. Topics include organizational vision, mission, strategies, tactics, and implementation. Prerequisites: MGMT 301, MKTG 301, and Senior standing. Fall and Spring. Gen Ed: WI credit.

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 three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. Fall and Spring. For application deadlines and more information, see your adviser.

Marketing

MKTG 301 – @Principles of Marketing (3) This course focuses on theories and strategies that marketing managers use to create competitive advantage for the organization. The marketing process of planning and implementing the conception, pricing, promotion, and distribution of ideas, goods and services will be emphasized. The course includes the creation of a group-oriented marketing plan term project. Fall and Spring.

MKTG 320 – @Principles of Advertising and Promotion (3) This course focuses on advertising and promotion from the advertiser's point of view. It explores marketing institutions in consumer advertising, business advertising, sales promotion, direct response, personal selling and public relations. Topics also include media and strategy, advertising research and creating the copy. The course includes a hands-on team project that is a complete advertising campaign. Prerequisite: MKTG 301. 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. Spring.

MKTG 370 – @Business-to-Business Marketing (3) The course will deal with marketing in business-to-business markets with emphasis on strategic marketing management, buyer behavior and competitive analysis, sales management, new product management, and international issues. Topics will also include marketing planning, organizational buyer behavior, business marketing channels, and the marketing mix elements. It will combine theory and practice. Students will have a practical knowledge of business buyers and their purchase involving extensive decision-making and the consideration of multiple options and vendors. Prerequisite: MKTG 301. Fall.

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 three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. Fall and Spring. For application deadlines and more information, see your adviser.

Department of Community Health

Contact Person: Maureen McCarthy, Chair
101 Dunn, 315-267-2919, mcartma@potsdam.edu

Associate Professor: Maureen McCarthy

Assistant Professors: Kelly Bonnar-Kidd, Sharon DeJoy, Kathleen O'Rourke

Wilderness Education Coordinator: Mark Simon

Leadership and Challenge Center Coordinator: Adam Wheeler

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, develop effective health policy and address health disparities 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. The Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. Working toward social justice and helping others learn how to live healthier and more fulfilling lives is a rewarding and challenging endeavor. Through the Community Health Major, students acquire the skill base and knowledge to be effective health educators.

Community Health Major (B.S.)

54 credit hours required.

The community health major requires students to successfully complete 26 core course credits, 9 credits of HLTH electives, a 12-credit internship, and 7 credits of cognate courses. 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
	38
HLTH 165	Health: A Lifestyle Approach
HLTH 310	Health Disparities
HLTH 361	Introduction to Community Health
HLTH 380	Theory in Community Health
HLTH 385	Epidemiology and Biostatistics
HLTH 430	Human Disease: Patterns, Prevention and Intervention
HLTH 470	Program Planning
HLTH 480	Program Implementation and Evaluation
HLTH 485	Pre-internship seminar (2 credits)
HLTH 490	Internship (12 credits)

Electives **9**

In addition to the core courses, 9 credits of HLTH electives are required for the Community Health B.S. degree. Students must choose nine credits from the courses listed below.

HLTH 250	Drug Studies
HLTH 300	Critical Issues in Human Ecology
HLTH 325	Alcohol Studies
HLTH 331	Death and Dying
HLTH 333	Human Nutrition
HLTH 341	Issues in Sexual Health
HLTH 342	Women's Health
HLTH 344	Lesbian, Gay and Bisexual Health
HLTH 371	Nutrition for Special Populations
HLTH 373	Contemporary Issues in Community Health Nutrition
HLTH 375	Navigating the American Diet
HLTH 425	Exercise and Sports Physiology
HLTH 445	Therapeutic Recreation

HLTH 295, 395 or 495	Special Topics
HLTH 298, 398 or 498	Tutorial

Cognates	7
BIO 107	Human Biology
BIO 210	Human Anatomy and Physiology Lab (1 credit)
STAT 100	Statistics

Note: Seventy-five liberal arts credits are required for the B.S. degree. General Education requirements are the same as for the B.A. program.

Health Science Minor

20 credit hours required.

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.

All courses are 3 credits unless noted. Credits are divided as follows:

Core Courses	Credits
	14
HLTH 165	Health: A Lifestyle Approach
HLTH 250	Drug Studies
HLTH 333	Human Nutrition
HLTH 361	Introduction to Community Health
HTLH 475	Senior Seminar (2 credits)

Electives: two of the following **6**

HLTH 300	Critical Issues in Human Ecology
HLTH 325	Alcohol Studies
HLTH 331	Death and Dying: Implications for Growth
HLTH 341	Sexual Health
HLTH 342	Women's Health
HLTH 344	Gay, Lesbian and Bisexual Health
HLTH 371	Nutrition for Special Populations
HTLH 373	Current Topics in Community Health Nutrition
HLTH 375	Navigating the American Diet
HTLH 395	Selected Topics
HTLH 495	Selected Topics
HLTH 430	Human Disease: Patterns, Prevention and Intervention
HTLH 498	Tutorial

Registration

To declare the major or minor, contact the chair of the Department of Community Health.

Wilderness Education Minor

Minimum of 22 credit hours required.

Contact Person: Mark Simon
100D Satterlee, 315-267-3130, simonm@potsgdam.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

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Complete all of the following courses	11
WILD 240 Backpacking (2 credits)	
WILD 220 Wilderness First Responder	
WILD 320 Outdoor Education	
WILD 350 Wilderness and Adventure Program Planning	
Choose one of the following Emphases	8-10
<i>Wilderness Leadership Emphasis Requirements</i>	
WILD 340 Wilderness Leadership I (4 credits)	
WILD 345 Wilderness Leadership II (6 credits)	
<i>Adventure Education Emphasis Requirements</i>	
WILD 160 Introduction to Rock Climbing (1 credit)	
WILD 170 Rock Climbing (2 credits)	
WILD 360 Leadership In Adventure Education (2 credits)	
WILD 445 Therapeutic Recreation	
Students may choose to take the following electives	0-8
WILD 175 Ice Climbing (2 credits)	
GEOL 101 Environmental Geology	
BIOL 111 Adirondack Ecology	

See page 169 for Wilderness Education course descriptions.

Community Health Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 47 for a description. All 300 and 400 level courses require at least junior standing.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

HLTH 165 – Health: A Lifestyle Approach (3) A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of one's lifestyle. Topics such as physical fitness, nutrition, sexuality, environmental health, stress management, and substance use prevention will be discussed relative to their role in individual and community health concerns. Spring and Fall. Gen Ed: FS with 1-credit lab.

HLTH 185 – @Biostatistics (3) This course will provide students with an introduction to descriptive and inferential statistics typically used in community and public health. Not currently offered.

HLTH 230 – School Health (CA, SAVE) (2) This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students' social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, arson prevention, drug abuse prevention and

child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

HLTH 250 – Drug Studies (3) Examination of the physiological, psychological, economic, social and cultural problems related to use, misuse 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. Fall and Spring. Also typically offered during Winterim and Summer sessions.

HLTH 300 – Critical Issues in Human Ecology (3) An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins and food safety, and how those issues have an impact on the health of individuals and communities. Fall.

HLTH 310 – Health Disparities (3) In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. 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. Gen Ed: SI and SA credit.

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. Gen Ed: SA credit.

HLTH 333 – Human Nutrition (3) Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, the application of nutrition principles to the various stages of the human life cycle, the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

HLTH 341 – Issues in 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 policy, sexuality education, disease prevention and sexual health promotion efforts, sexual/reproductive health care. Students will also explore the impact of attitudes about sex on sexual health and on community health strategies to address sexual health. Spring.

HLTH 342 – Women's Health (3) This course examines health concerns specific to women. Behavioral, psychological and socio-cultural aspects of women's experience in health systems will be explored, as well as general influences such as age, race, ethnicity and social class on women's roles as recipients and providers of health care. Course topics include historical perspectives on women's health, gender differences in morbidity and mortality, health care consumerism, the impact of employment, motherhood, divorce, aging, and other health concerns unique to women. Fall. Gen Ed: SI credit.

HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3) This seminar-style course explores issues related to the health and well being of lesbian women, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of

research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. Typically offered during summer session.

HLTH 361 – Introduction to Community Health (3) This course outlines the history, evolution and status of the practice of delivering health information to groups of people who define themselves as a community. There is a focus on health behaviors, health disparities, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention. Fall and Spring. Gen Ed: SA and SI credit.

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 of even 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 of odd 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; 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. Typically offered during Winterim and Summer sessions.

HLTH 380 – Theory in Community Health (3) This course will provide students with an overview of theories used in health education and communication. Fall.

HLTH 385 – Epidemiology and Biostatistics (3) Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease. Spring.

HLTH 391 – Writing for Public Health (3) The purpose of this class is to introduce students to the range of writing tasks presented to individuals working in the field of community health. Through interactive, in-class writing, students will understand the importance of clear, concise written communication and hone their writing skills for a host of real-world applications. 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. Spring.

HLTH 430 – Human Disease: Patterns, Prevention and Intervention (3) Contemporary concepts of causation, prevention and intervention of chronic and communicable disease. Individual and community risk factors will be analyzed with an emphasis on prevention. Prerequisites: BIOL 107, HLTH 385 and 361 or permission of instructor. Fall and Spring.

HLTH 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. Cross-listed as WILD 445.

HLTH 465 – Health Instruction Strategies (3) An introduction into the philosophy, instructional strategies, and general health topics applied while instructing health courses. Discussion of relevant topics, assessment techniques, and student-teacher interaction will provide students with skills, knowledge, and experience needed to successfully teach a health course to both high school and college students. Emphasis is on appropriate instruction techniques and public speaking skills that most effectively will reach the target population. Restricted to those who are Community Health Majors, and have permission of the instructor. As demand warrants.

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. Prerequisites: HLTH 361 and 380. Spring. Gen Ed: WI credit.

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 semester hours of HLTH courses. 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. Prerequisites: HLTH 385 and 470 or permission of the instructor. Fall.

HLTH 485 – @Pre-Internship Seminar (2) This course is designed to prepare Community Health students to select their internships or 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: HLTH 165, 385, 361, and 470 or 480. Community Health Majors only. Fall and Spring.

HLTH 490 – @Internship (12) A full semester experiential placement in a community-based, health related agency (two separate, eight week experiences). May require residence in any part of state at student's expense. All courses required for the major must be completed with a GPA of 2.5 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 a Community Health Faculty. Contact the Community Health Internship Coordinator Ada Santaferria at santafam@potdam.edu for more information.

Wilderness Education Course Descriptions

WILD 160 – @Introduction to Rock Climbing (1) Technical skills include belay techniques, movement, on rock, rappelling, and safety systems. Students will utilize the indoor climbing wall in Maxcy Hall as part of this course. Fall and Spring. Gen Ed: PE credit. Counts for academic credit.

WILD 170 – @Rock Climbing (2) Designed for those who aspire to lead rock climbing trips. Topics include: rock climbing skills progression, site management, climbing anchor systems, fall factors and belay techniques/rappel techniques, and basic rescue techniques. Course includes two consecutive weekend rock climbing trips. Fall. Gen Ed: 1 PE activity credit. Counts for academic credit.

WILD 175 – @Ice Climbing (2) Climbing techniques used for both steep, frozen waterfalls and moderate, mountaineering routes with mixed snow and ice. The use of specialized anchors and protection for ice climbing will be examined in addition to objective hazards associated with ice climbing. Course includes two consecutive weekend ice climbing trips. Prerequisite: WILD 160 or 170. Spring. Gen Ed: 1 PE activity credit. Counts for academic credit.

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. Spring.

WILD 240 – @Backpacking (2) Introduction to Leave No Trace camping skills, clothing /equipment selection and use, food planning/expedition nutrition, map interpretation, are among topics covered. Culminates in a four-day backpacking trip. Fall and Spring. Gen Ed: 1 PE activity credit. Counts for academic credit.

WILD 300 – @Instruction in Wilderness Education (2) Instructional strategies will be explored and refined as students assist in the delivery of Wilderness Education field courses. Students will maintain a journal detailing the effectiveness of lessons and leadership styles during adventure activities. Wilderness education minors only.

WILD 320 – Outdoor Education (3) Introduction to the broad field of Outdoor Education, and the use of wildland areas for the purpose of recreation, education, development, and therapy. Experiential learning theory associated with leading groups in wildland settings and visitor education will be examined. Students will earn a Leave No Trace Trainer's certificate and participate in overnight camping as part of this course. Prerequisite: WILD 240. Spring. Gen Ed: SI credit.

WILD 340 – @Wilderness Leadership I (4) Introduction to: leadership, judgment and decision making, teaching minimum impact camping, group facilitation and wilderness travel skills. Students will participate in a 16-day wilderness expedition during the summer term. Eligibility for Outdoor Leadership Certification through the Wilderness Education Association is available upon the completion of Outdoor Leadership II. Prerequisite WILD 240. Spring.

WILD 345 – @Wilderness Leadership II-Honors (6) Course focuses 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 a Leave No Trace Master Educator Certificate. Prerequisite WILD 340. Spring.

WILD 350 – @Wilderness and Adventure Program Planning (3) Program development, administration, risk management, and wildland management issues will be examined. Emphasis is on planning experiential learning and adventure activities for environmental education, recreation, personal development and therapy programs. Students will develop a comprehensive program proposal as part of this course. Prerequisite: WILD 325. Fall.

WILD 360 – @Leadership in Adventure Education (2) Students 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. Fall and Spring.

WILD 445 – @Therapeutic Recreation (3) 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. Cross listed as HLTH 445.

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 underrepresented and economically disadvantaged individuals in teaching careers. TOC is funded by the New York State Education Department Office of K-16 Initiatives and Access Programs Teacher Development Programs Unit.

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 underserved in the teaching professions – African Americans, Hispanic Americans, Native Americans or Alaskan Natives; or
2. Individuals who are economically disadvantaged (in accordance with the criteria established in statute for the TOC program); or
3. Individuals not 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, 119 Sisson, 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 (2.5 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 Colleged catalog section on teacher education programs within 30 days of acceptance into the program. The Guide to Student Teaching is available on-line 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.

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 advertise 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: Kathleen M. Valentine
112A Satterlee, 315-267-3314, valentkm@potsdam.edu

Professors: Sergei Abramovich, Sandy Chadwick, Andrew Ha
Associate Professors: Deborah Conrad, Kathleen Valentine
Assistant Professors: Debbie Anderson, Shelley Jones, Donna Sharkey, Glenn Simonelli
Clinical Faculty: Becky Duprey, Vicki Hayes, Michele Pinard, Julie Reagan, Carol Rossi-Fries

Note: All programs offered by the Department of Curriculum and Instruction have established criteria for knowledge, skills and dispositions that candidates must demonstrate to progress through their programs. It is the responsibility of the candidate to be familiar with the criteria and monitoring procedures that have been established for their programs.

Childhood/Early Childhood Education (B.A.)

Birth – Grade 6

127-131 total credit hours required.

Contact Person: Deborah Conrad, Program Coordinator
208 Satterlee, 315-267-2505 conraddj@potsdam.edu

Education Major

48 credit hours

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
EDLS 201 Principles of Education (prerequisite to the following education courses)	7
EDLS 207 Literacy I (4 credits) (prerequisite to Block I)	

Professional Block I: (prerequisite to Block II)	13
EDLS 306 Early Childhood Literacy	
EDUC 308 Practicum I (1 credit)	
EDUC 310 Childhood/Early Childhood Mathematics Methods PK-6	
EDUC 312 Childhood/Early Childhood Social Studies Methods PK-6	
EDUC 314 Teaching Students with Special Needs, Grades B-6	

Professional Block II: (prerequisite to student teaching)	14
EDUC 303 Creative & Sensory Experiences for Young Children B-2nd grade	
EDUC 407 Childhood Literacy	
EDUC 408 Practicum II (2 credits)	
EDUC 409 Childhood/Early Childhood Science Methods PK-6	
EDUC 411 Foundations of Classroom Behavior for Childhood/ Early Childhood PK-6	

Student Teaching Semester	14
EDLS 414 Student Teaching Seminar with Portfolio Assessment (2 credits)	
EDUC 425 Student Teaching Internship I: Pre-K-Grade 2 (6 credits)	
EDUC 426 Student Teaching Internship II: Grades 3-6 (6 credits)	

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

64-66 credit hours, plus 4 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

Please note: General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

English	10
COMP 101 Writing and Critical Thinking (4 credits)	
LITR 100 Introduction to Literature	
COMM 106 Basic Principles of Speech	

Mathematics	9
Students interested in the math specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:	
MATH 101 Mathematics for Elementary Education I	
MATH 102 Mathematics for Elementary Education II	
MATH 125 Probability and Statistics I	

Science	9
BIOL125 Biological Concepts	
GEOL125 Dynamic Earth	
Plus one of the following	
PHYS 100 Physical Science	
CHEM 125 Matter and Energy	

Note: For students planning to pursue a science specialization in physics, PHYS 101 College Physics is a recommended alternative to PHYS 100 or CHEM 125.

Social Science/History	13	English Specialization: one of the following	16-17
GEOG 350 World/U.S. Geography (4 credits)		LITR 200 Literary Traditions	
HIST 100 World History		LITR 201 Patterns of Literature	
HIST 201 U.S. History to 1877		Plus one of the following	
HIST 202 U.S. History since 1877		COMP 201 Intermediate Writing (4 credits)	
Fine Arts I: one of the following	3-4	COMP 202 Creative Writing (4 credits)	
ARTH 100 Idea and Image		Plus all of the following	
ARTH 101 Survey of Art: Ancient to Renaissance		LITR 322 Children's Literature	
ARTH 102 Survey of Art: Renaissance to Modern		LITR One 300-level LITR course	
DANC 100 Mind of the Artist (4 credits)		One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)	
DRAM 101 Introduction to Performance Studies			
DRAM 208 Orientation to Theater		Mathematics Specialization	17
DRAM 210 Play Analysis & Interpretation		MATH 151 Calculus I (4 credits)	
DRAM 312 History of Theatre I		MATH 152 Calculus II (4 credits)	
DRAM 313 History of Theatre II		MATH 340 Set Theory and Logic	
MULH 101 Crane Live		MATH 375 Linear Algebra I	
Fine Arts II: one of the following	3-4	MATH Upper Division Elective (chosen under advisement)	
ARTS 107 Introduction to Watercolor		Biology Specialization	16-18
ARTS 109 Introductory Studio Art (4 credits)		BIOL 152 General Biology II (4 credits)	
ARTS 110 Drawing I (4 credits)		BIOL 300 Ecology	
ARTS 120 Color and Design (4 credits)		BIOL 311 Genetics	
ARTS 144 Art of Handmade Paper		BIOL Upper Division Electives (6-8 credits)	
DANC 302 Dance Education & Performance (4 credits)		Chemistry Specialization	17
DRAM 235 Introduction to Acting		CHEM 105 General Chemistry I (4 credits)	
DRAM 363 Theatre for Young Audiences		CHEM 106 General Chemistry II (4 credits)	
DRAM 364 Applied Theatre		Plus at least nine credits from the following	
Psychology	6	CHEM 301 Fundamentals of Environmental Science	
PSYC 220 Child Development		CHEM 304 Chemistry Lab Techniques (1-2 credits)	
PSYC 350 Educational Psychology		CHEM 311 Quantitative Analysis (4 credits)	
Health	2	CHEM 315 Forensic Science	
HLTH 230 School Health (CA, SAVE, 2 credits)		CHEM 341 Organic Chemistry I (4 credits)	
Modern Language (ML) Requirement or Liberal Arts Elective	9	CHEM 342 Organic Chemistry II (4 credits)	
Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.		Geology Specialization	15
Physical Education Requirements		GEOL 204 Historical Geology	
PE 148 Cooperative Activities (1 credit)		Select 12 credits from the following	
3 additional PE courses		GEOL 301 Sedimentary Geology (4 credits)	
Note: These are not considered academic credits and are therefore, not listed in the credit totals above.		GEOL 302 Principles of Paleontology (4 credits)	
		GEOL 311 Mineralogy (4 credits)	
		GEOL 340 Geographic Information Systems	
		GEOL 370 Science in Society	
		GEOL 407 Geophysics	
		GEOL 409 Seismology and Plate Tectonics	
		GEOL 421 Environmental Geology Problems	
		GEOL 430 Hydrology & Hydrogeology	
		GEOL 440 Geologic Resources	
		GEOL 475 Geology Laboratory Techniques (1 credit)	
		PHYS 330 Meteorology	
		PHYS 335 Astronomy	

Specialization Areas**15-18 credit hours required.**

All Childhood/Early Childhood Education majors must select one of the following Specialization Areas. **Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses.** Each course in the specialization area must be completed with a 2.0 or higher.

The GPA for the specialization area (including courses in the Arts and Sciences Concentration related to the specialization discipline) must be 2.5 or higher to be allowed to complete the Childhood/Early Childhood Education Program and enroll in student teaching.

Physics Specialization: one of the following	16
PHYS 111 Laser and Light	
PHYS 130 Music Acoustics	
Plus all of the following	
PHYS 202 College Physics II (4 credits)	
PHYS 330 Meteorology	
PHYS 335 Astronomy	
Plus one of the following	
PHYS 325 Energy and the Environment	
GEOL 407 Geophysics	
CHEM 301 Fundamentals of Environmental Science	
CHEM 315 Forensic Science	

Social Science/History Specialization	16-17
HIST 379 History of New York State	
POLS 110 Introduction to U.S. Politics (4 credits)	
Upper Division Elective in European or North American History	
Upper Division Elective in Asian, African or Latin American History	
Upper Division Social Science Elective: HIST, POLS, ECON or ANTH (3-4 credits)	

Early Childhood Education Program (B.A.)

Birth – Grade 2

127-132 total credit hours required.

Contact Person: Kathleen M. Valentine, Program Coordinator
112A Satterlee, 315-267-3314, valentkm@potsdam.edu

Because of the new combined program, this program is no longer accepting new students.

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.)

Education Major

41 credit hours

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Required Courses	6
EDLS 201 Principles of Education (prerequisite to the following education courses)	
EDUC 305 Early Childhood Development and Learning	
Professional Block I	10
EDLS 306 Early Childhood Literacy I	
EDUC 302 Early Childhood Practicum I (1 credit)	
EDUC 303 Learning Through Sensory and Creative Experiences	
EDUC 304 Care and Education of Young Children with Special Needs	
Professional Block II	11
EDUC 402 Early Childhood Practicum II (2 credits)	
EDUC 404 Building School/Home Partnerships	
EDUC 405 Early Childhood Curriculum: Integrated Math, Science, Social Studies	
EDUC 406 Early Childhood Literacy II	

Student Teaching Semester	14
EDUC 417 Student Teaching Internship I: Pre-K or K (6 credits)	
EDUC 418 Student Teaching Internship II: Grades 1 or 2 (6 credits)	
EDLS 420 Student Teaching Issues Seminar: Issues and Ideas in Early Childhood Education (2 credits)	

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

71-74 credit hours, plus 4 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

Please note: General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

English	10
COMP 101 Writing and Critical Thinking (4 credits)	
LITR 100 Introduction to Literature	
COMM 106 Basic Principles of Speech	

Mathematics	9
Students interested in the math specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:	

MATH 101 Mathematics for Elementary Education I	
MATH 102 Mathematics for Elementary Education II	
MATH 125 Probability and Statistics I (FM)	

Science	9
BIOL 125 Biological Concepts	
GEOL 125 Cycles of Nature	
Plus one of the following	
PHYS 100 Physical Science	
CHEM 125 Matter and Energy	

For students planning to pursue a science specialization in physics, PHYS101 College Physics is a recommended alternative to PHYS100 or CHEM 125.

Social Science/History	13
GEOG 350 World/U.S. Geography (4 credits)	
HIST 100 World History	
HIST 201 U.S. History to 1877	
HIST 202 U.S. History Since 1877	

Fine Arts I: one of the following	3-4
ARTH 100 Idea and Image	
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
DANC 100 Mind of the Artist (4 credits)	
DRAM 100 Mind of the Artist (4 credits)	
DRAM 101 Introduction to Performance Studies	
DRAM 208 Orientation to Theater	
DRAM 210 Play Analysis & Interpretation	
DRAM 312 History of Theatre I	
DRAM 313 History of Theatre II	
MULH 101 Crane Live	

Fine Arts II: one of the following	3-4	Biology Specialization	16
ARTS 109 Introductory Studio Art (4 credits)		BIOL 152 General Biology II (4 credits)	
ARTS 110 Drawing I (4 credits)		BIOL 300 Ecology	
ARTS 120 Color and Design (4 credits)		BIOL 311 Genetics (4 credits)	
DANC 302 Dance Education & Performance (4 credits)		BIOL Upper Division Electives (5 credits)	
DRAM 235 Acting I		Chemistry Specialization	17
DRAM 463 Theatre for Young Audiences		CHEM 105 General Chemistry I (4 credits)	
DRAM 464 Applied Theatre		CHEM 106 General Chemistry II (4 credits)	
Psychology	6	Plus at least 9 credits from the following	
PSYC 220 Child Development		CHEM 301 Fundamentals of Environmental Science	
PSYC 350 Educational Psychology		CHEM 304 Chemistry Lab Techniques (1-3 credits)	
Health	2	CHEM 311 Quantitative Analysis (4 credits)	
HLTH 230 School Health (CA, SAVE, 2 credits)		CHEM 315 Forensic Science	
Liberal Arts Electives	7-8	CHEM 341 Organic Chemistry I (4 credits)	
At least 3 elective credits must be an upper-division course for those in the following specializations: English, math, biology, chemistry or physics.		CHEM 342 Organic Chemistry II (4 credits)	
Modern Language (ML) Requirement or Liberal Arts Elective	9	Geology Specialization: one of the following	15
Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.		GEOL 102 Ancient Life	
Physical Education Requirements		GEOL 104 Historical Geology	
PE 148 Cooperative Activities (1 credit)		Plus 12 credits from the following	
3 additional PE courses		GEOL 301 Sedimentology-Paleontology-Stratigraphy I (4 credits)	
Note: These are not considered academic credits and are therefore, not listed in the credit totals above.		GEOL 302 Sedimentology-Paleontology-Stratigraphy II (4 credits)	
Specialization Areas		GEOL 311 Mineralogy (4 credits)	
15-17 credit hours		GEOL 405 Structural and Field Geology (4 credits)	
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.		GEOL 406 Hydrology	
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.		GEOL 407 Geophysics	
English Specialization: one of the following	16-17	GEOL 409 Seismology and Plate Tectonics	
LITR 200 Literary Traditions		GEOL 420 Geochemistry	
LITR 201 Patterns of Literature		GEOL 421 Environmental Geology Problems	
One of the following		GEOL 480 Geology Research	
COMP 201 Intermediate Writing (4 credits)		Physics Specialization: one of the following	16
COMP 202 Creative Writing (4 credits)		PHYS 111 Laser and Light	
Plus all of the following		PHYS 130 Music Acoustics	
LITR 322 Children's Literature		Plus all of the following	
LITR One 300-level LITR course		PHYS 202 College Physics II (4 credits)	
One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)		PHYS 330 Meteorology	
Mathematics Specialization	17	PHYS 335 Astronomy	
MATH 151 Calculus I (4 credits)		Plus one of the following	
MATH 152 Calculus II (4 credits)		PHYS 325 Energy and the Environment	
MATH 340 Set Theory and Logic		GEOL 407 Geophysics	
MATH 375 Linear Algebra I		CHEM 301 Fundamentals of Environmental Science	
MATH Upper Division Elective (chosen under advisement)		CHEM 315 Forensic Science	
		Social Science/History Specialization	15-16
		HIST 379 History of New York State	
		Upper Division Elective in U.S. Political Institutions (3-4 credits)	
		Upper Division Elective in European or U.S. History	
		Upper Division Elective in Third World History	
		Upper Division Liberal Arts Elective (History/Social Science)	

Childhood Education Program (B.A.)**Grades 1-6**

127-133 total credit hours required.

Contact Person: Deborah Conrad, Program Coordinator
208 Satterlee, 315-267-2505, conradj@potdam.edu

Because of the new combined program, this program is no longer accepting new students.

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.)

Education Major

41 credit hours required

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
EDLS 201 Principles of Education (prerequisite to the following education courses)	6
EDLS 207 Literacy I	

Professional Block I: (prerequisite to Block II)	10
EDUC 308 Practicum I (1 credit)	
EDUC 310 Elementary Mathematics Methods	
EDUC 312 Elementary Social Studies Methods	
EDUC 314 Assessment and Strategies for Teaching Students with Special Needs	

Professional Block II: (prerequisite to student teaching)	11
EDUC 407 Literacy II	
EDUC 408 Practicum II (2 credits)	
EDUC 409 Elementary Science Methods	
EDUC 411 Foundations of Classroom Behavior	

Student Teaching Semester

EDLS 414 Student Teaching Seminar with Portfolio Assessment (2 credits)	
EDUC 415 Student Teaching Internship I: Grades 1-3 (6 credits)	
EDUC 416 Student Teaching Internship II: Grades 4-6 (6 credits)	

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

71-74 credit hours, plus 4 PE activities. All courses in the Arts and Sciences Concentration must be completed with a 2.0 or higher.

Please note: General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

English	10
COMP 101 Writing and Critical Thinking (4 credits)	
LITR 100 Introduction to Literature	
COMM 106 Basic Principles of Speech	

Mathematics 9
Students interested in the Math Specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:

MATH 101	Mathematics for Elementary Education I
MATH 102	Mathematics for Elementary Education II
MATH 125	Probability and Statistics I

Science 9
BIOL 125 Biological Concepts
GEOL 125 Cycles of Nature
Plus one of the following*
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
GEOG 350 World and U.S. Geography (4 credits)	
HIST 100 World History	
HIST 201 U.S. History to 1877	
HIST 202 U.S. History Since 1877	

Fine Arts I : one of the following	3-4
ARTH 100 Idea and Image	
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
DANC 100 Mind of the Artist (4 credits)	
DRAM 100 Mind of the Artist (4 credits)	
DRAM 101 Introduction to Performance Studies	
DRAM 208 Orientation to Theater	
DRAM 210 Play Analysis & Interpretation	
DRAM 312 History of Theatre I	
DRAM 313 History of Theatre II	
MULH 101 Crane Live	

Fine Arts II : one of the following	3-4
ARTS 109 Introductory Studio Art (4 credits)	
ARTS 110 Drawing I (4 credits)	
ARTS 120 Color and Design (4 credits)	
DANC 302 Dance Education & Performance (4 credits)	
DRAM 235 Acting I	
DRAM 463 Theatre for Young Audiences	
DRAM 464 Applied Theatre	

Psychology	6
PSYC 220 Child Development	
PSYC 350 Educational Psychology	

Health	2
HLTH 230 School Health (CA, SAVE, 2 credits)	

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 Elective 9
Note: If ML has been satisfied, 9 credit hours of additional liberal arts elective credits must be selected.

Physical Education Requirements

PE 148 Cooperative Activities (1 credit)

3 additional PE courses

Note: These are not considered academic credits and are therefore, not listed in the credit totals above.

Specialization Area

15-18 credit hours

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: one of the following 16-17

LITR 200 Literary Traditions

LITR 201 Patterns of Literature

Plus one of the following

COMP 201 Intermediate Writing (4 credits)

COMP 202 Creative Writing (4 credits)

Plus all of the following

LITR 322 Children's Literature

LITR One upper-division LITR course

One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)

Mathematics Specialization 17

MATH 151 Calculus I (4 credits)

MATH 152 Calculus II (4 credits)

MATH 340 Set Theory and Logic

MATH 375 Linear Algebra I

MATH Upper Division Elective (chosen under advisement)

Biology Specialization 16

BIOL 152 General Biology II (4 credits)

BIOL 300 Ecology

BIOL 311 Genetics (4 credits)

BIOL Upper Division Electives (5 credits)

Chemistry Specialization 17

CHEM 105 General Chemistry I (4 credits)

CHEM 106 General Chemistry II (4 credits)

Plus at least 9 credits from the following

CHEM 301 Fundamentals of Environmental Science

CHEM 304 Chemistry Lab Techniques (1-2 credits)

CHEM 311 Quantitative Analysis (4 credits)

CHEM 315 Forensic Science

CHEM 341 Organic Chemistry I (4 credits)

CHEM 342 Organic Chemistry II (4 credits)

Geology Specialization: one of the following 15

GEOL 102 Ancient Life

GEOL 104 Historical Geology

Plus 12 credits from the following

GEOL 301 Sedimentology-Paleontology-Stratigraphy I (4 credits)

GEOL 302 Sedimentology-Paleontology-Stratigraphy II (4 credits)

GEOL 311 Mineralogy (4 credits)

GEOL 405 Structural and Field Geology (4 credits)

GEOL 406 Hydrology

GEOL 407 Geophysics

GEOL 409 Seismology and Plate Tectonics

GEOL 420 Geochemistry

GEOL 421 Environmental Geology Problems

GEOL 475 Geology Lab Techniques (1 credit)

GEOL 480 Geology Research

Physics Specialization: one of the following 16

PHYS 111 Laser and Light

PHYS 130 Music Acoustics

Plus all of the following

PHYS 202 College Physics II (4 credits)

PHYS 330 Meteorology

PHYS 335 Astronomy

Plus one of the following

PHYS 325 Energy and the Environment

GEOL 407 Geophysics

CHEM 301 Fundamentals of Environmental Science

CHEM 315 Forensic Science

Social Science/History Specialization 15-18

HIST 379 History of New York State

Upper Division Elective in U.S. Political Institutions (3-4 credits)

Upper Division Elective in European or U.S. History

Upper Division Elective in Third World History (3-4 credits)

Upper Division Liberal Arts Elective (History/Social Science, 3-4 credits)

Department of Secondary Education**Chair:** Peter Brouwer

214 Satterlee, 315-267-3161, brouweps@potssdam.edu

Professors: Ronald Bretsch, Peter Brouwer**Associate Professors:** William Doody, Elvira Sanatullova-Allison,

Robert Vadas

Clinical Faculty: Michael Sovay, Donald Straight, Joanne Stiles

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.

Middle and Secondary English Language Arts Education (B.A.)**Grades 7-12 with 5-6 extension****66-75 total credits required.****Contact Person:** Joanne Stiles, Program Coordinator

114C Satterlee, 315-267-2961, stilesjm@potssdam.edu

All English education courses must be completed with a 2.0 or higher; with a 2.75 GPA in the education major.

Students pursuing the Middle and Secondary English Language Arts Education Program must also complete the English (Literature/Writ-

ing) 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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	4
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
Learning Community I (LAI)	14
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 credit)	
SECD 361 English Language Arts: Grades 5-12	
SECD 381 Practicum I: English Language Arts: Grades 5-12 (1 credit)	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
Courses which must be taken concurrently	
LITR 323 Young Adult Literature**	
ANTL 203 Language and Culture (XC, SA)**	
Learning Community II (LA2)	12
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	
SECD 391 Practicum II: English Language Arts: Grades 5-12 (1 credit)	
SECD 358 Grammar Study for Teachers (1 credit)	
Courses which must be taken concurrently	
COMP 202 Introduction to Creative Writing* (4 credits)	
LNGS 301 Language and Structure*	
Learning Community III (LA3)	14
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	
SECD 491 Practicum III: English Language Arts: Grades 5-12 (2 credits)	
Courses which must be taken concurrently	
COMM 408 Visual Communication*	
COMP 401 Theory of Composition*	
LITR Upper Division Literature Course*	
Learning Community IV (LA4)	14
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 Middle/Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	
EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)	

*These courses are requirements within the English major.

**Cognate course

Cognate Requirements 8

All cognate courses must be completed with a 2.0 or higher.

PSYC 321	Psychology of Adolescence
PSYC 350	Educational Psychology
HLTH 230	School Health (CA, SAVE, 2 credits)

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 (B.A.)
Grades 7-12 with 5-6 extension
59-60 total credits required.**

Contact Person: Elvira Sanatullova-Allison, Program Coordinator
206 Satterlee, 315-267-2025, sanatue@potdham.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

Students pursuing the 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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	22
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 340 Classroom Management in Secondary Education (1 credit)	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 333 Education, Language and Culture	
EDLS 349 Introduction to Middle and Secondary School Education	
Courses which must be taken concurrently	
SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12	
SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)	
Courses which must be taken concurrently	
SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12	
SECD 494 Practicum in the Foreign Language Classroom, Grades 5-12 (1 credit)	
Student Teaching Semester	14
Courses which must be taken concurrently	
SECD 455 Student Teaching in the Middle/Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	
EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)	

Cognate Requirements 23-24

All cognate courses must be completed with a 2.0 or higher.

One Arts and Sciences elective (selected with approval ed. adviser)

FREN 303	Contemporary France
FREN 304	Contemporary Québec
HLTH 230	School Health (CA, SAVE, 2 credits)
PSYC 321	Psychology of Adolescence
PSYC 350	Educational Psychology

One of the following

COMM 106	Basic Principles of Speech
COMM 311	Small Group Communication
COMM 324	Persuasive Speaking

Plus one of the following (3-4 credits)

ARTH	(any course)
MUAM	Music course regarding a Francophonic region of the world (with advisement)

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (French)
2. Fingerprinting Clearance

Middle and Secondary Mathematics Education (B.A.) Grades 7-12 with 5-6 extension 63-72 total credits required.

Contact Person: Donald Straight, Program Coordinator
216A Satterlee, 315-267-2553, straightc@potsdam.edu

All Mathematics Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All students enrolled in the 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major	Credits
EDLS 349	Introduction to Middle and Secondary School Education
EDLS 315	Teaching Students with Special Needs: Grades 5-12
SECD 316	Technology and Media in Middle and Secondary School Mathematics
SECD 356	Reading in the Middle and Secondary Schools
SECD 357	Writing in the Middle and Secondary Schools
Courses which must be taken concurrently	
SECD 370	Teaching Mathematics in the Middle School
SECD 390	Practicum in the Middle School Mathematics (2 credits)
Courses which must be taken concurrently	
SECD 470	Teaching Mathematics in the Secondary School
SECD 490	Practicum in the Secondary School Mathematics (2 credits)

Student Teaching Semester 14

Courses which must be taken concurrently:

EDLS 421	Seminar in Middle/Junior and Secondary School Education (2 credits)
SECD 455	Student Teaching in the Middle/Junior High School (6 credits)
SECD 456	Student Teaching in the Senior High School (6 credits)

Cognate Requirements 24

All cognate courses must be completed with a 2.0 or higher.

COMP 101 Writing and Critical Thinking (4 credits)

One elective chosen from COMP, LNGS, or LITR course prefix

HLTH 230	School Health (CA, SAVE, 2 credits)
PSYC 321	Psychology of Adolescence
PSYC 350	Educational Psychology
MATH 425	Applied Combinatorics

One of the following

MATH 404	Elements of Geometry
MATH 553	Concepts of Geometry

Plus one of the following

MATH 125	Probability and Statistics I
MATH 461	Probability and Mathematical Statistics

Modern Language (ML) Requirement 0-9**Recommended Elective**

MATH 130	Mathematical Origins
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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 (B.A.) Grades 7-12 with 5-6 extension 91-92 total credits required.

Contact Person: Robert Vadas, Program Coordinator
211 Satterlee, 315-267-2534, vadasre@potsdam.edu

All Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major	Credits
EDLS 315	Teaching Students with Special Needs: Grades 5-12
SECD 210	Computer Applications in Middle and Secondary Education (1 credit)
SECD 356	Reading in the Middle and Secondary Schools
SECD 357	Writing in the Middle and Secondary Schools

Courses which must be taken concurrently

- SECD 373 Middle and Secondary School Social Studies Curriculum
- SECD 393 Classroom Observation in Middle and Secondary, Social Studies (1 credit)

Courses which must be taken concurrently

- SECD 473 Middle and Secondary School Social Studies Instruction
- SECD 493 Practicum in Middle and Secondary School Social Studies Instruction (1 credit)
- SECD 484 Secondary Social Studies Content Portfolio (1 credit)

Student Teaching Semester 14

Courses which must be taken concurrently

- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)
- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)

Cognate Requirements 58-59

All cognate courses must be completed with a 2.0 or higher.

- ANTH 202 Cultural Anthropology
- GEOG 360 Social Geography (4 credits)
- HIST 201 United States to 1877
- HIST 202 United States Since 1877
- HIST 379 History of New York State
- HIST Upper Level-any 300 level or higher course from the social studies content areas that studies the US in the global arena. (examples would include HIST 373 WW II; HIST 314 Vietnam War; ANTH 332 Native American Religions; SOCI 340 Environment & Society; 3-4 credits)
- HLTH 230 School Health (CA, SAVE, 2 credits)
- PSYC 100 Introduction to Psychology
- PSYC 321 Psychology of Adolescence
- SOCI 101 Introduction to Sociology

One of the following

- HIST 101 Europe to 1815
- HIST 102 Europe Since 1815
- ECON 311 European Economic History

One of the following

- HIST 464 Technology in History
- ECON 306 American Economic History

Choose two courses on the Non-Western world (6 credits) (Africa, Asia, or Latin America/Caribbean). The two courses must come from different disciplines: Anthropology, History, Sociology, Geography, and/or Politics

One of the following

- COMM 106 Basic Principles of Speech
- COMM 311 Small Group Communication
- COMM 324 Persuasive Speaking

One of the following

- ECON 105 Principles of Microeconomics
- ECON 110 Principles of Macroeconomics

One of the following

- POLS 337 International Political Economy (4 credits)
- POLS 432 Politics of Global Inequality (4 credits)
- ECON 302 Changing the World Economy
- ECON 326 Current Economic Policy
- ECON 110 OR 105 (3 cr) if not chosen above

One of the following

- PHIL 314 Contemporary Moral Issues
- PHIL 330 Environmental Ethics

One of the following

- POLS 110 Introduction to U.S. Politics (4 credits)
- POLS 200 Political Ideas (4 credits)

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (Social Studies)
2. Fingerprinting Clearance

**Middle and Secondary Spanish Education (B.A.)
Grades 7-12 with 5-6 extension
58 total credits required.**

Contact Person: Elvira Sanatullova-Allison, Program Coordinator
206 Satterlee, 315-267-2025, sanatue@potdam.edu

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.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major 24

- EDLS 315 Teaching Students with Special Needs: Grades 5-12
- SECD 210 Computer Applications in Middle/Junior and Secondary Education (1 credit)
- SECD 356 Reading in the Middle and Secondary Schools
- EDLS 333 Education, Language and Culture
- EDLS 349 Introduction to Middle and Secondary School Education
- SECD 340 Classroom Management in Secondary Education

Courses which must be taken concurrently

- SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12
- SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)

Courses which must be taken concurrently

- SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12
- SECD 494 Practicum in the Foreign Language Classroom, Grades, 5-12 (1 credit)

Student Teaching Semester 14

Courses which must be taken concurrently

- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)
- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)

Cognate Requirements 20
 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 credits)
 PSYC 321 Psychology of Adolescence
 PSYC 350 Educational Psychology
 SPAN 303 Historia Cultural de Espana
 SPAN 304 Panorama Cultural de Latinoamerica
 One of the following
 COMM 106 Basic Principles of Speech
 COMM 311 Small Group Communication
 COMM 324 Persuasive Speaking
 Plus one of the following
 ARTH Elective
 MUAM Music course regarding a Spanish-speaking region of the world (with adviser approval)

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (Spanish)
2. Fingerprinting Clearance

Secondary School Science Education Grades 7-12

49-62 total credits required.

Contact Person: William Doody, Program Coordinator
 215 Satterlee, 315-267-2530, doodywj@potdams.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the Education major.

Students pursuing the 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.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major	Credits
EDLS 315 Teaching Students with Special Needs: Grades 5-12	21
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
SECD 472 Science Curricula, Programs, and Standards	
GRES 502 Issues in Science-Technology-Society	
Courses which must be taken concurrently	
SECD 372 Science Instruction and Assessment: Gr. 5-12	
SECD 410 Middle or Secondary Science Field Experience	

Student Teaching Semester

Courses which must be taken concurrently	
EDLS 421 Seminar in Middle/Junior and Secondary Education (2 credits)	14
SECD 455 Student Teaching in the Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	

Cognate Requirements 8
 All cognate courses must be completed with a 2.0 or higher.
 HLTH 230 School Health (CA, SAVE, 2 credits)
 PSYC 321 Psychology of Adolescence
 One of the following
 PSYC 100 Introduction to Psychology
 PSYC 220 Child Development

Additional Science Cognates 6-10

For Biology Majors

- Physics course
- Geology course

For Chemistry Majors

- Biology course
- Geology course

For Geology Majors

- Astronomy course
- Meteorology course
- Genetics course

For Physics Majors

- Biology course
- Geology course

Modern Language (ML) Requirement 0-9**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: 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 100-123 total credits required.

Contact Person: William Doody, Program Coordinator
 215 Satterlee, 315-267-2530, doodywj@potdams.edu

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: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses.

The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	15
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 472 Science Curricula: Programs and Standards	
SECD 411 Middle School Science Field Experience	

Cognate Requirements 8

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 credits)

One of the following

PSYC 100 Introduction to Psychology

PSYC 220 Child Development

Plus one of the following

PSYC 321 Psychology of Adolescence

GREED 677 Development and Learning in Adolescence

Additional Science Cognates 36-50

For Biology Majors (48 credits)

Major in Biology – 36 credit hours and in addition to the science cognates for the science major, the following science courses are required under advisement:

Physics course

Geology course

Astronomy course

Meteorology course

For Chemistry Majors (45 credits)

Major in Chemistry – 33 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course

Geology course

Astronomy course

Meteorology course

For Geology Majors (50 credits)

Major in Geology – 38 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course

Physics course

Astronomy course

Meteorology course

For Physics Majors (36 credits)

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

Geology course

Modern Language (ML) Requirement 0-9

Graduate-level Requirements 41

Summer (9 credits)

GREED 555 Classroom Management/Leadership: Middle/Secondary School

GREED 557 Writing in Middle and Secondary School
IT IT Elective (514, 614, or 621)

Fall (15 credits)

GREED 502 Issues in Science-Technology-Society
GREED 571 Science Education Instruction in the Secondary School

GREED 603 Seminar: Teaching Science in the Secondary School

GREED 673 Secondary Science Field Work (Science major)

GREED 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)

GREED 670 Culminating Experience (with advisement)

GREED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)

GREED 694 Student Teaching in the Middle/Junior High School: Grades 7-9 (6 credits)

GREED 697 Student Teaching in the Senior High School: Grades 10-12 (6 credits)

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” – Grades 7-12: Certification in Two High School Science Content Areas
116-134 total credits required.

(e.g., biology and chemistry, biology and physics, biology and earth science, chemistry and physics, chemistry and earth science, or physics and earth science; for other combinations, see adviser)

Contact Person: William Doody, Program Coordinator
215 Satterlee, (315) 267-2530, doodywj@potdam.edu

Application into this program requires completion of 16 credit hours in the science content major with a minimum grade of 2.3 in each course. All education courses must be completed with a 2.3 or higher with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. 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.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
Education Major	15
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 472 Science Curricula: Programs and Standards	
SECD 410 Middle or Secondary Science Field Experience	

Cognate Requirements 8

All cognate courses must be completed with a 2.3 or higher.

HLTH 230 School Health (CA, SAVE, 2 credits)

One of the following

PSYC 100 Introduction to Psychology

PSYC 220 Child Development

Plus one of the following

PSYC 321 Psychology of Adolescence

GREED 677 Development and Learning in Adolescence

Modern Language (ML) Requirement 0-9

Graduate-level Requirements 41

Summer (9 credits)

GREED 555 Classroom Management/Leadership: Middle/Secondary School

GREED 557 Writing in Middle and Secondary School

IT IT Elective (514, 614, or 621)

Fall (15 credits)

GREED 502 Issues in Science-Technology-Society

GREED 571 Science Education Instruction in the Secondary School

GREED 603 Seminar: Teaching Science in the Secondary School

GREED 673 Secondary Science Field Work (Science major)

GREED 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)

GREED 670 Culminating Experience (with advisement)

GREED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)

GREED 694 Student Teaching in the Middle/Junior High School: Grades 7-9 (6 credits)

GREED 697 Student Teaching in the Senior High School: Grades 10-12 (6 credits)

Additional Content Area Requirements 52-61

For Biology Majors (55-61 credits)

Major in Biology (36 credits)

And one of the following minors

Minor in Chemistry (22 credits)

Minor in Physics (19 credits)

Minor in Earth Science (25 credits)

For Chemistry Majors (52-58 credits)

Major in Chemistry (33 credits)

And one of the following minors

Minor in Biology (23 credits)

Minor in Physics (19 credits)

Minor in Earth Science (25 credits)

For Geology Majors (52-61 credits)

Major in Geology (38 credits)

And one of the following minors

Minor in Chemistry (22 credits)

Minor in Physics (19 credits)

Minor in Biology (23 credits)

For Physics Majors (52-55 credits)

Major in Physics (30 credits)

And one of the following minors

Minor in Chemistry (22 credits)

Minor in Biology (23 credits)

Minor in Earth Science (25 credits)

Note: There may be additional requirements from each science department.

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: 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 47 for a description of non-liberal arts credits.

Education Course Subject Codes

EDLS Liberal Arts Education

EDUC Non-Liberal Arts Childhood Education

GREED Graduate Education

IT Information Technology

SECD Non-Liberal Arts Secondary Education

SPED Special Education

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

Liberal Arts Education Courses

EDLS 201 – Principles of Education (3) Provides overview: 1) characteristics and needs of children; 2) goals and objectives of elementary education; 3) nature of knowledge; 4) teaching-learning theories and strategies based upon such theories; 5) educational roles of teachers; 6) attitudes and values to be nurtured and developed; 7) nature of evaluation; 8) nature of curriculum. May include classroom observation/participation in elementary classrooms. Fall and Spring. Gen Ed: PI

EDLS 207 – Literacy I (0-4) Designed for pre-service teachers responsible for teaching literacy skills to children from birth to grade 6. This is a beginning literacy methods course that teaches the “whys” and “hows” of literacy development. Prerequisite: EDLS 201. Fall and Spring. Gen Ed: WI.

EDLS 306 – Early Childhood Literacy (3) This course is designed for pre-service teachers who will be responsible for the literacy development of children from birth to grade 2. The emphasis of this course 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. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 308, 310, 312 and 314. Fall and Spring. Gen Ed: WI AC.

EDLS 315 – Teaching Students With Special Needs: Grades 5-12 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including autistic 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 diverse 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 pre-service teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Summer.

EDLS 317 – Teaching Vietnam Cultural/Historical Travel (3) This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: teaching the historical background, including an extensive understanding of Vietnamese history; clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim.

EDLS 333 – Education, Language, and Culture (3) This course examines various constructs of the notions of “language” and “culture” in the educational context, the relationship between them, their effect on identity, values, and beliefs as well as their interplay in schools, communities, and society, both in the US and the world. It emphasizes language and culture as a means for knowledge building and explores how social categories relevant to education are linguistically, culturally, and institutionally constructed. The issues are addressed through an interdisciplinary framework, using insights from a variety of fields, including education, behavioral and social sciences, and the arts.

EDLS 349 – Introduction to Middle and Secondary School Education (3) This course is designed to introduce prospective teachers to middle and secondary schools. Students will learn about the history of middle and secondary education in the United States. They will be introduced on an interdisciplinary basis to philosophies of education, the roles of schools in society including science, technology, society and health and drug education, the organization of schools, curriculum development and assessment. Students will begin to develop their own philosophies of education.

EDLS 414 – Student Teaching Seminar 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.

Non-Liberal Arts Childhood Education Courses

EDUC 303 – @Creative and Sensory Experiences for Young Children B-2nd Grade (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. Early Childhood/Childhood Majors only. Fall and Spring. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 407, 408, 409 and 411.

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. Early Childhood/Childhood Majors only. Fall and Spring. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 310, 312, 314 and EDLS 306.

EDUC 310 – @Childhood/Early Childhood Mathematics Methods: PK-6 (3) Mathematics: Elementary Methods is a course designed to prepare students to teach mathematical concepts and skills in grades preK-6. Based on research the NCTM and NAEYC Standards, pre-service teachers will learn how to help children in elementary and middle school develop their basic mathematics skills through understanding and practicing. They will also learn how to develop mathematical reasoning and problem solving skills. Simultaneously, the preK-6 mathematics curriculum will be reviewed to increase the knowledge base and the confidence level of the future teacher. Students will be introduced to current issues in mathematics education such as the use of technology and manipulative materials, interdisciplinary education, performance assessment and constructivism. They will learn to develop lessons that meet the New York State Learning Standards for Mathematics Science and Technology. A practicum in local elementary schools will provide students an opportunity to apply the concepts learned. Offered Fall and Spring. Early Childhood/Childhood Majors only. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 308, 312, 314 and EDLS 306.

EDUC 312 – @Childhood/Early Childhood Social Studies: PK-6 (3) This course is designed to be theoretical, practical, and personal in nature. Students will experience a constructivist classroom as they build an understanding of teaching social studies in today’s diversely populated schools. Framed within the context of the No Child Left Behind Act and by National standards for Childhood and Early Childhood as well as NYS Learning Standards, students will explore traditional and technological means of delivering a program that assists children from birth through elementary age to understand themselves and their place in diverse communities and an increasingly interdependent world. Students will cooperate in professional teams while creating and critiquing practical lessons and mini-units that may be utilized when teaching Social Studies. Students will be expected to continuously reflect on their own and their peers’ contributions to major course components. Early Childhood/Childhood Majors only. Fall and Spring. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 308, 310, 314 and EDLS 306.

EDUC 314 – @Teaching Students with Special Needs: Grades Birth-6 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including autistic students; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with diverse learning needs. Prerequisites: EDLS 201 and 207. Corequisites: EDLS 306, EDUC 308, 310 and 312.

EDUC 407 – @ Childhood Literacy (3) Knowledge and application of literacy instructional strategies are refined and pre-service teachers have the opportunity to apply what they have learned in the classroom. The emphasis of this course is placed on developing knowledge of literature for younger children (8-12 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Prerequisite: Block I. Corequisites: EDUC 303, 408, 409 and 411. Fall and Spring

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. Early Childhood/Childhood Majors only. Prerequisite: Block I. Corequisites: EDUC 303, 407, 409 and 411. Fall and Spring.

EDUC 409 – @Childhood/Early Childhood Science Methods: PreK-6 (3) This course is designed to guide teacher education students to develop a broad competency in teaching science to childhood/early childhood school children. Emphasis will be on the importance of science education as a foundation for childhood/early childhood as students examine science content and teaching methods. This course requires observation/participation in the childhood/early childhood classroom. Early Childhood/Childhood Majors only. Prerequisite: Block I. Corequisites: EDUC 303, 407, 408 and 411. Fall and Spring.

EDUC 411 – @Foundations of Classroom Behavior for Childhood/Early Childhood: Pre-K-6 (3) Foundations of Classroom Behavior will examine classroom organization and management techniques necessary for success as a childhood and early childhood teacher. This course explores effective teaching strategies and curriculum implementation that foster positive learning environments within the childhood/

early childhood classroom and serves the needs of all students. Early Childhood/ Childhood Majors only. Prerequisite: Block I. Corequisites: EDUC 303, 407, 408 and 409. Fall and Spring.

EDUC 415 – @Student Teaching Internship I: Grades PreK-2 (6) Half semester of student teaching at Grade PreK-2 level. Childhood Education Majors only. Fall and Spring. Gen Ed: SI.

EDUC 416 – @Student Teaching Internship II: Grades 3-6 (6) Half semester of student teaching at Grade 3-6 level. Childhood Education Majors only. Fall and Spring. Gen Ed: SI.

EDUC 425 – @Student Teaching Internship I: Pre-K-Grade 2 (6) Half semester of student teaching at Pre-K-Grade 2. Childhood/Early Childhood Education majors only. Fall and Spring. Gen Ed: SI.

EDUC 426 – @Student Teaching Internship II: Grades 3-6 (6) Half semester of student teaching at Grades 3-6 level. Childhood/Early Childhood Education majors only. Fall and Spring. Gen Ed: SI.

Graduate Education Courses

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 503 – @Educational Law (3) Study of principles and procedures underlying educational law in the United States with emphasis upon New York State. Analysis of critical current issues, church-state relationships, discipline, liability and teacher rights, and responsibilities. Summer.

GREd 504 – @Using Spreadsheets in Teaching School Mathematics (3) The course is designed as an introduction to computational methods for concept development in school mathematics by using an electronic spreadsheet program. It demystifies the stereotype of using this commonly available software as a mathematical/pedagogical tool. The teachers will explore various pedagogical strategies and alternative computational ideas aimed at the design of spreadsheet-enabled lessons relevant to K-12 mathematics curriculum. Developed in accord with NYS Learning Standards, the course activities will be oriented towards fostering teachers' ability to take intellectual risk in making pedagogical and/or curricula decisions.

GREd 505 – @Topics in Mathematics for Elementary Teachers (3) This course is designed to improve mathematical preparation of elementary pre-service teachers. It fosters the development of profound understanding of mathematics taught to younger children through the in-depth study of basic mathematical ideas and concepts, emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of the teachers and develop their confidence in doing and teaching mathematics. Fall, Spring and Summer.

GREd 507 – @Developing a Positive Self-Concept (3) Students will study and apply ingredients that aid in the development of a positive self-concept. Caring, sharing, giving, accepting acceptance, etc. will be practiced within the class setting. The invitational education model will be stressed as a way to enhance one's self-concept both personally and professionally. Classroom projects and assignments will meet the professional and/or personal needs of the individual student. As demand warrants.

GREd 510 – @Museums and Local Sites as Educational Resources (3) An examination of the general purposes of various types of museums and local sites, the contributions each can make to PreK-12 curriculums, and the instructional methods best suited for use in the student's own teaching situation (be it public school classroom or other educational setting). Involves visits/field work at selected area museums and sites. Designed for education and non-education students. Spring, odd years.

GREd 511 – @Humanistic Education (3) Designed to focus on the discovery of meaning within teaching-learning situations and to explore the student's search for self-identity. The course will emphasize student-centered curricula, knowing students as unique individuals, classroom motivation and control, relevant knowledge, student creativity and self-evaluation. Inviting school success with the use of the invitational education model and Covey's principles of highly effective people will also be stressed. As demand warrants.

GREd 514 – @International and Global Education (3) Part I of the course examines the roles of values in elementary and secondary education: teaching values, teaching about values and values clarification. Part II builds upon this conceptual base and applies it to specific social and ethical issues in the elementary and secondary curriculum: war and peace, food and hunger, environmental stewardship. Fall, odd years.

GREd 515 – @Teaching Local History and Community Studies (3) Analysis of the role of local history and community studies in the elementary and secondary curricula of New York State with emphasis on the subject of social studies. Investigation of resources available in North Country local communities: persons, artifacts and sites. Several in-class resource guests and some class visits to selected sites.

GREd 516 – @Diversity & Advocacy in Education (3) The course is designed to help increase education students' awareness of cultural diversity and its relationship to advocacy in education. Upon completion of this course students will see themselves as advocates – utilizing equity pedagogy and prejudice reduction strategies – committed to developing school cultures that are socially just for all.

GREd 517 – @Integrating the Arts into the Elementary Classroom (3) This course will help classroom teachers gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. New York State Standards for the Arts will serve as a guide as activities are developed to enhance children's cognitive, social, and emotional development. Participants will gain experience, familiarity, and comfort with various aspects of the arts (dance, music, theatre, and visual arts). Fall, Spring and Summer.

GREd 522 – @Creative and Affective Experiences in Early Childhood (3) This course is designed to focus on the value of play to develop the whole child in an environment that supports play. Students will plan and implement child-centered integrated learning experiences in play, music, drama, sensory, and art based on developmental needs of children. Fall and Summer.

GREd 530 – @Classroom Management and Discipline (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Fall, Spring and Summer.

GREd 531 – @Creative Problem Solving - Mathematics (3) This course is designed with the goal to provide teachers with the experience of mathematical discovery through creative problem solving. A variety of instructional approaches, including the use of computers, will be examined by solving open-ended problems relevant to school mathematics curriculum. Spring, as needed.

GREd 533 – @Outdoor Activities for Teaching Science (3) This course is designed for secondary and elementary teachers of science. The main objective of this course is to provide science teachers with activities that can be used to teach students in an outdoor setting. Methods of soil and water testing, topographic map reading, compass use, plant and animal identification, population dynamics, ecosystem analysis, food chain/web structures, stream discharge volume/rates, and land forms will be examined. The course will be taught in a Wilderness area of the Adirondack Park. The class will be limited to 12 students. Permission of the instructor is required for acceptance into this course. Summer.

GREd 534 – @Teaching Math in a Technological World (3) Technology is changing the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS Math, Science and Technology Framework and the NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Fall.

GREd 535 – School Mathematics from an Advanced Standpoint (3) This course is designed for pre-service and in-service school mathematics teachers and provides an advanced treatment of mathematical content typically associated with the secondary mathematics curriculum. The course activities involve the extension and generalization of mathematical propositions, informal and formal methods of justification, demonstration and proof, and the analysis of problems and concepts. Spring, as needed.

GED 538 – @Mathematical Modeling in School Mathematics (3) An overview of mathematical modeling concepts oriented toward the goal of integrating modeling activities in the school mathematics curriculum. Provides pre-service or in-service teachers an introduction to the mathematical modeling process, including creative and empirical model construction, model analysis and model research. Discrete and continuous modeling methods will be discussed and employed within both empirical and theory-based approaches. As needed.

GED 539 – @Explorations in Discrete Mathematics for Teachers (3) Discrete mathematics is an area of mathematics that has grown rapidly and taken on greater significance in the past few decades. Problems in discrete mathematics often involve real-world applications and can be posed to students at a variety of grade levels. National and state curricular standards are calling for a greater integration of discrete math topics into the K-12 curriculum. This course will present pre-service and in-service middle and secondary math teachers with an overview of discrete mathematics and explore (at an advanced level) a variety of problems suitable for use in the classroom. As needed.

GED 540 – @Project Wild (1) Project WILD is an interdisciplinary, supplementary environmental education program emphasizing wildlife for educators N-12. The goal of Project WILD is to assist students of any age in developing the awareness, skills and knowledge needed to make informed decisions and behave responsibly toward wildlife and the environment. Since it is interdisciplinary, Project WILD can be used to teach language arts, math, art, music and physical education as well as social studies and science. Project WILD is principally sponsored by the Western Association of Fish and Wildlife Agencies and the Western Regional Environmental Education Council.

GED 541 – @Project Learning Tree (1) This course is an interdisciplinary environmental education program. The purpose is to encourage teachers to approach learning and teaching with an environmental perspective. The content centers around the interrelationships in natural and cultural communities between humans, land and renewable resources. Learnings develop from direct involvement with a number of PLT activities. While focusing mainly on trees and forest, participants can develop awareness, knowledge, attitudes and skills applicable to situations dealing with other natural resources as well.

GED 542 – @Project Wild Aquatic (1) Project WILD Aquatic is an interdisciplinary environmental education program that emphasizes awareness, appreciation and understanding of wildlife in aquatic communities. Students gain an understanding of the dynamic relationships between aquatic creatures, their habitat needs and society's demands on these natural resources. At the same time students will develop problem-solving and decision-making skills in exploring responsible human actions toward wildlife and its aquatic environments.

GED 544 – @Cooperate to Educate (3) This course is designed to provide classroom teachers and/or someone interested in becoming a classroom teacher the knowledge and practice in developing techniques needed to design and implement cooperative learning groups. Various teaching strategies in the following will be explored as integral to cooperative learning; group roles/responsibilities; creative and critical thinking/problem solving; creating a brain-compatible environment; thematic instructional units; resources (physical, human, etc.); other pertinent techniques depending on the knowledge and experience of the group. Summer.

GED 548 – @Literacy and Literature for Young Children (3) Selected examples of literature for young children are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs and also individualizing student development. Special attention is given to literature that represents cultural diversity and literature that allows for the integration of literacy development with other content areas described in New York State Learning Standards. Summer, Fall and Spring.

GED 549 – @Adolescent Literature-Teaching of Reading/Literacy (3) This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources

on teaching adolescent literature, constructing reading data bases, and examining instructional uses of power point and electronic communication.

GED 550 – @Introduction to Teaching English Language Arts, Grades 7-12 (3) A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for the English Language Arts of reading, writing, speaking, and listening will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. MST students only. Corequisite: GRED 588. Fall.

GED 552 – Teaching Vietnam: Cultural/Historical Travel (3) This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: Teaching the Historical background, including an extensive understanding of Vietnamese history; Clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim.

GED 555 – @Classroom Management/Leadership: Middle/Secondary School (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Secondary students only.

GED 556 – @Reading in Middle and Secondary School (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Fall, Spring and Summer.

GED 557 – @Writing in the Middle and Secondary School (3) Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Fall and Summer.

GED 558 – @Literacy I: Methods – Childhood (3) This course is designed for the elementary pre-service teacher who will be responsible for teaching literacy in grades 1-6. It is assumed that persons enrolled in this course know little or nothing about the theories of reading and other literacy skills development. With this assumption in mind, this course will be geared to teaching pre-service teachers the "whys" and "hows" of teaching reading, writing, listening, and speaking to children. Summer, Fall and Spring.

GED 559 – @Literacy II: Methods – Childhood (3) This course is designed to help pre-service teachers understand and define the various components of a "balanced" literacy program for children in grades 1-6. Using quality children's literature, pre-service teachers will be expected to design and implement balanced literacy instruction in a classroom setting. Pre-service teachers will also be expected to use various forms of assessment to measure the success of their instruction as well as individual progress in literacy development. Fall and Spring.

GED 565 – @Elementary Mathematics: Content and Methods (3) Teaching mathematics effectively at the elementary level requires much more than the ability to "do" mathematics. The teacher must have a deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help elementary school teachers develop their own understanding of the mathematics, as well as explore strategies and models for teaching mathematics at the elementary level. A field experience is also required. Fall and spring.

GED 566 – @Elementary Science: Content and Methods (3) Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Includes observation/participation in elementary classroom. Fall, Spring and Summer.

GED 567 – @Elementary Social Studies: Content and Methods (3) This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Appropriate field experiences are determined by the instructor. Fall, Spring and Summer.

GED 568 – @Teaching Mathematics in the Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. They will learn how to provide learning experiences, including interdisciplinary experiences, and create assessments that are developmentally appropriate for middle level students. Pre-service teachers will learn how to engage middle school students in meaningful mathematics, work with middle school students who are not meeting minimum standards and prepare middle school students for the abstract world of high school mathematics. They will become knowledgeable about the current NYS Learning Standards for Mathematics Science and Technology and the NCTM Standards. This will include how to integrate mathematics with other disciplines. Corequisite: GRED 578. Summer.

GED 569 – @Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as an everyday citizen and to move successfully into programs that require the study of mathematics at the college level. Students in this course will become knowledgeable about the current NYS Learning Standards for Mathematics, Science and Technology and the NCTM Standards. Corequisite: GRED 579. Fall.

GED 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 672. MST only. Prerequisite: GRED 672. Fall.

GED 574 – Navajo Cultural Exchange Program (3) The Navajo Cultural Exchange Program is a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3 hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam pre-service teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Summer.

GED 578 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-6). Corequisite: GRED 568. Summer.

GED 579 – @Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Corequisite: GRED 569. Fall.

GED 582 – @Teaching Writing, Language and Communication, Grades 7-12 (3) This course extends study in GRED 550, Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts). Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and non-print "texts" for teaching writing, language, and communication. MST students only. Prerequisites: GRED 550 and 588. Corequisite: GRED 584. Spring.

GED 584 – @Teaching Literature and Literacy, Grades 7-12 (3) This course extends study in GRED 550 Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching literature and reading. Based on state and national standards the course will examine: 1) how to integrate study of literary genre and "texts" [including, non-print texts such as film, media, arts, visual literacy, etc.]; 2) how to evaluate and select literature for secondary ELA curricula; 3) how to integrate the study of literature with the teaching of reading (including strategies for assessing reading skills, teaching reading comprehension and layered reading, construction meaning, language and vocabulary development, study skills, etc.); 4) how to integrate the teaching of literature and reading with other literacy skills of writing, speaking, and listening; and 5) how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. MST students only. Prerequisites: GRED 550 and 588. Corequisite: GRED 582. Spring.

GED 587 – @Leadership of Communities of Learners (3) By the end of this course, participants will be able to identify and describe elements of organizational culture in learning communities and related roles of leadership. Organizational culture includes policies and practices that oppress individuals and groups on the basis of socio-economics, race, ethnicity, language, learning styles, gender, sexual orientation, and/or disability. Participants will explore, develop, and apply strategies and skills related to transforming schools in ways that serve the interest of all individuals and groups within a community of learners. Prerequisite: GRED 600, 607, or 634 or student teaching, or permission of the instructor(s).

GED 588 – @Practicum 1: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7-12. Three consecutive days per week is allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. MST students only. Corequisite: GRED 550. Fall.

GED 589 – @Practicum 2: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in Secondary English Language Arts classrooms, grades 7-12. Three consecutive days per week is allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. MST students only. Prerequisites: GRED 550 and 588. Corequisites: GRED 582 and 584. Spring.

GED 590 – Special Social Studies Education Content Topic (3) Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional and evaluation considerations of the content topic for middle and secondary school learning/teaching in social studies. Permission of instructor and/or advisor required for undergraduate BA students. May be offered as a travel course.

GED 603 – Seminar: Teaching Science in Secondary Schools (3) Integration of the history and philosophy of science into science curricula. Fall.

GED 610 – Advanced Secondary Science Education (3) This course explores alternatives in science teaching methods, including the historical, contemporary and experimental. Considers special techniques for demonstration, field and laboratory and special learning situations, including criteria for slow and accelerated learners. Provides an opportunity for the student to develop his or her own teaching style

reflecting techniques he or she has determined to be effective. Prerequisite for MST students: GRED 672. Summer.

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 672 – Science Curricula, Programs and Standards (3) This course is designed to introduce future teachers to school science curricula and programs in grades 7 - 12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Summer

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. 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. Corequisites: MST Elementary: GRED 613 and 696; MST Secondary: GRED 692 or 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. Summer and Fall.

GRED 680 – Secondary Science Cumulative Experience Portfolio (3) Students will create a portfolio of work and experiences demonstrating their competency for teaching Secondary Science in accord with the National Science Teachers Association Standards. They will critically evaluate their portfolio as it is constructed and reflect upon ways to further enhance preparedness for teaching. Corequisites: GRED 571 and 672.

GRED 685 – Secondary Science Teaching Research II (3) Continuation of research begun in GRED 675 Secondary Science Teaching Research. 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. Prerequisite: GRED 675.

GRED 692 – Student Teaching: Jr. High School 7-9 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7-9 experience over the course of half a semester. Students are expected to demonstrate skills in defining education objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. MST only. Corequisites: GRED 676 and 697.

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. Corequisites: GRED 676 and 692.

GRED 694: Student Teaching in the Middle/Junior High 5-9 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 5-9 experience over the course of half a semester. Students are expected to demonstrate skills in defining education objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. MST and BA/MST Secondary students only. Corequisites: GRED 676 and 697.

GRED 697 – Student Teaching in the Senior High (10-12) (6) This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. For MST and BA/MST students only. Corequisites: GRED 692 or 694 and GRED 676.

Information Technology Courses

IT 502 – @Organizational Development (3) The purpose of this course is to look at the principles and the nature of the organizational development field and dominant methods, modes and perspectives taken to conduct the work.

IT 505 – Organizational Communications (3) This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination.

IT 506 – Small Group Communication (3) The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Fall, odd years.

IT 514 – Computer Applications for Content Area Teaching (3) This course presents an introduction to computer applications used to support instruction in an instructional setting. Students gain experience with software suites, using the internet and electronic communications, and various other software applications. The emphasis in this course is on conveying teaching strategies for use when applying computers to instruction, as well as using technology to support current learning standards. Introductory course for secondary education students. Fall and Spring.

IT 515 – @Managing innovation (3) This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

IT 518 – @Computers in Education (3) This course presents an introduction to varied microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, database, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary classrooms. No previous computer experience is required. This is an introductory course for elementary and secondary education students. Summer, Fall and Spring.

IT 529 – Computer Applications/Performance Improvement (3) Students will explore the use of computers as a tool for instructional applications in education. Word processing, database management, spreadsheet creation, and presentation software will all be covered. Internet based communications tools will also be emphasized.

Emphasis will be placed on developing practical applications for education settings in a cross-platform environment. Prerequisite: basic word processing, mouse skills, some internet experience, to be augmented by jumpstart classes if these skills are lacking. Intermediate-level course.

IT 544 – Desktop Publishing (3) The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory Course. Summer.

IT 545 – Preparing and Delivering Professional Presentations (3) The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered. Summer.

IT 546 – Preparing Performance Support Materials (3) This course provides a comprehensive overview of the computer-based preparation of instructional materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and web pages. Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project. Summer.

IT 549 – Web Page Development (3) The course is intended to provide students with experience in web page design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create web sites. Students will work with a variety of media, such as audio, video, text, and graphics to exploit the personal computer's ability to present information through the Internet. Introductory course.

IT 552 – @Computer Graphics (3) This course is a survey of various computer graphic types and applications, including still graphics, log creation, desktop publishing, motion graphics, animation, and video production. This is an introductory course that serves as an introduction to computer graphics for ICT majors, as well as a technology elective for non-majors. Fall.

IT 566 – @Simulations & Games for Teaching & Learning (3) This course will explore the use of simulations and games for instructional environments. Both computer-based and non-computer based options will be covered. This course is intended for both K-12 educators, as well as those interested in corporate training. No prerequisites. Introductory Course.

Non-Liberal Arts Secondary Education Courses

SECD 210 – @Computer Applications in Middle/Secondary Education (1) To provide an introduction to the use of computers in education. The course will present general knowledge about personal computers, the Internet and an overview of their use in secondary education. The course will emphasize general software applications of computer technology in education. Students will also have the opportunity to examine resources available through the Internet in specific educational areas. Fall and Spring.

SECD 316 – @Technology and Media in Middle/Secondary School Mathematics (3) This course will provide students the opportunity to learn how technology and media can enhance the understanding of mathematics when used appropriately. Students will explore appropriate uses of the calculator, graphing calculator, spreadsheets, and software such as 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 in Middle/Secondary School (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Fall, Spring and Summer.

SECD 357 – @Writing in the Middle and Secondary School (3) Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Fall and Summer.

SECD 358 – @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. Corequisites: Learning Community I courses EDLS 315 and 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. Prerequisites: EDLS 349 and SECD 316. Corequisite: SECD 390.

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. Corequisites: 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. Prerequisites: SECD 356 and 472 and EDLS 315.

SECD 373 – @Middle and Secondary School Social Studies Curriculum (3) Introduction to role of social studies in curriculum of junior and senior high school. Emphasizes philosophical bases for social studies in high school program, changing roles of social studies in American high schools (including New York State) since the 1920s, and various current schools of thought as to nature of secondary social studies. Explores contributions of social studies to a liberal secondary school education within democratic society. Corequisite: SECD 393. Spring.

SECD 374 – @Introduction to First and Second Language Acquisition Grades 5-12 (3) Introduction to theory, research, and practice in the fields of first and second language acquisition; understanding of language acquisition at various developmental levels, both within and outside the classroom; and application of language acquisition theories to instructional practice in grades 5-12. Corequisite: SECD 394.

SECD 381 – @Practicum 1: 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 and SECD 210. Corequisites: EDLS 315 and SECD 361.

SECD 390 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Corequisite: SECD 370.

SECD 391 – @Practicum 2: 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. Prerequisite: Learning Community I. Corequisite: SECD 371.

SECD 393 – @Classroom Observation in Middle and Secondary Social Studies (1) Students will observe the teaching of social studies in the middle and secondary school. Corequisite: SECD 373. Spring.

SECD 394 – @Observation 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. Corequisite: SECD 374. Spring.

SECD 410 – @Middle or Secondary Science Field Experience (3) This course provides pre student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor, 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. Corequisite: SECD 372 or 472.

SECD 455 – @Student Teaching in the Middle/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; Students will concurrently take 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. Corequisite: Students must be concurrently enrolled in the following Learning Community III course: SECD 491. Fall and 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. Corequisite: 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. Corequisite: SECD 493. Fall.

SECD 474 – @Foreign Language Instruction, Curriculum & Assessment: Grades 5-12 (3) Introduction to history of foreign language education and teaching; understanding of the role of foreign language in junior high/middle and senior high school programs; understanding and application of the national and state foreign language learning standards; introduction to and application of approaches, methods, strategies, and techniques of foreign language instruction; utilization of assessment tools to obtain information about foreign language learners' learning as well as assist them in reflecting on their own progress; selection, evaluation, development,

and modification of foreign language curricula; practice in instructional planning through interdisciplinary lesson and unit development which is developmentally and proficiency level appropriate and incorporates four language skills, culture, and technology; and creation of a community of learners, including students with special needs, in the foreign language classroom. Prerequisites: SECD 374 and 394. Corequisite: 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. Prerequisites: SECD 373 and 393. Corequisites: SECD 473 and 493. For BA Soc 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). Corequisite: 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. Corequisite: 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. Corequisite: SECD 473. Fall.

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. Prerequisites: SECD 374 and 394. Corequisite: SECD 474.

Special Education Courses

SPED 505 – @Introduction to Special Education (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including autistic students in elementary, middle and secondary school; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with diverse learning needs. Equivalent course to EDLS 314 or EDUC 314.

SPED 595S – @Special Topics (1-6) Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Masters of Science in Teaching degree programs.

CRANE SCHOOL OF MUSIC

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

Michael Sitton, Dean
C219 Bishop, 315-267-2415, sittonmr@potsgdam.edu

Glenn Guiles, Associate Dean/Director, Music Admissions
C220 Bishop, 315-267-2453, guilesgs@potsgdam.edu

Distinguished Teaching Professor: James Petercsak

Distinguished Service Professor: John Lindsey

Guest Artist In-Residence: Stephanie Blythe

Professors: Kenneth Andrews, Gary Busch, Nelly Case, John Ellis, Rebecca Gerber, Carleen Graham, Glenn Guiles, Mark Hartman, David Heinick, Robyn Hosley, Boris Loushin, James Madeja, C. Douglas Rubio, Michael Schaff, Paul Siskind, Michael Sitton, Alan Solomon, Paul Steinberg, Jessica Suchy-Pilalis, Eugenia Tsarov, Gregory Wanamaker, Mathias Wexler, Bret Zvacek

Associate Professors: Marsha Baxter, Mark Campbell, Heather Eyerly, Donald George, Charles Guy, Carol Heinick, Sarah Hersh, Christopher Lanz, Peter McCoy, John McGinness, Kathleen Miller, Jill Pearson, David Pittman-Jennings, Rebecca Reames, Raphael Sanders, Kirk Severtson, Jess Tyre, Margaret Wheeler, Paul Wyse

Assistant Professors: Debra Campbell, Caron Collins, Carol Cope Lowe, Christopher Creviston, Brian Doyle, Kelly Drifmeyer, Jeff Francom, Hannah Gruber, Anna Hendrickson, Julianne Kirk, Kathryn Koscho, Deborah Massell, Insook Nam, Lorraine Sullivan, Shelly Tramposh, Heather Wheeler

Visiting Assistant Professor: Lonel Woods

Lecturers: Carol Britt, Bryan Burkett, Lyn Burkett, Jennifer Kessler, Terrence Paynter

Adjunct Instructors: Kent Burchill, Howard Cohen, John Geggie, Francois Germain, Donald Goodness, Ioan Harea, Kathleen Hubbard, Guy Lamson, Scott LaVine, Fabrice Marandola, Julie Miller, Daryle Redmond, Jill Rubio, Timothy Sullivan, Dan Tremblay, Brenda Vredenburg, Jeffrey Vredenburg, Tracy Wanamaker, Robert Zolner

Professional Staff: Gary Galo, Glen Grigel, Lane Miller, Lorelei Murdie, Kathy Olsen

Departments

- Music Education
- Performance
- Theory, History and Composition

Programs

- Music Business

History and Background

The Crane School of Music was founded in 1886, the year Julia Etta Crane established the Crane Normal Institute and developed one of the first curricula in the United States for school music supervisors. Educating those who aim to teach music, primarily in New York State's public schools, has been the principal mission of the school ever since.

From the earliest days in the history of the School, Crane faculty members have considered it essential that music teachers be thoroughly educated musicians before being considered qualified to teach music to others. As a consequence, the curriculum has always reflected a strong emphasis on performance, balanced with requirements that Crane graduates have a substantial knowledge of the theoretical and historical aspects of music, understand the methodologies and pedagogies of music teaching, and are liberally educated.

Mission

The Crane School of Music is a community of musician-educators committed to fostering a vital musical society. Thriving programs in performance, composition, music business, and the academic disciplines of music history and theory enrich its long-standing heritage of leadership in music education. Undergraduate programs are designed to provide a strong and comprehensive foundation across all areas of study, whereas our graduate programs bring greater depth and focus within these areas. In keeping with SUNY Potsdam's mission as a student-centered institution, Crane students and faculty collaborate in pursuing a broad range of opportunities for artistic, personal, and professional growth. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, The Crane School of Music equips students with both the foundations and flexibility needed for the challenges of the 21st century.

Admission to The Crane School 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.potsgdam.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 15-20 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 or 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, General Music
	Musical Studies	Theory/History, Composition
	Performance	
	Music Business	
Bachelor of Arts	Double Degree: Music Education/Performance	
	Music	

Students admitted to The Crane School of Music majoring in music education will automatically be placed into the following tracks based on their applied studio:

Applied Studio	Music Education Track
Winds and Percussion	Band Track
Bowed Strings	Orchestra Track
Voice	Choral Track
Piano, Guitar, and Harp	General Music Track

Students interested in following a different track (with the exception of those moving to the General Music Track) will be required to audition and be accepted on an appropriate secondary performance medium. Please contact the Crane Office of Admissions for more information.

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

1. 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).
2. 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.

3. Following completion of a Transfer Credit Evaluation by the SUNY Potsdam Office of Academic Transfer Services and a music degree audit by the Crane Office of Music Admissions, transfer students should determine whether they will be able to complete their applied study requirements in the anticipated time frame to complete a degree. If this is not possible, students should consider the following alternatives:
 - a. Private study at another institution (see 4a).
 - b. Examination in area of applied study (see The Crane School of Music publication, Academic Information Supplement).
 - c. Application to take credits exceeding those offered per semester (see 4b).
4. Auditions are required for Studio transfer credit in the following situations:
 - a. Applicants who attend institutions not accredited by the National Association of Schools of Music.
 - b. 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.
 - c. 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 credit hours of credit for a semester may be requested – SUNY Potsdam program requires only two credit hours).

Transfer Credit in Theory and Music Literature Basic Musicianship Sequence

Although all college-level transfer credit will be accepted from regionally accredited colleges, placement within the basic musicianship course sequence will be determined by audit of transcripts and either the completion of a theory/aural skills placement exam or according to a formula found on-line in the Crane Academic Information Supplement. The placement exam is given on the Sunday prior to the start of classes each semester. Credit exceeding specific curricular requirements of The Crane School of Music will be recorded as free electives. For more information, please contact the Crane Office of Music Admissions at 315-267-2775.

General Music Degree Requirements

The total number of credit hours for the B.M. degree varies according to the major program and track. Information for each specific degree program can be found on the Crane Web site: www.potsdam.edu/Crane (click on QuickLink "Degree Programs" and select the Academic Year on the right for the year the student entered college).

Applied Music Requirement

Applied music instruction for music majors includes a combination of private and class study leading to evaluations known as Levels A, B and C (with Pre-A Auditions required for some areas). Level requirements vary according to degree program, are listed by degree program below and are administered by a jury of qualified faculty from the 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 credit hours in the area of applied study than are required in the degree program in which they are enrolled without the recommendation of the individual studio teacher and permission of the

dean. More information regarding levels, including each performance area's specific requirements, is available at the Crane Web site: www.potsdam.edu/Crane (click on Quick Link: Degree Programs and then in the right margin, click on the academic year the student entered college). This information is found in the "Part III: 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 with Piano

Vocal: Voice with Instruments

Special Ensembles

Contemporary Music Ensemble, Latin Ensemble, Early Music Ensemble, Jazz Ensemble, Jazz Band, Opera Orchestra

Like Ensembles

Horn Choir, Trombone Ensemble, Flute Choir, Clarinet Choir, Saxophone Chamber Ensembles, Percussion Ensemble, Harp Ensemble, Tuba/Euphonium Ensemble, Guitar Ensemble

Basic Musicianship Sequence for Music Majors 29 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

Semester I

MUCB 101 Keyboard Skills I (1 credit)

MUCB 103 Theory I

MUCB 104 Aural Skills I (1 credit)

Semester II

MUCB 102 Keyboard Skills II (1 credit)

MUCB 105 Theory II

MUCB 106 Aural Skills II (1 credit)

Semester III

MUCB 201 Literature and Style I

MUCB 203 Theory III

MUCB 204 Aural Skills III (1 credit)

MUCP 209 Conducting I (1 credit)

Semester IV

MUCB 202 Literature and Style II

MUCB 205 Theory IV

MUCB 206 Aural Skills IV (1 credit)

MUCP 309 Conducting II (1 credit)

Semester V

MUCB 323 Literature and Style III

General Education Requirements

19-28 credit hours required.

Candidates for the B.M. degree must satisfy the General Education requirements described below. Information for each specific degree program can be found on the Crane Web site: www.potsdam.edu/Crane (click on Quick Link "Degree Programs" and select the Academic Year on the right for the year the student entered college).

Curricula in music leading to the Bachelor of Music degree require 36 credit hours of liberal arts courses. The liberal arts courses and other College requirements must be distributed as follows, except as noted below:

All courses are 3 credits unless noted. Credits are divided as follows:

First-Year Experience

Verbal: [FW] Writing and Critical Thinking (4 credits)

Quantitative: [FM] Freshman Mathematics

Critical Thinking [FC] (one course)

Music Education majors: Principles of Music Education fulfills the FC requirement

Credits

7

Modes of Inquiry

12

Scientific [SP] or [SB] Physical or Biological

A laboratory experience is recommended

Social Analysis [SA]

PSYC 220: Child Development is required for Music Education majors; Micro or Macroeconomics fulfills SA for Music Business majors

*Western Civilization [WC] (0 credits; credits in music curriculum)

American History [AH]

Cross-Cultural [XC]

*Aesthetic [AE] and [AC] (0 credits; credits in music curriculum)

*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

0-9

Modern Language requirement must be met as defined by SUNY Potsdam. See General Education Manual for more information.

Physical Education Experience Requirement

4 experiences. See the General Education Manual for more information.

Bachelor of Music in Music Education

126-138.5 credit hours required.

Contact Persons:Robyn Hosley, Co-Chair, Department of Music Education
A331 Schuette, 315-267-2665, hosleyr1@potdam.eduPeter McCoy, Co-Chair, Department of Music Education
A329 Schuette, 315-267-3210, mccoypm@potdam.edu*All courses are 3 credits unless noted. Credits are divided as follows:***Required Courses**

Credits

General Education Courses

19-28

Liberal Arts Electives

9

Basic Musicianship Sequence (see page 195)

29

Free Music Electives (limit one ensemble per semester)

3

Upper Division Music History and Theory Elective

3

Upper Division Music Education Elective

3

Required Courses for State Certification

5

EDLS 207 Literacy I

HLTH 230 School Health (2 credits)

PSYC 220 Child Development

(0 credits; credits in General Education requirements)

Plus one of the following Tracks

55-58.5

BAND TRACK (58.5 credits)**Performance**MUCC 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)**Music Education**

MUCE 205 Principles of Music Education

MUCE 306 Music Teaching and Learning I

MUCE 307 Practicum in Elementary General Music (1 credit)

MUCE 335, 337 Wind Practices Elementary & Secondary
(2 @ 2 credits)

MUCE 336 Practicum in Teaching Beginning Instruments (1 credit)

MUCE 467 Student Teaching (15 credits)

Technical/Professional Courses

MUCC 161-165 Woodwinds (5 @ .5 credits)

MUCC 330 Percussion (1 credit)

MUCC 121, 122 Brass Techniques I & II (2 @ 1 credit)

MUCC 203, 204 Functional Keyboard (2 @ 1 credit)

MUCC 341 Choral Techniques (1 credit)

MUCC 342 Orchestra Techniques (1 credit)

MUCC 350 Vocal Experience (1 credit)

or choral ensemble

CHORAL TRACK (55-58 credits)**Performance**MUCC 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)

MUCC 131 Introduction to Diction (2 credits)

Music Education

MUCE 205 Principles of Music Education

MUCE 306 Music Teaching and Learning I

MUCE 307 Practicum in Elementary General Music (1 credit)

MUCE 334 Practicum in Elementary Choir (1 credit)

MUCE 338 Choral Practices Elementary/Middle School (2 credits)

MUCE 339 Choral Practices Secondary/Adult (2 credits)

MUCE 467 Student Teaching (15 credits)

*Plus one of the following***Voice Majors Technical/Professional Courses**

MUCC 201, 202 Functional Keyboard (2 @ 1 credit)

MUCC 301, 302 Functional Keyboard (2 @ 1 credit)

MUCC 340 Band Techniques (1 credit)

MUCC 342 Orchestra Techniques (1 credit)

Piano Majors Technical/Professional Courses

MUCC 303 Functional Keyboard (1 credit)

MUCC 350/351 Vocal Techniques (2 @ 1 credit)

MUCC 340 Band Techniques (1 credit)

MUCC 342 Orchestra Techniques (1 credit)

Guitar or Harp Majors Technical/Professional Courses

MUCC 201, 202 Functional Keyboard (2 @ 1 credit)

MUCC 301, 302 Functional Keyboard (2 @ 1 credit)

MUCC 350, 351 Vocal Techniques (2 @ 1 credit)

MUCC 340 Band Techniques (1 credit)

MUCC 342 Orchestra Techniques (1 credit)

ORCHESTRA TRACK (58 credits)**Performance**MUCC 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)**Music Education**

MUCE 205 Principles of Music Education

MUCE 306 Music Teaching and Learning I

MUCE 307 Practicum in Elementary General Music (1 credit)

MUCE 140 String Seminar (.5 credit)

MUCE 340 Practicum in String Teaching (1 credit)

MUCE 341, 342 String Practices Elementary & Secondary
(2 @ 2 credits)

MUCE 467 Student Teaching (15 credits)

Technical/Professional Courses

- MUCC 241-244 String Playing (3 @ .5 credits)
- MUCC 341-344 String Teaching (4 @ .5 credits)
- MUCC 203, 204 Functional Keyboard (2 @ 1 credit)
- MUCC 340 Band Techniques (1 credit)
- MUCC 341 Choral Techniques (1 credit)
- MUCC 350 Vocal Experience (1 credit) or choral ensemble

GENERAL MUSIC TRACK (58.5 credits)

Performance

- MUCS 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)
- MUCP 131 Introduction to Diction (2 credits)

Music Education

- MUCE 205 Principles of Music Education
- MUCE 306 Music Teaching and Learning I
- MUCE 308 Practicum in General Music I (1 credit)
- MUCE 316 Music Teaching and Learning II
- MUCE 318 Practicum in General Music II (1.5 credits)
Workshops (2 @ .5 credits)
- MUCE 467 Student Teaching (15 credits)

Technical/Professional Courses

- MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
- MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
- MUCC 350, 351 Vocal Techniques (2 @ 1 credit)
- MUCE 207 Classroom Instruments (1 credit)
- MUCC 341 Choral Techniques (1 credit)
- MUCC 340 or 342 Band or Orchestra Tech. (1 credit)

Sophomore Evaluation

Each student pursuing a Music Education degree must successfully complete the Sophomore Evaluation for admission into the Crane Music Education Professional sequence. The sophomore evaluation will take place during the student's sophomore year, the semester following successful completion of Principles of Music Education (MUCE 205). This comprehensive review will be made by the Music Education faculty to evaluate the student's progress in relation to academic and musical growth and the feasibility of successful completion of the Music Education degree. To be admitted to advanced standing, students must show evidence of quality work and have made satisfactory progress. Other personal characteristics will be considered as well. For more information, see the Crane 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 Co-Chair of Music Education for Student Programs.

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 Co-Chair of Music Education for Student Programs.
4. Participation in ensembles, performances, lessons, and competitions during the student teaching assignment requires the permission (in advance) of the Co-Chair of Music Education for Student Programs, 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 an Initial certificate. Applications must be completed on-line at: www.highered.nysed.gov/tcert/teach.

In addition to successful completion of the Bachelor of Music Degree in Music Education, the New York State Education Department requires that applicants for initial teaching certification pass the following NYS Teacher Certification Exams: Liberal Arts and Sciences Test, Content Specially Test in Music, and the Assessment of Teaching skills – Written. Student planning to become teachers in New York are required to complete 100 hours of pre-student teaching field experience and complete the fingerprint clearance process. In order to receive Institutional recommendation for certification, a grade of 2.0 or higher is required in the following courses: HLTH 230 School Health, EDLS 207 Literacy, and PSYC 220 Child Development.

Bachelor of Music in Performance

125-139 credit hours required.

Applied studio instruction is offered in percussion, piano, string instruments, wind instruments and voice.

Contact Person: Kirk Severtson, Chair
C103 Bishop, 315-267-2427, severtki@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
General Education Courses	19-28
Liberal Arts Electives	14
Basic Musicianship Sequence (see page 195)	29
Performance	25
MUCS 430 Performance Concentration (8 @ 3 credits)	
Thirty-Minute Recital (no credit)	
MUCP 499 Senior Recital (1 credit)	

Plus one of the following

Piano Performance Majors

Ensembles

Major (4 @ 1 credit)

Chamber (2 @ 1 credit)

Including MUAP 366 Chamber Music with Piano

MUCP 343 Art of Accompanying and/or

MUCP 430 Art Song Repertoire (2 @ 1 credit)

MUCP 324 Piano Literature (2 credits)

MUCE 460 Piano Pedagogy and Practicum I

MUCE 461 Piano Pedagogy and Practicum II

String, Wind and Percussion Performance Majors

Ensembles

Major (8 @ 1 credit)

Other (2 @ 1 credit)

MUCP 308 Instrumental Repertory and Pedagogy I (2 credits)

MUCP 309 Instrumental Repertory and Pedagogy II (2 credits)

Voice Performance Majors

Ensembles

Major (6 @ 1 credit)

Opera (3 @ 1 credit)

MUCP 131 Introduction to Diction (2 credits)

MUCP 231, 232, 233, 234, 235, 236, 237, or 238 Diction (3 @ 1 credit)

MUCP 303 Performance Practice for Singers I

MUCP 330 Vocal Pedagogy (2 credits)

MUAC 430 Production Techniques for Music Theater

MUCC 201, 202, 301, and 302 Functional Keyboard (4 @ 1 credit)

MUCP 518 Vocal Coaching (2 @ 1 credit)

Guitar Performance Majors

Ensembles

Major (2 @ 1 credit)

Guitar Ensemble or Quartet (4 @ 1 credit)

Elective (2 @ 1 credit)

MUCH 445 Guitar History and Literature

MUCE 480 Guitar Pedagogy

Harp Performance Majors

Ensembles

Major (8 @ 1 credit)

Harp Ensemble (2 @ 1 credit)

NSP String Practicum (4 @ 1 credit)

Free Electives

14-28

Upper Division Music Electives

300 or higher course number, MUCH or MUCT

6-15

9

Bachelor of Music in Music Business

128-137 credit hours required.

Contact Person: Carol Britt, Coordinator

C210 Bishop, 315-267-2103, brittch@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
General Education Courses	19-28
Liberal Arts and Free Electives	9
Basic Musicianship Sequence (see page 195)	29
Performance	21
MUCS 420 Performance Concentration (7 @ 2 credits)	
Ensembles (7 @ 1 credit)	
Music Business	29
MUAI 327 Business of Music I	
MUAI 328 Business of Music II	
MUAI 329 Essential Practices of Music Business	
MUAI 400 Legal Aspects of Music Industry	
MUAI 421 Practicum in Music Business (2 credits)	
MUAI 422 Music Industry Internship (12 credits)	
MUCE 520 Topics in Music Technology	
Music Business Electives	6
MUAI 300 level or higher	
Business and Economics	15
ECON 105 Microeconomics	
ECON 110 Macroeconomics	
ACCT 201 Principles of Accounting I	
MGMT 301 Principles of Management	
MKTG 301 Principles of Marketing	

Bachelor of Music in Musical Studies

122-135 credit hours required.

Contact Person: Jessica Suchy-Pilalis, Chair

A118 Schuette, 315-267-2447, suchyjr@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses for both concentrations	Credits
General Education Courses	19-28
Basic Musicianship Sequence (see page 195)	29
Music Theory and Analysis	9
MUCT 514 Modal Counterpoint or	
MUCT 515 Tonal Counterpoint	
MUCT 517 Analytical Techniques or	
MUCT 520 Theory and Analysis of 20th Century Music and	
MUCT 521 Orchestration	
Theory/History Concentration	
Performance	24
MUCS 420 Performance Concentration (8 @ 2 credits)	
Ensembles (8 @ 1 credit)	
Research	3
MUCH 410 Introduction to Music Bibliography (1 credit)	
MUCH 488 Project in Music History and Literature (2 credits) or	
MUCT 488 Project in Music Theory (2 credits)	

Music History Electives 9
Three courses from the MUCH category

Upper Division Music Electives, MUCH, MUCT 6
Liberal Arts Electives 14
Free Electives 9

Composition Concentration

Performance 16
MUCS 420 Performance Concentration (5 @ 2 credits)
Ensembles (6 @ 1 credit)

Composition

8 semesters @ 3 credits each from the following courses. Must include at least 2 semesters of Composition and 2 semesters of Electronic Composition. 26
MUCT 401 Composition I
MUCT 430 Studio Composition
MUCT 411 Electronic Composition I
MUCT 430 Studio Composition (Electronic)
MUCT 499 Recital of Compositions (2 credits)

Research

MUCH 410 Introduction to Music Bibliography (1 credit) 1

Music History Electives

Two courses from the MUCH category 6

Upper-Division Music Electives

Free Music Electives 3

Liberal Arts Electives 14

Special Notes

1. Students are accepted for admission who demonstrate by audition the potential to accomplish Level A in area of applied study by the end of the fourth semester. If 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 Level A and the performance of a Ten-Minute Recital.
3. Students who meet Level A requirements early may, with permission, study a second applied area. If a second applied area is chosen, the requirements for performance ensembles remain as stipulated for the first area of study.
4. To transfer into this degree program from another major or from another institution, and to remain in the program beyond the sophomore year, it is necessary to have a minimum overall grade point average of 3.0 and an average of 3.0 in those subjects included in the Basic Musicianship Sequence.

Bachelor of Arts in Music

123-134 credit hours required.

Candidates for this major must successfully complete The Crane School of Music entrance audition.

Contact Person: Jessica Suchy-Pilalis, Chair
A118 Schuette, 315-267-2447, suchyjr@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses Credits

General Education Courses 35-45

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.

Liberal Arts Electives 31-32

Basic Musicianship Sequence (see page 195) 27

BA majors complete all the Basic Musicianship Sequence except for the 2 Conducting courses.

Performance 12

MUCS 420 Perf. Concentration (4 @ 2 credits)

Ensembles (4 @ 1 credit)

to be selected in consultation with adviser

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 credit hours of additional applied study may be earned in the category of free electives on a space available basis.

Business of Music Minor

23 credit hours required.

Open to all students of the College except for B.S. in Business Administration majors. See page 164 for the appropriate minor.

Contact Person: Carol Britt, Coordinator
C210 Bishop, 315-267-2103, brittch@potdam.edu

The Business of Music minor is designed as a flexible course of study which will lead participants into career interest areas in the music business. The required courses investigate the many areas relative to the music business, including arts administration, recording industry, music publishing, music criticism, copyright law, broadcast industry, unions and guilds, and music merchandising. Additional courses, which complement these areas, are recommended in consultation with the adviser of the program. This program enables students to seek entry-level positions in the areas of study, as well as to pursue advanced study in such areas as arts administration and music merchandising.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses Credits
8

MUAI 327 Business of Music I

MUAI 328 Business of Music II

MUAI 421 Practicum in Music Business (2 credits)

Music Electives: two of the following

MUAH 301 History of Rock Music

MUAH 328 History of Jazz Styles

MUAI 400 Legal Aspects of the Music Industry

MUAI 401 Arts Administration and Grant Writing

MUCE 533 Band Instrument Maintenance for the Music Educator

MUCE 534 String Fleet Maintenance for the Music Educator

MUCE 520 Topics in Music Technology

MUCI 405 Recording and Production Techniques

MUCH 440 Historical Development of Jazz

MUCI 410 Music Merchandising and Retail

MUCT 330 Jazz Theory and Arranging

Other related courses in consultation with Coordinator of Music Business.

Business Electives: three of the following

ACCT 201 Principles of Accounting I

ACCT 202 Principles of Accounting II

MGMT410 Operations Management

MGMT 301 Principles of Management

MKTG 301 Principles of Marketing

MGMT 340 Information Systems for Business

ECON 105 Microeconomics

ECON 110 Macroeconomics

ECON 460 Industrial Organizations

EMRE 330 Human Resource Management

STAT 100 Statistics

Jazz Studies Minor

22 credit hours required.

Contact Person: Bret Zvacek, Director
C306 Bishop, 315-267-2423, zvacekbr@potdam.edu

The Jazz Studies minor is open to all students in music degree programs. In special circumstances, students outside The Crane School of Music may be accepted for study. An entrance examination demonstrating sufficient performance and theoretical skills must be passed by potential candidates outside of The Crane School of Music.

The Jazz Studies minor will provide students with guided experiences in improvisation, performance, history, arranging and pedagogy. Upon completion of the Jazz Studies minor, a student's educational and experiential backgrounds are enhanced as follows:

1. The student will possess a comprehensive understanding of a sophisticated contemporary art music form. The understanding gained will enhance the individual performance skills of the student, enhance the mastery and application of general music theory principles, and encourage personal growth, creativity and problem-solving skills.
2. Students will possess a background that will allow him/her to successfully teach jazz concepts and direct jazz ensembles in the public school setting.
3. Students will possess a background that provides an adequate foundation for successful graduate level jazz study, leading to potential employment as a performer, arranger, or teacher.

6 *All courses are 3 credits unless noted. Credits are divided as follows:*

Credits

19

Required Courses

MUCC 420 Jazz Techniques (2 credits)

MUCT 330 Jazz Theory and Arranging

MUCT 335 Jazz Improvisation I

MUCT 422 Jazz Styles and Analysis

MUCT 424 Jazz Improvisation II (2 credits)

*One of the following**

MUAH 328 History of Jazz Styles

MUCH 440 Historical Development of Jazz

*One of the following**

MUAI 327 Business of Music I

MUAI 328 Business of Music II

MUCE 450 Global Music Education

Performance Stipulation

3

Minimum 2 semesters of the following in any combination

MUCP 374 Jazz Ensemble

MUCP 392 Jazz Band

Minimum of 1 semester of the following

MUCP 393 Small Jazz Group

*Other courses may be chosen in consultation with the Director of Jazz Studies.

Concentrations

A concentration is a grouping of courses (generally 12–18 credit hours) designed to allow the student to emphasize a specific area of study. These courses may fall within the credit-hour requirements of the selected degree program.

Piano Pedagogy Concentration

10 credit hours required.

Open to students enrolled in any music degree program.

Contact Person: Kathryn Koscho, Coordinator
C102 Bishop, 315-267-3230, koschokd@potdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

10

Required Courses

MUCE 460 Piano Pedagogy and Practicum I

MUCE 461 Piano Pedagogy and Practicum II

MUCE 462 Piano Pedagogy and Practicum III

MUCC 303 Functional Keyboard (1 credit)

(Non-keyboard majors must successfully complete MUCC 204 or 302. In addition, a piano audition administered by the Coordinator of Piano Pedagogy may be substituted for MUCC 303.)

Jazz Studies Concentration

12 credit hours required.

Open to students enrolled in any music degree program.

Contact Person: Bret Zvacek, Director
C306 Bishop, 315-267-2423, zvacekbr@potsgdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

MUCC 420 Jazz Techniques (2 credits)

MUCT 330 Jazz Theory and Arranging

MUCT 335 Jazz Improvisation I

One of the following

MUAH 328 History of Jazz Styles

MUCH 440 Historical Development of Jazz

MUCT 422 Jazz Styles and Analysis

MUCT 424 Jazz Improvisation II

Credits
8

3

Performance Stipulation

One semester, either of the following

MUCP 374 Jazz Ensemble (1 credit)

MUCP 392 Jazz Band (1 credit)

1

Special Education – Music Concentration

14-15 credit hours required.

Open to Music Education majors.

Contact Person: Tracy Wanamaker, Coordinator
A334 Schuette, 315-267-2433, wanamats@potsgdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

MUCE 445 Music in Special Education

MUCE 446 Practicum in Special Music Education (2 credits)

Plus one of the following

EDLS 315 Teaching Students with Special Needs (grades 5-12)

EDUC 314 Assessment and Strategies for Teaching Students with Special Needs

Credits
8

Options

6-7

A minimum of six hours to be chosen from the following options: (alternate courses can be substituted with the approval of the Special Music Education Adviser).

Option 1 (6 credits)

PSYC 100 Introduction to Psychology

SOCI 101 Introduction to Sociology

Option 2 (6-7 credits)

PSYC 100 Introduction to Psychology

Plus one of the following

PSYC 300 Research methods in Psychology (4 credits)

PSYC 321 Psychology of Adolescence

PSYC 322 Mental Retardation

PSYC 361 Elements of Behavior Modification

PSYC 375 Abnormal Psychology

Option 3 (6 credits)

SOCI 101 Introduction to Sociology

Plus one of the following

SOCI 380 Family Violence

SOCI 385 The Sociology of Troubled Youth

Option 4 (6 credits)

MUCE 448 Psychology of Music

Plus one of the following

PSYC 100 Introduction to Psychology

SOCI 101 Introduction to Sociology

Note: All courses listed can count towards Liberal Arts elective hours, with the exception of MUCE 448 which can count as a Music Elective.

Crane School of Music Course Descriptions

Note: 600 level courses not listed in this catalog.

@ = Indicates a non-liberal arts course. Please refer to page 47 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 Basic Musicianship 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 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 102 – @Bassoon Reed making (1) This course is designed to develop skills in bassoon reed making.

MUCC 121 – @Brass Techniques I (1) Fall

MUCC 122 – @Brass Techniques II (1) Spring

MUCC 141 – @Violin Playing (.5) A course for viola, cello and string bass music education majors in the orchestra track to improve their skills, knowledge and perspective on the violin.

MUCC 142 – @Viola Playing (.5)

MUCC 143 – @Cello Playing (.5) A course designed for future string specialists who need a working knowledge of the cello. The course will be guided by the National Standards for Music Education as they relate to cello competency.

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) Fall, Prerequisite: MUCB 102

MUCC 202 – @Functional Keyboard–Choral/General Music II (1) Spring, Prerequisite: MUCC 201

MUCC 203 – @Functional Keyboard–Band/Orchestra I (1) Fall, Prerequisite: MUCB 102

MUCC 204 – @Functional Keyboard–Band/Orchestra II (1) Spring, Prerequisite: MUCC 203

MUCC 241 – @Violin Teaching (.5) This course is designed to introduce the knowledge, skills, and methods required to teach the violin. Students will demonstrate their mastery of pedagogy for the instrument primarily through peer teaching. Prerequisite: MUCC141

MUCC 242 – @Viola Teaching (.5) This course is designed as an overview of teaching strategies and materials for the viola. Students will also progress in their ability to play the viola, to NYSSMA Level 2 for cellists/bassists, and Level 4-5 for violinists/violists. Students will be required to create a binder of information about various teaching strategies and solutions. Prerequisite: MUCC 142

MUCC 243 – @Cello Teaching (.5) Prerequisite: MUCC 143

MUCC 244 – @Bass Teaching (.5) Prerequisite: MUCC 144

MUCC 301 – @Functional Keyboard–Choral/General Music III (1) Prerequisite: MUCC 202

MUCC 302 – @Functional Keyboard–Choral/General Music IV (1) Prerequisite: MUCC 301

MUCC 303 – @Functional Keyboard–Piano (1) Comments: Piano Majors Only.

MUCC 309 – @Class Jazz Piano (1)

MUCC 330 – @Percussion Techniques (1) Band and Orchestra track.

MUCC 340 – @Band Techniques (1) Mus Ed: Orchestra, Choral, Gen Music tracks only.

MUCC 341 – @Choral Techniques (1) Mus Ed: Band, Orchestra, Gen Music tracks only.

MUCC 342 – @Orchestra Techniques (1) Mus Ed: Band, Choral, Gen Music tracks only.

MUCC 350 – @Vocal Techniques I (1)

MUCC 351 – @Vocal Techniques II (1)

MUCC 370 – @Harp Techniques (1) Technique for pedal and non-pedal harps. Permission of instructor.

MUCC 420 – @Jazz Techniques (2) Survey of pedagogical sources and techniques for the prospective teacher of jazz. Large and small ensemble rehearsal techniques, literature, and educational publications are discussed. Prerequisite: Sophomore standing or permission.

Music Education Courses for Music Majors Only

MUCE 140 – @String Seminar (.5) The first course in the string music education sequence focusing on the principles of string playing and setting a vision for string study. Other topics include issues in performance, essential string repertoire, resources for the string player, and the expectations and components of the string education program. Orchestra track only. Required for freshman string music education majors; open to all string majors.

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 210 – @Workshops in Music Education (.5)

MUCE 211 – @Classroom Instruments (2) The purpose of this course is to acquaint each student with a variety of instructional approaches, materials, and activities for using classroom instruments in the general music program. Topics will include the developmental sequence for playing instruments, rhythm instruments, simple melody instruments, harmony (accompanying) instruments, assessment of playing instruments, and composition and improvisation using classroom instruments.

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 (1-3)

MUCE 334 – Practicum in Elementary Choir (1) This course provides the undergraduate choral music education student with the opportunity to conduct and rehearse young artists in a choral context. Students will gain practical understanding of the developing child's voice as they observe, study, rehearse, conduct and perform a wide variety of choral literature for children's voices.

MUCE 335 – @Wind Practices–Elementary (2) 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. Prerequisite: MUCP 309.

MUCE 336 – @Practicum in Teaching Beginning Instruments (1-5)

MUCE 337 – @Wind Practices-Secondary (2) Development of practical knowledge, skills, and understanding to organize 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 338 – @Choral Practices-Elementary/Middle School (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 music concepts. Field experience may be included. Prerequisite: MUCP 309.

MUCE 339 – @Choral Practices-Secondary/Adult (2) Prerequisite: MUCP 309.

MUCE 340 – @String Practices: Elementary (2) Focus on practical organization and development of public school string organizations. Topics include curriculum planning, rehearsal and lesson strategies, recruiting procedures, scheduling, programming, repertoire, and student evaluation. Course emphasizes elementary methods and practices. Prerequisite: MUCE 140, MUCC 241 or 242 or 243 or 244, MUCP 309.

MUCE 341 – @String Practices: Secondary (2) Focus on practical organization and development of public school string organizations. (See MUCE 340). Course emphasizes secondary methods and practices.

MUCE 342 – @Practicum in String Teaching (1)

MUCE 378 – National String Project (1-2)

MUCE 405 – @Teaching Instruments to Non-Majors (1-2) Students teach a weekly instrumental lesson to a college non-major. Student teachers are responsible for writing a studio policy and developing an individualized plan of student learning for the semester. Students may teach one student for one credit, or two students for two credits.

MUCE 406 – @Teaching Piano to Non-Majors (1-2) 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 (1-2) Students provide private vocal instruction to non-music majors in order to develop skills needed to teach voice lessons in public school music programs. Prerequisite: MUCP 330 or permission of instructor/studio teacher.

MUCE 410 – @Music Education in Early Childhood (3) This course is designed to help students develop ways of thinking about teaching and learning that will serve students throughout their career as music educators. Specifically, students will develop skills and techniques essential for planning delivering, and evaluation general music instruction for young children in ages Pre-2. Students will become familiar with the philosophical, physiological and pedagogical foundations for general music education in early childhood.

MUCE 417 – @Teaching Opera to Children (3) Why Opera? New York State boasts a rich heritage of opera from the Metropolitan, to Lake George, and Glimmerglass. Opera incorporates all of the performing and visual arts, as well as many other disciplines. Opera belongs in the music education curriculum because of its intrinsic social value as well as its conceptual and pragmatic connections across the academic disciplines. Prerequisite: MUCE 306.

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 505 – @Action Research for Music Educators (3)

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 523 – @Advanced Issues in Music Education (3) Examination of critical issues which impact music in the schools, including curriculum development, the use of technology in the music class, multicultural music, and classroom management skills. Students will have an opportunity to evaluate instructional techniques and develop program goals for their particular teaching situation.

MUCE 524 – @Rehearsal Techniques and Repertoire for the Instrumental Ensemble (3) Examination of methods and materials for the development of the school band or orchestra program. Areas of concentration include score study and analysis, rehearsal procedures, and repertoire.

MUCE 533 – @Band Instrument Maintenance for Wind Educators (3)

MUCE 534 – @School String Fleet Maintenance for String Educators (3)

MUCE 540 – @Wind Band Literature (3) Examination of wind band literature and instructional materials for use with elementary, middle, and high school bands. Students will become acquainted with reference sources related to band repertoire. Class activities will include reading sessions (class size and instrumentation permitting), examination of scores and sound recordings, and survey of pedagogical materials (e.g., chorales, methods, technical studies for unison band). Projects will be tailored to each student's area of interest.

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.

Performance Ensembles

Note: Ensembles are conducted and/or coached by faculty members and usually give scheduled public performances. Membership in performance ensembles is by audition except where indicated (*).

MUAP 115 – @Campus/Community Band* (1) A non-audition performance ensemble for Liberal Arts students, college faculty and staff, and community member who play wind and percussion instruments. The is also designed for music majors who wish to play on secondary instruments. No audition required. Cannot count as a major ensemble for music majors.

MUAP 310 – @Potsdam Community Chorus* (1)

MUAP 336 – @Saxophone Chamber Ensembles (1)

MUAP 338 – @Repertory Percussion Ensemble (1)

MUAP 341 – @Crane Marimba Ensemble (1)

MUAP 347 – @Early Music Ensemble (1)

MUAP 355 – @Phoenix Club* (1)

MUAP 356 – @Hosmer Choir (1)

MUAP 357 – @Men's Ensemble* (1)

MUAP 358 – @Crane Concert Choir (1)

MUAP 360 – @String Orchestra (1)

MUAP 362 – @Crane Symphony Orchestra (1)

MUAP 363 – @String Quartets (1)

MUAP 364 – @Brass Quintets (1) Spring

MUAP 365 – Crane Brass Ensemble (1)

MUAP 366 – @Chamber Music with Piano (1) Required for piano performance majors to fulfill chamber music requirements.

MUAP 367 – @Harp Ensemble (1)

MUAP 370 – @Crane Wind Ensemble (1)

MUAP 371 – @Tuba-Euphonium Ensemble (1)

MUAP 372 – @Crane Trombone Ensemble (1)

MUAP 373 – @Horn Choir (1)

MUAP 374 – @Crane Jazz Ensemble (1)

MUAP 375 – @Guitar Ensemble (1)

MUAP 376 – @Crane Percussion Ensemble (1)

MUAP 377 – @Crane Latin Ensemble (1)

MUAP 380 – @Crane Flute Ensemble (1)

MUAP 381 – @Clarinet Quartet (1)

MUAP 382 – @Woodwind Quintets (1)

MUAP 383 – @Clarinet Choir (1)

MUAP 384 – @Guitar Quartets (1)

MUAP 386 – @Crane Saxophone Choir (1)

MUAP 387 – @Crane Symphonic Band (1)

MUAP 388 – @Crane Concert Band (1)

MUAP 391 – @Contemporary Music Ensemble (1)

MUAP 392 – @Jazz Band (1)

MUAP 393 – @Small Jazz Groups (1)

MUAP 394 – @Opera Ensemble & Production (1)

MUAP 396 – @Opera Orchestra (1)

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 103. Fall.

MUCP 231 – @English Diction I (1) Spring

MUCP 232 – @English Diction II (1) Spring

MUCP 233 – @Italian Diction I (1) Fall

MUCP 234 – @Italian Diction II (1) Fall

MUCP 235 – @French Diction I (1) Fall

MUCP 236 – @French Diction II (1) Fall

MUCP 237 – @German Diction I (1) Spring

MUCP 238 – @German Diction II (1) Spring

MUCP 301 – @The Art of Practicing (3) Do you ever feel frustrated or bored in the practice room? Do you wish you had better practice strategies? This course will explore effective and expressive practice methods that will help you get the most out of your practice sessions. You will learn to analyze problems and find technical and musical reasons behind difficulties, and learn how to approach solving them. You will learn to analyze others' practice techniques and your own through performances in class, and will keep a detailed practice log that will reveal trends in your practice time and effectiveness. Open to instrumentalists only.

MUCP 303 – @Performance Practices for Singers I (3)

MUCP 305 – @Performance Practices 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) Classes consist of a general survey of the major works for the piano by the major composers of all eras. This course can be repeated for credit one time, by permission of the instructor.

MUCP 330 – @Vocal Pedagogy (2) Vocal Pedagogy introduces students to both the art and science of teaching voice. This is accomplished through defining terms, learning basic vocal anatomy and understanding and communicating the fundamentals of vocal technique and vocal health. Approximately two-thirds of this course utilizes a lecture and discussion format. The other one-third is dedicated to the practical application of information presented in the form of mock voice lessons. Minimum requirement of Sophomore standing.

MUCP 331 – @Vocal Coaching Seminar (1) Weekly performance seminar for performance majors deals with all musical aspects of the art of singing: musical phrasing and interpretation, meaning of the text, correct and proper lyric and expressive diction, and ensemble between pianist and singer.

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 366 – @Chamber Music with Piano (1)

MUCP 430 – @Art Song Repertoire (2)

MUCP 499 – @Senior Recital Performance (1) Required for performance majors during fourth year of study. Prerequisite: MUCP 399.

MUCP 518 – @Vocal Coaching (1) Coaching for advanced vocal students. In-depth musical work on interpretation and performance of vocal repertoire.

MUCP 541 – @Advanced Conducting Techniques (2) Study of advanced conducting problems. Special emphasis on 20th century works and recitatives.

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 only).

Music Business Courses

MUAI 327 – @Business of Music I (3) The intent of this course is to introduce students to the many facets of the Music Business Industry. Topics to be covered will include Songwriting, Licensing and Copyright Laws, Music Publishing, Unions and Guilds, Artist Management, Concert and Record Production, Arts Administration and Music Products. This course will be taught in a lecture and seminar format with class participation playing a significant role in the quality and interest of class discussions. Frequent outside guests will be invited to share their areas of expertise. Majors/minors only or permission of instructor. Fall.

MUAI 328 – @Business of Music II (3) The intent of this course is to continue to introduce students to the broad range of opportunities open to them in the Music

Business Industry. Topics to be covered will include The Scope of the recording Industry, The Digital Age, Music in Radio, Television, the film industry and Advertising, Music and Theater, Business Music, Canada's Music Scene, International Copyright and Career Opportunities in Music Business. The course will continue to be in a lecture and seminar format including the involvement of frequent outside guests. Majors/minors only or permission of instructor. Non-sequential with MUAI 327. Spring.

MUAI 329 – @Essential Practices in Music Business (3) This course is intended to help prepare music business majors for employment in a variety of industry settings including Arts Administration, the Recording Industry and Music Products. Attention will be focused on such skills as business etiquette, preparation of formal presentations, communication skills, and ethical decision making. Research using both traditional and electronic means of gathering information will be included. Majors only or permission of the instructor. Odd # Falls.

MUAI 400 – @Legal Aspects of the Music Industry (3) This course will cover the wide range of legal aspects of the music industry. Specific focus will be given to the basic principles of contracts, contract law and copyright issues including internet cases and royalties. Attention will be given to various licensing arrangements including mechanicals, synchronization and transcription rights. 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. Even # Falls.

MUAI 410 – @Music Merchandising and Retail (3) This course is designed to acquaint students with various aspects of music merchandising. Topics to be discussed in this class will include financial management, marketing, promotion and sales in the retail environment. Prerequisites: MUAI 327 and 328. Majors/minors only. Odd # Springs.

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 (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. Fall.

MUAI 432 – @Advanced Recording & Production Techniques (3) The continuation of recording techniques including multi-track recording, sound reinforcement, and applying effects in more advanced situations and within more in depth attention. Spring

MUAI 433 – @Inside a Record Label (3) An overview of the components that need to be addressed in a record label including the structure, business plan and development, marketing, manufacturing and distribution of the label's product. Majors/minors only or permission of instructor. Spring.

Basic Musicianship Sequence for Music Majors Only

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 103 – Theory I (3) Fundamentals of pitch and rhythm, melodic analysis and diatonic harmony. Corequisite: MUCB 104. Previously MUCB 302. Spring.

MUCB 104 – Aural Skills I (1) Development of aural acuity through exercises in dictation and solfege. Corequisite: MUCB 103. Previously MUCB 306. Spring.

MUCB 105 – Theory II (3) Continuation of MUCB 104, modulation, secondary function, small forms and an introduction to counterpoint. Corequisite: MUCB 106. Prerequisites: MUCB 103 or MUCB 302 and MUCB 104 or MUCB 306. Previously MUCB 352. Spring.

MUCB 106 – Aural Skills II (1) Continuation of MUCB 105. Corequisite: MUCB 105. Prerequisites: MUCB 103 or MUCB 302 and MUCB 104 or MUCB 306. Previously MUCB 356. Spring.

MUCB 201 – Literature & Style I (3) Corequisite: MUCB 103. Prerequisite: MUCB 104 or MUCB 306. Previously MUCB 301. Spring.

MUCB 202 – Literature & Style II (3) Prerequisite: MUCB 105 or MUCB 352 and MUCB 106 or MUCB 356. Previously MUCB 312. Spring.

MUCB 203 – Theory III (3) Continuation of MUCB 105; chromatic harmony; 18th and 19th century forms and styles. Corequisite: MUCB 204. Prerequisite: MUCB 105 or MUCB 352 and MUCB 106 or MUCB 356. Previously MUCB 402. Fall.

MUCB 204 – Aural Skills III (1) Continuation of MUCB 106. Corequisite: MUCB 203. Prerequisites: MUCB 105 or MUCB 352 AND MUCB 106 or MUCB 356. Previously MUCB 406. Fall.

MUCB 205 – Theory IV (3) Corequisite: MUCB 206. Prerequisites: MUCB 203 or MUCB 402 and MUCB 204 or MUCB 406. Previously MUCB 452. Spring.

MUCB 206 – Aural Skills IV (1) Corequisite: MUCB 205. Prerequisites: MUCB 203 or MUCB 402 and MUCB 204 or MUCB 406. Previously MUCB 456. Spring.

MUCB 323 – Literature and Style III (3) Survey of Western styles from 1900 to the present. Prerequisite: MUCB 402.

Music History Courses for Music Majors Only

MUCH 311 – Choral Literature (3) Style, structure and historical background of great choral works of all periods. Prerequisite: MUCB 205, 206 and 323 or permission.

MUCH 340 – The Music of the Beatles (3) An in-depth exploration of the music, lives, and times of the Beatles. Songs will be analyzed and discussed in terms of musical style and structure, lyric content, compositional process, and technological innovation. The course will also examine the historical and cultural environment in which their music was created, and how this environment influenced, and was influenced by, the Beatles.

MUCH 341 – Music in Film (3) A study of the history, aesthetics and analysis of music in film from the silent era to the present day. The topics to be studied include music of selected film composers, music in films of selected directors, and music in selected film genres.

MUCH 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.

MUCH 351 – Women and Popular Music in US: 1920-1990 (3) This course includes historical and critical study of different styles and genres of music sung, played, and produced by women, including blues, Tin Pan Alley, girl-group, folk-rock, and punk in the contexts of music history, women's studies, and American history. Students will learn to identify and discuss some common themes that characterize women's experiences in the world of rock and popular music in the US, and to develop their own ideas on relationships between gender and popular music.

MUCH 405 – The German Lied (3) Development of the German Lied from Reichardt to Webern. Style characteristics of the major exponents of the German lied with emphasis on the interrelationship among poetic scansion, literary content, and musical analysis. Prerequisites: MUCB 202, 203 and 204.

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 205, 206 and 323 or permission.

MUCH 412 – 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 history requirement. Prerequisite: MUCB 201 and 202.

MUCH 414 – Symphonic Literature (3) Symphonies in standard repertoire. Emphasis on aesthetic, stylistic and historical aspects. Prerequisite: MUCB 202, 203 and 204.

MUCH 423 – Music of the Viennese Classicists (3) Musical styles from 1750 to 1830. Music of Mannheim School. Haydn, Mozart, Gluck and Beethoven in relation to preceding and following periods. Prerequisite: MUCB 202, 203 and 204.

MUCH 425 – Music of the 19th Century (3) Music literature from Beethoven to Debussy. Consideration of stylistic and formal elements together with aesthetic principles and historical perspectives. Prerequisite: MUCB 202, 203 and 204.

MUCH 431 – J. S. Bach (3) Music of J.S. Bach. Historical and biographical factors influencing his music. Emphasis on performance in class. Prerequisites: MUCB 201, 203 and 204.

MUCH 434 – Renaissance Culture and Music (3) Musical styles from 1400 to 1600, including sacred and secular genres within a cultural context. Prerequisites: MUCB 201, 203 and 204.

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: 202, 205 and 206.

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 202, 203 and 204. Spring.

MUCH 455 – Ludwig van Beethoven (3) Music of Ludwig van Beethoven. Historical and biographical factors affecting his music and his influence on the composers who followed him. Every semester. Prerequisites: MUCB 202, 203 and 204.

MUCH 470 – Post-Romantic Music: 1870-1914 (3) European art music and its cultural content at the turn of the twentieth century. Emphasis on the stylistic features and aesthetics that informed late-romanticism, impressionism, exoticism, expressionism and primitivism. Listening, analysis, papers, presentations required. Prerequisites: MUCB 402, 456, 301 and 312.

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.

MUCH 540 – @Wind Band Literature (3) An exhaustive survey of the serious wind orchestra literature composed for mixed combination of more than 20 performers from the French Revolution to the present. An overview of the history of wind instruments, reading and listening assignments, and biographical and historical information about each composer and his or her work.

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 of instructor.

MUCT 335 – @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 of instructor.

MUCT 401 – @Composition I (3) Composing for solo instruments and small chamber ensembles and voice in a variety of contemporary non-vernacular styles. Prerequisite: Completion of all components of Basic Musicianship Sequence or permission of the instructor.

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 414 – @Modal Counterpoint (3) Materials of 16th century vocal polyphony examined from three sides: appreciation, performance and creativity. Study of sacred and secular music literature of the period. Composition of motets and madrigals for two, three, four and/or five voice parts.

MUCT 415 – @Tonal Counterpoint (3) Contrapuntal music of the Baroque era with emphasis on works of J. S. Bach. Study of two- and three-voice counterpoint, invention, forms based on the chorale, invertible counterpoint, and fugue.

MUCT 416 – @Counterpoint (3)

MUCT 417 – @Analytical Techniques (3) Study of selected analytic approaches to tonal music, including issues of form, harmony, and style. Fall. Prerequisite: MUCB 201, 202 and 203.

MUCT 420 – @Theory & Analysis 20th Century Music (3) Study of selected analytic approaches to 20th century music, including pitch-class set theory and twelve-tone (serial) theory. Spring. Prerequisite: MUCB 205, 206 and 323.

MUCT 421 – @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.

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 425 – @Analysis of Rock Music (3) By the end of the course, students will be able to discover and critique aspects of phrase rhythm, key, mode, cadences, harmonic palettes, and harmonic succession that differentiate rock music from common-practice art music. They will also be able to identify and discuss some aspects of rock music that are similar or identical to aspects of art music. Finally, they will learn some of the issues and skills involved in the study of popular music. Prerequisites: MUCB 201, 202, 205, 206, and 323.

MUCT 426 – @Pedagogy of Music Theory (3) Course encompasses the study and development of teaching approaches necessary for the music theory class. Both college and pre-college curricula are examined, as well as the inclusion of computer-assisted instruction. Prerequisites: MUCB 205 and 206.

MUCT 430 – @Studio Composition (3) Prerequisite: MUCT 401, 411 or permission of instructor.

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. Prerequisites: MUCT401, 411 and 430.

MUCT 514 – @Modal Counterpoint (3)

MUCT 515 – @Tonal Counterpoint (3)

MUCT 516 – @Counterpoint (3)

MUCT 517 – @Analytical Techniques (3) Fall.

MUCT 520 – @Theory and Analysis of 20th Century Music (3) Spring.

MUCT 521 – @Orchestration (3) Spring.

Other Music Courses for All Students

MUAC 430 – Production Techniques/Music Theatre (3) Development of basic skills in music theatre production management. Includes practical hands-on experience working on a Crane School of Music opera production. The course is designed for music performers, as well as music educators.

MUAH 301 – History of Rock Music (3)

MUAH 351 – @Women & Popular Music in the U.S. 1920-1990 (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.

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. Non-music majors only. Gen Ed: AC credit.

MULH 110 – Music Through the Ages (3) This course covers a variety of musical styles present in Western culture as well as music from around the world. Developments in the role, structure, and organization of music as well as techniques for improving active listening skills will be explored. Non-music majors only. Gen Ed: AC credit.

MULH 340 – The Music of the Beatles (3) An in-depth exploration of the music, lives, and times of the Beatles. Songs will be analyzed and discussed in terms of musical style and structure, lyric content, compositional process, and technological innovation. The course will also examine the historical and cultural environment in which their music was created, and how this environment influenced, and was influenced by, the Beatles.

MULP 101 – @Class Piano I (2) Class instruction for beginning piano. Non-music majors only. Gen Ed: 2 credits AE.

MULP 102 – @Class Piano II (2) Class instruction for beginning piano. Prerequisite: MULP 101, Non-music majors only. Gen Ed: 2 credits AE.

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. Non-music majors only. Gen Ed: 2 credits AE.

MULP 104 – @Class Voice II (2) Continuation of MULP 103. Prerequisite: MULP 103, Non-music majors only. Gen Ed: 2 credits AE.

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. Gen Ed: 2 credits AE.

MULP 106 – @Piano Lessons for Non-Music Majors (2) Gen Ed: 2 credits AE.

MULP 107 – @Voice Lessons for Non-Music Majors (2) Gen Ed: 2 credits AE credit.

MULP 129 – @Popular Guitar for the Non-Major (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. Non-music majors only. Gen Ed: AE credit.

MULT 102 – Songwriting for Non-Music Majors (3) Prerequisite: MULT 101, Non-music majors only. Gen Ed: AE credit.

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