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

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

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

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

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

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

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

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

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

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

Please be advised that, due to printing deadlines, information contained in this catalog may be outdated. It is the responsibility of each student to ascertain current information that pertains to individual academic programs, particularly with regard to satisfaction of degree requirements, through frequent reference to the online Schedule of Classes and by consultation with the student’s advisor 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.
## General Table of Contents

4 President’s Message  
5 Campus Map  
6 Academic Calendar  
7 Potsdam Profile  
8 Facilities  
13 Degree Programs  
14 Admissions  
17 Financial Information  
20 Financial Aid  
26 Scholarships  
37 Student Life  
41 Academic Philosophy  
43 Academic Policies and Procedures  
63 Academic and Career Support  
70 Academic Programs  
80 Interdisciplinary Studies  
88 Graduate Programs  
89 Extended and Community Education  
90 Athletics and Physical Education  
92 School of Arts and Sciences  
168 School of Education and Professional Studies  
198 Crane School of Music  
216 Administration and Faculty Directory  
226 Index

## Index by Major

| 91 Anthropology | 93 Archaeological Studies | 100,180 Art Education | 185,186 Biology Education | 168 Business Administration | 117 Business Economics | 204 Business of Music | 110,111 Chemistry | 185,186 Chemistry Education | 180 Childhood/Early Childhood Education | 119 Communication (Speech) | 172 Community Health | 113 Computer Science | 120,121 Creative Writing | 156 Criminal Justice Studies | 160 Dance | 185,187 Earth Science Education | 117 Economics | 182 English Education | 120 English: Creative Writing | 120 English: Literature | 120 English: Literature/ Writing | 121 English: Writing | 80 Environmental Studies | 139 French | 182 French Education | 130 Geology | 133 History | 83 Interdisciplinary Natural Science | 136 Mathematics | 183 Mathematics Education | 205 Music | 201 Music Education | 203 Music Performance | 204 Musical Studies | Tracks: Composition Theory/History | 142 Philosophy | 145 Physics | 185,186 Physics Education | 147 Political Science | 151 Psychology | 185 Science Education | 184 Social Studies Education | 155 Sociology | 139 Spanish | 163 Theatre | 163 Theatre Education | 85 Women's and Gender Studies | *Majors that must be identified at time of application.

## Index by Minor

41 Academic Philosophy  
43 Academic Policies and Procedures  
63 Academic and Career Support Services  
56 Academic Programs  
67 Academic Enrichment Opportunities  
80 Interdisciplinary Studies  
88 Graduate Programs  
89 Extended and Community Education Programs and Services  
90 Athletics and Physical Education  
92 School of Arts and Sciences  
168 School of Education and Professional Studies  
198 Crane School of Music  
216 Administration and Faculty Directory  
226 Index

## Programs with Other Universities

89 Business Administration (AS/BS), JCC  
110 Chemistry and Engineering, Clarkson University (3-2)  
89 Childhood/Early Childhood Education (AA/BA), JCC  
114 Computer Science and Engineering, Clarkson University (3-2)  
71 Engineering Double Degree, Clarkson University (3-2)  
74 Engineering Double Degree, SUNY IT (3-2)  
73 Environmental Technology Minor, SUNY Canton  
131 Geology, Civil and Environmental Engineering, Clarkson University (3-2)  
137 Mathematics and Engineering, Clarkson University (3-2)  
72 MBA Programs, Clarkson University (4+1)  
75 MBA, Alfred University (4+1)  
75 MBA, SUNY Oswego (4+1)  
76 MBA, RIT (4+1)  
76 MBA, Union University (4+1)  
77 MSA, Syracuse University (4+1)  
77 MSE, Syracuse University (4+1)  
75 MSW, University of Louisville  
145 Physics and Engineering, Clarkson University (3-2)  
74 SUNY College of Optometry

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

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.

Your experiences 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 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 tool to assist you in getting the most out of your time with us. 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
Fall 2012
New Students Move In ..................... Fri., August 24
Welcome Week Activities ................. Sat., Aug. 25-Fri., Aug. 31
Returning Students Move In ............ Sat. & Sun., Aug. 25 & 26
Classes Begin .................................... Mon., August 27
Last Day to Add/Drop ..................... Fri., August 31
Early Alerts Due ............................... Fri., October 5
Fall Recess Begins ......................... Fri., October 5 (10 p.m.)
Classes Resume ......................... Wed., October 10 (8 a.m.)
Last Day to Withdraw .......... Tues., October 23
Last Day to Elect S/U ........ Tues., October 23
Thanksgiving Recess Begins .......... Tues., November 20 (10 p.m.)
Classes Resume ..................... Mon., November 26 (8 a.m.)
Last Day of Classes .................... Fri., December 7
Academic Preparation ........ Sat. & Sun., Dec. 8 & 9
Final Examinations ................ Mon.-Fri., Dec. 10-14
Final Grades Due ................ Wed., December 18 (10 a.m.)

WINTERTIM: Tentatively, January 3-16, 2013

Spring 2013
Students Move In ........................ Sat. & Sun., Jan. 19 & 20
Classes Begin ................................ Mon., January 21
Last Day to Add/Drop ................ Fri., January 25
February Recess Begins ........ Fri., Feb. 15 (10 p.m.)
Classes Resume ..................... Wed., Feb. 20 (8 a.m.)
Early Alerts Due ...................... Fri., March 1
Last Day to Withdraw .......... Tues., March 19
Last Day to Elect S/U ........ Tues., March 19
Spring Recess Begins .......... Fri., March 22 (10 p.m.)
Classes Resume ..................... Mon., April 1 (8 a.m.)
Last Day of Classes ................ Fri., May 10
Academic Preparation ........ Sat. & Sun., May 11 & 12
Final Examinations ................ Mon.-Fri., May 13-17
Undergrad. Honors Convocation Sat., May 18
Master’s Commencement .......... Sat., May 18
Bachelor’s Commencement .......... Sun., May 19
Final Grades Due ................ Wed., May 22 (10 a.m.)

Fall 2013
New Students Move In ..................... Fri., August 23
Welcome Week Activities ................. Sat., Aug. 24-Fri., Aug. 30
Returning Students Move In ............ Sat. & Sun., Aug. 24 & 25
Classes Begin .................................... Mon., August 26
Last Day to Add/Drop ..................... Fri., August 30
Early Alerts Due ............................... Fri., October 4
Fall Recess Begins ......................... Fri., October 11 (10 p.m.)
Classes Resume ..................... Wed., October 16 (8 a.m.)
Last Day to Withdraw .......... Tues., October 22
Last Day to Elect S/U ........ Tues., October 22
Thanksgiving Recess Begins .......... Tues., November 26 (10 p.m.)
Classes Resume ..................... Mon., December 2 (8 a.m.)
Last Day of Classes ..................... Fri., December 6
Academic Preparation ........ Sat. & Sun., December 7 & 8
Final Examinations ................ Mon.-Fri., December 9-13
Final Grades Due ................ Wed., December 17 (10 a.m.)

WINTERTIM: Tentatively, January 3-16, 2014

Spring 2014
Students Move In ........................ Sat. & Sun., Jan. 18 & 19
Classes Begin ................................ Mon., January 20
Last Day to Add/Drop ................ Fri., January 24
February Recess Begins ........ Fri., February 14 (10 p.m.)
Classes Resume ..................... Wed., February 19 (8 a.m.)
Early Alerts Due ...................... Fri., February 28
Last Day to Withdraw .......... Tues., March 18
Last Day to Elect S/U ........ Tues., March 18
Spring Recess Begins .......... Fri., March 21 (10 p.m.)
Classes Resume ..................... Mon., March 31 (8 a.m.)
Last Day of Classes ................ Fri., May 9
Academic Preparation ........ Sat. & Sun., May 10 & 11
Final Examinations ................ Mon.-Fri., May 12-16
Undergrad. Honors Convocation Sat., May 17
Master’s Commencement .......... Sat., May 17
Bachelor’s Commencement .......... Sun., May 18
Final Grades Due ................ Wed., May 21 (10 a.m.)

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

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

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

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

To the southeast, the Adirondack Mountains offer hiking, relaxing beside quiet streams, fishing or swimming in the many lakes. In winter, skiing the beautiful trails of Whiteface Mountain in Lake Placid (scene of the 1980 Winter Olympics) or Big Tupper, an hour from the campus, is a popular pastime. The world-renowned Thousand Islands region is also an hour’s drive away. There, visitors can take a boat tour, fish, swim or visit one of the many quaint little shops.

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

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

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

Our enrollment is approximately 4,400 – including nearly 4,000 undergraduate and 400 graduate students. Our students are an interesting and diversified group. They come to us from all over the United States with students from more than twenty foreign countries. Students come from farms, small towns, the suburbs and large cities. They are traditional students (those who come to us straight from high school) and non-traditional (those who enroll after raising a family, serving in the military or deciding to switch careers).

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

The Potsdam Pledge
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 Art Museum at SUNY Potsdam, as well as dance and theater productions.

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

The College sponsors many activities that serve the residents and communities of the North Country. The Center for Lifelong Education and Recreation (CLEAR) coordinates conferences, workshops, summer camps, non-credit programs, and trainings both on and off-campus. These include an annual “Managing Local Government Conference,” which provides education for community officials from all over the region, the NY State Teacher Certification Exams, the Science Olympiad for local high school students, in conjunction with College science departments. CLEAR sponsors noncredit courses in adult fitness, recreation, children and youth activities, and professional development year-round, and coordinates summer 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 a.m. to 11 p.m. (closing times are determined by mutual agreement of building administrators and custodial services responsible for locking buildings).

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

Holiday hours may vary and students should check with University Police if they have a question about a specific date. Summer hours are to be determined and will be posted by May 15th of each year. All academic buildings will be open from 8 a.m. to 5 p.m. during summer. Some buildings, however, may be open later depending on summer class schedules.

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

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

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

Some of the most memorable out-of-the-classroom learning experiences center on one or more of over 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. Three 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 a.m.
Saturday and Sunday 9:00 a.m. to 1 a.m.

Building hours during breaks and the summer recess:
Monday through Friday 7:30 a.m. to 5 p.m.
Closed Saturday and Sunday

Semester building hours are posted on all exterior doors in the Barrington Student Union. Student Union staff can help groups and organizations to schedule multi-purpose space for meetings and activities. For more information, please visit the 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 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, ice hockey, lacrosse, softball, soccer, equestrian, 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 (recently renovated with a state-of-the-art rigging and lighting system), the 130-seat Wakefield Lecture and Recital Hall as well as classroom/office buildings all connected by a first-floor plaza.

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

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

Crane Building Hours

Regular building hours during the fall and spring semesters:
Monday through Friday 7 a.m. to 11 p.m.
Saturday and Sunday 8 a.m. to 11 p.m.

Building hours during breaks and the summer recess:
Monday through Friday 7 a.m. to 5 p.m.
Closed Saturday and Sunday

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

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

College Libraries

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

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

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

Crumb and Crane Libraries both provide wireless network access and have laptop computers available for campus community members to borrow. The Libraries’ wide variety of online information resources are accessible through the library website, as is the Libraries’ print collection of books, scores, videos, and sound recordings, which is accessed through Bearcat, the library catalog. Anyone is welcome to search for information at the computers in the Libraries, or, for users with a campus computer account, all databases and catalogs can be accessed on personal devices, in the dorms, and from off-campus.
Both libraries have a mix of group and individual study spaces, traditional study carrels, comfortable lounge seating, as well as quiet and silent areas for students to work. Crumb Library also has Minerva’s Café, which offers unique beverages, sweet treats and a variety of campus dining take-out options during the academic year.

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

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

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

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

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

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

The permanent collection at over 1,900 objects provides significant educational opportunities for research, collection management and registration. Strengths are modern and contemporary, including important Japanese Gutai Group work, American prints and sculpture. Selections from the College’s permanent collection are displayed in corridors and conference rooms throughout the campus to provide a pleasant learning environment.

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

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

Theaters
The College Theater is the oldest performance facility on the SUNY Potsdam campus. It houses the principal performance venues for the Department of Theatre and Dance. The main stage Theater is a 300-seat proscenium arch stage with a thrust extension and optional pit. It has a modern counter-weight fly system and computerized lighting and light board.

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 across a range of styles.

The Dunn Dance Theater is an additional performance space for the department. A modified concert theater with lighting capabilities, it also serves as one of the two dance studios for the Dance technique courses.

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 for 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 Merr-ritt Hall and is managed by Computing 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 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 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.

**Flag 162 Hands-On Classroom Computer Lab**
This hands-on classroom has been set up with 25 dual-boot 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 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 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**
This hands-on classroom is equipped with 26 Windows computers, large-screen projection, 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

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

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

---

**Crane School of Music Technology Classrooms and Labs**

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

**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, and a black and white laser printer. SmartMusic accompaniment hardware and software is also available. The lab is available to patrons whenever the Crane Music Library is open.

**Electronic Music Composition Lab**
This lab provides students with the opportunity to create music using computer software, digital and analog synthesizers, and other electronic equipment. This professional quality lab is equipped with the latest in digital audio recording hardware and software, high capacity digital storage media, and a variety of synthesizers and sound processors. The lab is open approximately 100 hours per week and is staffed at all times.

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

**Recording Studio**
The recording studio at Crane provides students with the opportunity for hands-on instruction in learning the recording process, including both digital and analog recording techniques. The studio is primarily a classroom laboratory, but is also home to Madstop Records, the student initiated campus record label.

**School of Education and Professional Studies Technology Centers**

**Rebecca V. Sheard Literacy Center (Satterlee 104)**
This friendly and welcoming, state-of-the-art facility has a library of award-winning children and adolescent fiction and non-fiction literature, a curriculum resource area, and a projection classroom seating 60 (located upstairs in Satterlee 260) equipped with a SMART Board and wireless internet access, document camera, DVD player, and VCR. The Literacy Center provides a site where faculty and students can use current educational software and assistive technology, and gain hands-on experience in the education of a diverse range of learners.

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

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

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

Thomas E. O'Shaughnessy Center for Assistive Technology (Satterlee 104A)
The Thomas E. O'Shaughnessy Center for Assistive Technologies encompasses a hands-on computer classroom facility with 25 dual-boot Mac computers, a scanner, DVD player, VCR, SMART Board and both color and black and white laser printers. The Thomas E. O'Shaughnessy Center is housed within the Sheard Literacy Center. Dr. O'Shaughnessy was dedicated to finding technological solutions that would help people, particularly children with disabilities, to become independent learners. The Center’s collection includes software and adaptive hardware that can be used to increase accessibility to computers for those with special needs. Please contact O'Shaughnessy Center coordinator, 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 bachelors and masters degrees in the following areas of liberal studies, music, professional studies and teacher education. For more information on the approved inventory of academic programs at SUNY Potsdam, please go to: [www.nysed.gov/heds/IRPSL1.html](http://www.nysed.gov/heds/IRPSL1.html).

## MINORS

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

### Programs and Degrees

<table>
<thead>
<tr>
<th>Programs</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescence Education</td>
<td></td>
</tr>
<tr>
<td>Certification in:</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>B.A., B.A./M.S.T., M.S.T.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B.A., B.A./M.S.T., M.S.T.</td>
</tr>
<tr>
<td>Earth Science</td>
<td>B.A., B.A./M.S.T., M.S.T.</td>
</tr>
<tr>
<td>English</td>
<td>B.A., M.S.T.</td>
</tr>
<tr>
<td>French</td>
<td>B.A.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B.A., M.S.T.</td>
</tr>
<tr>
<td>Physics</td>
<td>B.A., B.A./M.S.T., M.S.T.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>B.A., M.S.T.</td>
</tr>
<tr>
<td>Spanish</td>
<td>B.A.</td>
</tr>
<tr>
<td>Anthropology</td>
<td>B.A.</td>
</tr>
<tr>
<td>Archaeological Studies</td>
<td>B.A.</td>
</tr>
<tr>
<td>Art Education</td>
<td></td>
</tr>
<tr>
<td>(Special Subjects)</td>
<td>B.A.</td>
</tr>
<tr>
<td>Art History</td>
<td>B.A.</td>
</tr>
<tr>
<td>Art Studio</td>
<td>B.A.</td>
</tr>
<tr>
<td>Art – Visual Arts</td>
<td>B.F.A.</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>B.S.</td>
</tr>
<tr>
<td>Biology</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Business Administration</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business Economics</td>
<td>B.A.</td>
</tr>
<tr>
<td>Business of Music</td>
<td>B.M.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Childhood/Early Childhood Education (Birth-6)</td>
<td>B.A.</td>
</tr>
<tr>
<td>Childhood Education (1-6)</td>
<td>M.S.T.</td>
</tr>
<tr>
<td>Communication (Speech)</td>
<td>B.A.</td>
</tr>
<tr>
<td>Community Health</td>
<td>B.S.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>B.F.A.</td>
</tr>
<tr>
<td>Criminal Justice Studies</td>
<td>B.A.</td>
</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Dance</td>
<td>B.A.</td>
</tr>
<tr>
<td>Economics</td>
<td>B.A.</td>
</tr>
<tr>
<td>Educational Technology</td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>English and Communication</td>
<td>M.A.</td>
</tr>
<tr>
<td>English: Creative Writing</td>
<td>B.A.</td>
</tr>
<tr>
<td>English: Literature</td>
<td>B.A.</td>
</tr>
<tr>
<td>English: Literature/Reading</td>
<td>B.A.</td>
</tr>
<tr>
<td>English: Writing</td>
<td>B.A.</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>B.A.</td>
</tr>
<tr>
<td>French</td>
<td>B.A.</td>
</tr>
<tr>
<td>Geology</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>History</td>
<td>B.A.</td>
</tr>
<tr>
<td>Information and</td>
<td></td>
</tr>
<tr>
<td>Communication Technology</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Interdisciplinary Natural Science</td>
<td>B.A.</td>
</tr>
<tr>
<td>Literacy</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Literacy Educator</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B.A., B.A./M.A.</td>
</tr>
<tr>
<td>Music</td>
<td>B.A.</td>
</tr>
<tr>
<td>Music Composition</td>
<td>M.M.</td>
</tr>
<tr>
<td>Music Education K-12</td>
<td>B.M., M.M.</td>
</tr>
<tr>
<td>Music Performance</td>
<td>B.M., M.M.</td>
</tr>
<tr>
<td>Musical Studies</td>
<td>B.M.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>B.A.</td>
</tr>
<tr>
<td>Physics</td>
<td>B.A.</td>
</tr>
<tr>
<td>Political Science</td>
<td>B.A.</td>
</tr>
<tr>
<td>Psychology</td>
<td>B.A.</td>
</tr>
<tr>
<td>Sociology</td>
<td>B.A.</td>
</tr>
<tr>
<td>Spanish</td>
<td>B.A.</td>
</tr>
<tr>
<td>Special Education</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Student Initiated Interdepartment Major (SIIM)</td>
<td>B.A.</td>
</tr>
<tr>
<td>Theatre</td>
<td>B.A.</td>
</tr>
<tr>
<td>Theatre Education (PreK-12)</td>
<td>B.A.</td>
</tr>
<tr>
<td>Women's and Gender Studies</td>
<td>B.A.</td>
</tr>
</tbody>
</table>
ADMISSIONS

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

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

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

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

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

Requirements for Undergraduate Admission

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

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

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

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

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

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

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

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

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

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

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

Bridges Undergraduate Admission Program
Students who do not meet regular admission requirements may be offered admission through the Bridges Program. Bridges is a special admission program for students who are not academically eligible for regular admission. It provides enrolled students with basic academic support services including 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
average transfer student at SUNY Potsdam has a 3.0 grade point average. Majors at SUNY Potsdam; a 2.5 is required for education majors. An A 2.25 grade point average is recommended for admission to most programs.

Students entering as EOP freshmen students at SUNY Potsdam typically have high school averages that range from 76 to 84; have completed English proficiency as evidenced by SAT scores that range from 900 to 1000; and ACT scores that range from 18 to 20.

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

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

Educational Opportunity Program Admission

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

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

- Be a New York State resident (lived in NYS at least 12 consecutive months prior to applying);
- Have earned a New York State high school diploma or its equivalent;
- Be ineligible for admission under regular standards but 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 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 65.

Transfer Admission to Undergraduate Programs

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

Students applying for transfer admission must:

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

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

Admission of Non-traditional Students

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

Prospective students should possess a high school diploma or GED (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 will be registered for courses (on a space available basis) one week prior to the start of the semester, unless otherwise indicated 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:
   - Minimum of 80.0 grade point average in a Regents/college preparatory curriculum as indicated on an official high school transcript.
   - A letter of recommendation from the high school principal or guidance counselor.
   - If under age 18, completion of the first page and last page of the Student Health Report.

2. High School Graduate:
   - A copy of the high school diploma or GED Certificate.
   - Students who have been enrolled at other post-secondary insti-
tuitions 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.

**Admissions**

**See Crane School of Music, see page 198.**

**Transfer Admission to The Crane School of Music**

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

See Crane School of Music, see page 199.

**Health Requirements**

Compliance with all health requirements must be met by completing a Health Information Packet 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 in the Health Information Packet.

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. Due to outbreaks of infectious diseases on college campuses, SUNY Potsdam has taken the additional step of requiring all students taking any number of credits to submit this information. 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 SUNY Potsdam policy will result in suspension of student privileges on the first day of classes. Non-compliance 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. Visit the "Undergraduate Readmission" link on the Office of the Registrar website for detailed information and to obtain a readmission application.

2. Submit completed applications (and transcripts from any other colleges attended) by August 7 for the fall semester and December 7 for the spring semester.

3. Decisions on the application for readmission will be sent to the applicant shortly after all necessary forms have been completed.

See also Readmission after Dismissal, see page 53.

**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 certification requirements or prerequisites for a graduate program (see "Post-Graduation Admission of Non-Degree Students” below).
Matriculation for a Second Bachelor’s Degree

General Requirements

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

1. The student must complete at least 30 academic credit hours at SUNY Potsdam above those required for the first bachelor’s degree. For students pursuing post-completion study, these 30 hours must be earned subsequent to admission for the second degree. Students completing the two degrees concurrently must earn a minimum of 150 academic credit hours. A minimum 2.0 cumulative grade point average is required for completion of the second degree program.

2. The student must complete all major and cognate requirements for the second degree. All departmental and College policies will apply during the pursuit of the second bachelor's degree.

3. Courses taken to complete General Education requirements in the first degree will apply to the second degree as appropriate. If the General Education requirements for the two degrees are different, requirements for both degrees must be satisfied. General Education requirements for students pursuing post-completion study will be those in place at the time of admission for the second degree.

4. Of the additional hours of coursework for the second bachelor’s degree, at least 15 must be taken at the upper-division level in the major of the second degree program, and in residence at SUNY Potsdam.

5. All baccalaureate-level coursework taken at SUNY Potsdam will appear on one transcript with a single cumulative grade point average.

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

Post-Completion Options

1. If the student's first degree was awarded by SUNY Potsdam, the student must apply to the Office of the Registrar for readmission for a second bachelor's degree. The second degree must be in a different department from the first. Any exceptions to this rule must be approved by the Provost or designee; exceptions are rarely granted, and only when the second degree is in a discipline significantly different from the first degree. Students must also complete a form (available from the Registrar) specifying their educational goals and a detailed educational plan including all courses they will take each semester at the College. This plan must be signed by the chair of the department in which the second degree program is offered. The student must also meet the other general requirements above.

2. If the student's first degree was not awarded by SUNY Potsdam, the student must apply to the Office of Admissions as a transfer student. The second degree must be in a discipline significantly different from the first degree earned. The student must also meet the other general requirements above.

Concurrent Study Option

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

Post-Graduation Admission of Non-Degree Students

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

1. Completion of an additional major or minor. Upon certification by the Office of the Registrar that the major or minor requirements have been fulfilled, a comment will be added to the transcript: “Completed all courses required for XXX major/minor.” Note that students in this category are not eligible for financial aid and are limited to registering for eight (8) credits per semester unless they receive special permission from the Admissions Committee.

2. Completion of prerequisites for a graduate program into which they have been admitted. Students who can supply a letter from the SUNY Potsdam Office of Graduate Studies, or another institution with accredited graduate programs, verifying that they have been provisionally admitted to a graduate program pending only the completion of specific prerequisite courses, may register for the number of credits permitted for matriculated students and may be eligible for financial aid.

FINANCIAL INFORMATION

Rates contained in this catalog reflect information effective for the 2011-12 academic year and are subject to change pending New York State Budget, SUNY Board of Trustees or college action. For the most current cost, please visit the Office of Student Account web page (www.potsdam.edu/offices/studentaccounts/) and click on the Tuition and Fee Schedules link.

Tuition

Full-time Students (12 semester hours or more) .................................................. $2,635
Out-of-State Residents ............................................................ $7,160

Part-time Students

New York State Residents ............................................ $220 per credit hour
Out-of-State Residents ............................................. $597 per credit hour

Fees

Comprehensive Fees

The following fees will appear on the Student Billing Statement combined as one fee and listed as “Comprehensive Fee.” Comprehensive fees are charged on a per semester basis for each student. A student enrolled in 12 credit hours or more is charged the full-time rate. A student enrolled in 11 credit hours or less is charged the part-time rate.

College Fee

A fee imposed by SUNY.

Full-time ................................................................. $12.50
Part-time (per credit hour) ........................................ $0.85
Financial Information

Student Government Association Fee (SGA)
A fee that supports the Student Government Association for activities including student social programs, clubs and organizations as well as publications that are approved by a periodic student referendum.

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

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

Full-time ................................................................. $158
Part-time (per credit hour) ..................................... $13

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

Full-time ................................................................. $169.50
Part-time (per credit hour) ..................................... $14

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

Full-time ................................................................. $15
Part-time (per credit hour) ..................................... $1.25

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

Full-time ................................................................. $178
Part-time (per credit hour) ..................................... $15

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

Full-time and Part-time ........................................... $5

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

Music Fee
A fee that supports maintenance of the musical instrument inventory and other music services for students enrolled in The Crane School of Music. This fee is charged to music majors each semester but no more than eight total semesters.

Full-time ................................................................. $185
Part time (per credit hour) ..................................... $15.50

Concert Fee
A fee assessed to students enrolled in The Crane School of Music (undergraduate and graduate) that supports the expense of tickets for required attendance at concerts during the semester. This fee is charged to music majors each semester.

Per semester ......................................................... $200

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

Student Accident and Sickness Health Insurance
Student Accident and Health Insurance is an optional policy offered to U.S. students. Students are automatically billed the policy charge for Accident and Health Insurance in the fall and spring semester. If students have other health insurance coverage, they are required to waive the Student Accident and Health Insurance at the beginning of each semester they attend. For information about Student Accident and Health insurance contact Student Health Services.

Per semester .......................................................... $783

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

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

For information regarding discounted fees for designated parking areas, motorcycle permits, visitor, temporary and occasional use permits, please contact the University Police, Van Housen Hall, 315-267-2222.
Miscellaneous Charges
Late Add/Drop Fee (per course) ......................................................... $15
Late Registration Fee (maximum) ..................................................... $50

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 2011-12... $2,885 per semester

Meal Plans
All students who live on campus are required to purchase a residential meal plan unless they have satisfied the residency requirement or live in a townhouse or Lehman apartment. If you do not select a meal plan, you will be enrolled in the 14 Meal Plan/$100 FLEX and billed accordingly. Current prices, meal plan descriptions, and other information can be found on page 38, 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 ................................................................. $800-1,200/year
Transportation: In-state ...................................................... $885-1,400/year
Miscellaneous Expenses ................................................................. $1,100/year

Payment of College Bill
SUNY Potsdam will assess charges to the student account approximately 30 days prior to the start of the semester. An e-mail is sent to the student’s Potsdam e-mail account notifying them when bills are available in their BearPAWS account. A paper bill will not be mailed. Payments 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 enforceable debts should be offset against any tax refunds, contracts or other State payments.

Payments may be made by cash or check in person or by mail. MasterCard/VISA credit or debit card payments are also accepted on-line, accessible 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 meal charges in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Official Withdrawal Date</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>100%</td>
</tr>
<tr>
<td>2nd week</td>
<td>70%</td>
</tr>
<tr>
<td>3rd week</td>
<td>50%</td>
</tr>
<tr>
<td>4th week</td>
<td>30%</td>
</tr>
<tr>
<td>5th week</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

Fees are not refundable under ordinary circumstances.

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

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

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

Policy information regarding Federal Register Title IV is available upon request to SUNY Potsdam, Office of Student Accounts, 44 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 funds to be used as spending money). Please note that to be considered for government aid, a student must be matriculated (that is, accepted into a degree program). Students pursuing Teacher Certification and prerequisite coursework for graduate admission as non-matriculants, also qualify for some forms of financial aid; inquiries should be directed to the Financial Aid Office.

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

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

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

Once an applicant's family's annual ability to pay is determined, it is compared to the College's annual costs. The difference between the Expected Family Contribution and the College's cost of attendance is defined as the student's annual need. (Costs - EFC = Need). The College Financial Aid Office attempts to 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 unaccompanied youth who was homeless, OR was self-supporting and at risk of being homeless.

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

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

General Financial Aid Procedures

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

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

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.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant/Loan Program
Available to undergraduate and graduate students (for full-time enrollment may be awarded up to $4,000 per year and a maximum of $16,000, with no more than $8,000 of that for graduate study) and awarded as a grant with mandatory service requirements that if unfulfilled would result in its conversion to a loan. It is a non-need based aid program that can be awarded like the Federal Unsubsidized Stafford or Federal PLUS loans, to replace Expected Family Contribution. To be eligible you must:
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 accept the TEACH award). 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 the highest level of financial need (a FAFSA calculated EFC of $0);
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.

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

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

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

Awards are dependent upon the funds allocated by New York State. Standards of academic progress for APTS eligibility are similar to the TAP program, described on page 24.
Other State Aid Programs
The following New York State scholarships and grants are also available through HESC:
- Memorial Scholarship for Families of Deceased Police Officers and Firefighters
- Vietnam Veterans and Persian Gulf Veterans Tuition Award
- World Trade Center Memorial Scholarship
- 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 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.

To qualify an 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. 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
Based upon financial need, students may qualify to borrow through the Federal Perkins Loan Program. To apply, refer to the General Financial Aid Procedures on page 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 Subsidized Stafford Loan, the unsubsidized loan is not need-based and 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 sophomores
- $12,500 juniors, seniors
- $16,000 graduate students

Students who have been deemed independent for purposes of Federal financial aid, and dependent students whose parents have been denied Federal Direct PLUS funding may be eligible for the following additional unsubsidized 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 similar to a Federal Direct PLUS loan (see below). A credit check does apply. A student can borrow up to the cost of attendance minus other aid at a fixed interest rate 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 have a parent complete an application and a Promissory Note 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
Financial Aid

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/student.cfm.

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/complet e 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

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 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.

**Eligibility for Continued Federal Financial Aid**

Federal regulation mandates that a recipient of Federal Title IV aid (Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Work-Study, Federal TEACH Grant/Loan, Federal Parent Loan for Undergraduate Students, Graduate PLUS, and Federal Stafford Loan) make satisfactory academic progress (SAP) toward the completion of a degree to maintain eligibility for that funding. Satisfactory academic progress requirements for federal aid are evaluated by the Financial Aid Office. Progress must be reviewed, on a cumulative basis, after the fall, spring and summer terms, and includes periods for which the student did not receive financial aid. All federal satisfactory academic progress requirements are measured at the end of each scheduled evaluation period. Each evaluation will result in an aid eligibility determination and assignment of an appropriate status as follows.

**Eligible for Federal Aid:**

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

**Ineligible for Federal Aid:**

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

**Satisfactory Academic Progress (SAP) Requirements**

**GPA Requirement**

Federal aid recipients must maintain a GPA satisfactory for enrollment as a matriculant, as defined by the Academic Standards Committee, in the “Academic Standards Policy” in the current SUNY Potsdam Undergraduate Catalog (see page 53).

**Credit Hour Requirement**

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

**Maximum Time Frame**

Undergraduate students may receive aid for a maximum of 150% of the degree program requirements. The average length of an undergraduate program of study at SUNY Potsdam is 122 credit hours (120 academic hours plus two physical education/health and wellness credits). The maximum time frame for most SUNY Potsdam students to receive aid is 183 attempted credit hours. Some music students will have up to a maximum time frame of 199 attempted credit hours. Students in music-related degree programs as well as those in dual degree programs will be reviewed on a case-by-case basis. Students enrolled in double majors are bound by the same maximum limitations as students in standard programs.

**Evaluation by Credit Type & Other Considerations**

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

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

**Appeal Process**

**Appeal Form**

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

**Submitting an Appeal**

Students deemed ineligible for federal aid because they have not met the 67% Credit Hour Requirement, and who are ineligible for “Financial Aid Warning”, may appeal the status through the Financial Aid Office. Students may not appeal the Maximum Credit Hour Requirement. Appeals will be considered on the basis of mitigating circumstances, such as personal illness or injury, or the death of an immediate family member. Students may appeal more than once, but must provide new documentation of a mitigating circumstance to justify the request. A written statement from the student must accompany the appeal and must explain why the student failed to make satisfactory academic progress, and what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

**Acceptable Documentation**

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

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

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

---

**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 $2.3 million in scholarships and awards to over 900 incoming and returning students each year. Most scholarships and awards are based upon student achievement, and some also take into account financial need as well. When applicable, financial need is determined by analysis of the Free Application for Federal Student Aid (FAFSA).

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

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

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

**Admissions Scholarships for Freshman Students**

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

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

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

SUNY Potsdam FIRST Scholarship – application required
The FIRST Scholarship is available to first-year full 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 Aaness Endowed Scholarship
Awarded to full-time sophomore students pursuing a degree in music.

Alan E. Adams ‘61 Scholarship
Awarded to a junior Voice student in The Crane School of Music who has demonstrated superior artistry and technical skill in their area of performance.

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

SUNY Potsdam FIRST Scholarship – application required
The FIRST Scholarship is available to first-year full 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 Aaness Endowed Scholarship
Awarded to full-time sophomore students pursuing a degree in music.

Alan E. Adams ‘61 Scholarship
Awarded to a junior Voice student in The Crane School of Music who has demonstrated superior artistry and technical skill in their area of performance.

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

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.

“Mr. C.” Theatre Education Scholarship
Awarded to a full-time undergraduate North Country junior or senior majoring in Theatre Education.

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

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

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

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

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

Class of 1953 Scholarship
Candidates must be undergraduate students, either entering or continuing student, pursuing a teaching degree, alternately in general or music education. Must be a non-traditional student, in good academic standing and have demonstrated financial need.

Class of 1977 Scholarship
Awarded to two second-year students who demonstrated both academic and leadership abilities at the College and/or in the community during their first full year at SUNY Potsdam. Preference given to students who show intellectual promise and have taken an active role in College life via campus organizations, intercollegiate athletics, theater and/or administrative activities.
Oscar Cohen Memorial Scholarship
Awarded to an entering freshman or transfer student who has declared a major or minor in the Business of Music program. The student must be an active participant in MADSTOP records.

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

Eugene Collins Memorial Scholarship
Awarded to an entering undergraduate student with financial need.

Anna Ashwood Collins ’67 Susan L. Morrison Scholars Fund
Awarded to an incoming freshman 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.

D’Addario Family Scholarship for Music Education
Awarded to a freshman Music Education student entering the Crane School of Music.

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

Dr. Poelieu 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.

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.
**Scholarships**

**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.

**Kathleen Strobeck ’44 & Allen R. Fales Scholarship**  
Awarded to a student with an Early Childhood/Childhood Education major.

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

**Dorothy C. and John P. Flynn Scholarship**  
Awarded to a student in SUNY Potsdam’s Educational Opportunity Program (EOP).

**William H. Flynn Teacher Preparation Scholarship**  
Awarded to a graduate of Ogdensburg Free Academy (OFA), who declares a Teacher Education major.

**Krista Fordham ’94 Scholarship**  
Awarded to a student majoring in English or Communication who is in good academic standing at SUNY Potsdam. The student must also exhibit financial need.

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

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

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

**Marian Lee Frazier Class of 1940 and Lulu M. Lee Scholarship**  
Awarded to a continuing student majoring in Early Childhood/Childhood Education, Music Education or Music.

**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.

**Marian Lee Frazier Class of 1940 and Lulu M. Lee Scholarship**  
Awarded to an incoming freshman, transfer student or current SUNY Potsdam student who is pursuing a degree in Education or Music Education. The student must exhibit financial need.

**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.

**Oscroa 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.

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.

Claire Freedman Koshar ’58 and Martin Koshar Writing Internship Scholarship
Awarded by the Director of the Rebecca V. Sheard Literacy Center to a Writing Intern who will create a Writing Club experience for North Country 4th-6th grade students to develop their skill and confidence in the craft of writing.

Mary Lou and Johannes Koulman Scholarship
Awarded to students attending The Crane School of Music, with preference to Oboe students.

Althea Kraker Memorial Scholarship
Awarded to a talented Flute student at The Crane School of Music.

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

Lambert-Eagle Endowed Internship Scholarship – application required
The scholarship will be awarded to a student who maintains an overall GPA of 2.5 or higher whose academic internship is a minimum of 6 credits. The student must have a secure internship placement at the time of application for the scholarship and must submit an Internship Proposal and Learning Contract along with the application. The student must also demonstrate financial aid need as defined by the Office of Financial Aid. Awarded by the Internship Office.
Haden Land Internship Scholarship – application required
Must be a Computer and Information Sciences, Mathematics or Infor-
matics 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.

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

Dorothy M. McGeoch Memorial Award
Awarded to an outstanding graduate student completing a Master of
Science in Education.

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

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

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

Mary Powers Miller Scholarship
Awarded to a student majoring in Drama at the College.

Minerva Scholarship
Awarded to incoming first-year students based on academic achieve-
ment, special abilities, and demonstrated talents.

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

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, Phys-
ics or Geology), and whose academic internship is a minimum of 6
credits. The student must have a secure internship placement at the
time of application for the scholarship and must submit an Internship
Proposal and Learning Contract along with the application. Awarded
by the Internship Office.

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

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

Elizabeth “Betsy” Burgan Northrop Class of 1961 Scholarship
Awarded to an undergraduate “rising junior” who shows great promise
of being an outstanding Early Childhood/Childhood teacher.

Thomas and Elizabeth Omohundro Anthropology Scholarship
Awarded to a junior or senior declared Anthropology student. Recipient
shall be recommended by the Department of Anthropology.

Thomas and Elizabeth Omohundro Environmental Studies
Scholarship
Awarded to a junior or senior declared Environmental Studies student.
Recipient shall be recommended by the faculty of Environmental Studies.

Doris Ormsby Scholarship
Awarded to a student in The Crane School of Music.

Joy Bernetta Ortel Memorial Scholarship
Awarded to transfer students.

Lloyd DeShawn Osborne Memorial Scholarship – application
required
Awarded to a student must be enrolled in SUNY Potsdam’s EOP pro-
gram to pursue a “high impact” or transformational experience, such as
internships, study abroad, research projects with a faculty mentor,
community service or a special creative project.

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.

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

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

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

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.

Rita Itkin Schwartz Class of 1958 Crane School of Music Scholarship
Awarded to an incoming student from New York City, NY with a declared major in The Crane School of Music.

Ruth Johnson and James Walter Scott Scholarship - application required
Awarded to undergraduate and graduate students pursuing certification in teaching who exhibit financial need. Awarded by the School of Education and Professional Studies.

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

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

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

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

Anna G. Shepherd Scholarship
Awarded to a student at The Crane School of Music selected by the Dean.
Elizabeth Panzner Shulman ‘48 Award
The award shall be granted to a Choral or Instrumental student enrolled in The Crane School of Music who possesses the ability to read music and also the ability to play by ear or improvise. The award will be given each year to a graduating senior at the end of the academic year.

Frances Aust Silbereisen Scholarship
Awarded to students based on financial need.

Kathleen M. Sipher Memorial Scholarship – application required
Awarded to a junior Math Education major in the SUNY Potsdam School of Education and Professional Studies with financial need.

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

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

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.

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.

James M. and Charlene Tyler Endowed Scholarship
Awarded to a sophomore student who had a high school grade point average of 83 or less but excelled academically at SUNY Potsdam during his or her freshman year.
Scholarships

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

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.

Judy Weise Memorial Scholarship for Study Abroad – application required
Awarded by the Office of International Education to a student with financial need planning to study abroad. Preference is given to students who have physical disabilities.

Jerry and Catherine Welsh Scholarship
Awarded to a matriculated 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, though 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 areas for all to use. These include study lounges and recreation rooms. In addition, each residence hall has a kitchenette designed for preparing occasional snacks and small dinners. Washers and dryers are available, free of charge to residential students, in each residence hall provided by Mac Gray. 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
Potsdam Auxiliary and College Educational Services, Inc. (PACES)

PACES is a not-for-profit corporation established in 1950 by the College to operate campus services such as Dining, The College Store Complex, Vending Services (washers, dryers, vending machines), the SUNYCard office, and Administrative Services. PACES’ mission is to offer high quality products and services through the provision of auxiliary services while maximizing customer value and financial return to the benefit of the larger SUNY Potsdam community.

All policies and operating budgets for PACES’ services are established by the PACES Board of Directors; a group of four students, three faculty members, three College administrators, one member of the College Council and the PACES Executive Director. PACES is the largest employer on campus. For more information about employment with PACES visit: http://www.potsdam.edu/offices/paces/employment/

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. Other campus dining units include: Student Union Dining Court in Barrington Student Union, Dexter’s Café in Thatcher Hall, Minerva’s Café in the Crumb Library, the Crane Snack Bar in the Crane Complex and Becky’s Place and Café 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 bread, 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. 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.

Meal plan options for students depend on their residency status and where they live. For a current description of meal plans and their structure, details, terms, conditions, and current pricing please visit www.potsdam.edu/studentlife/dining/MealPlans. Meal plan prices and structure are subject to change annually.

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: Guaranteed Meals & Flex Credits. A guaranteed meal is one entry at Lehman Dining Center (for an all-you-care-to-eat meal) or an all-at-once credit of $6 for food purchased in most any campus restaurant.

Flex is a declining balance account that can be used at any dining location, at any time and is allocated per semester.

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. Meal plans are for the sole use by the card holder.

Residential Semester Meal Plans

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>19MEAL/50Flex</td>
<td>Provides 19 meals per week, 50 Flex Credits</td>
</tr>
<tr>
<td>14MEAL/475Flex</td>
<td>Provides 14 meals per week, 475 Flex Credits</td>
</tr>
<tr>
<td>14MEAL/100Flex</td>
<td>Provides 14 meals per week, 100 Flex Credits</td>
</tr>
<tr>
<td>150BLOCK/300Flex</td>
<td>Provides 150 meals per semester, 300 Flex</td>
</tr>
<tr>
<td>100BLOCK/500Flex</td>
<td>Provides 100 meals per semester, 500 Flex</td>
</tr>
<tr>
<td>ALL FLEX</td>
<td>Provides the lowest entry price to Lehman</td>
</tr>
<tr>
<td></td>
<td>Dining Center, the ability to eat in any</td>
</tr>
<tr>
<td></td>
<td>dining unit on campus and 3 Be My Guest</td>
</tr>
<tr>
<td></td>
<td>Passes</td>
</tr>
</tbody>
</table>

Townhouse/Commuter/Non-Residential Semester Meal Plans

These options are available for matriculated students who have met their residency requirement. Having an All Flex plan is a cost effective way to eat and be part of the campus community. All Flex plans come with 100, 300 or 500 Flex credits that may be used in any dining location. Certain terms and conditions apply. Non-residential students can enroll in any residential meal plan.
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 official college photo/ID card and is required on campus. The SUNYCard functions as the official College ID and is used to access: Meal Plans, Bear Express Accounts, copiers, vending machines, entrance to Residence Halls, use of facilities in Maxcy Hall, as well as material sign out in Crane and Crumb Libraries.

Bear Express Account
A Bear Express account is an optional account for use on and off campus. Money placed on account may be deferred to the college bill until September 14 and February 15. After that time money can be added to the account with cash, check or credit card at the PACES Business office or over the phone. Account balances may be checked at any time on 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 and Canton communities.

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 may be refunded at the end of the academic year.

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

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 Counseling Center also offers full psychiatric services to all registered students at the College. Our full-time psychiatrist provides diagnostic evaluations, psychotherapy and when approved, medication therapy and medication monitoring services. 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. 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 encourage and give guidance to those who desire participation with a particular place of worship with the community, to be available to those who have spiritual needs or wants, and to foster the personal and spiritual development of individuals.

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

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

SUNY Potsdam Child Care Center, Inc.
SUNY Potsdam Child Care Center, Inc. is a non-profit, privately run childcare facility centrally located on campus in Merritt Hall. The Center accepts children for care from six weeks through age nine, to include school age, after school, vacation and snow days. Staff members are carefully screened and well trained; many hold degrees in early childhood education. The Center serves children of SUNY faculty, students and staff, as well as the community at large, providing a safe, loving environment with child-centered programs, and meals prepared at the Center. Space is limited, so it is very important to contact the Center as soon as a need for childcare is known. For more information, contact the Center’s Director at 315-267-2391 or log on to the 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. We provide these services 24-hours per day seven days a week, because we are committed to the safety and security of all employees, students and visitors to the campus. The University Police Department also administers the campus parking program, to include vehicle registrations, parking fine collection and parking ticket appeals. 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 online go to www.potsdam.edu/annualsafetyreport. To obtain a hard copy, contact University Police at 315-267-2222 or via e-mail at universitypolice@potsdam.edu. You may also view crime statistics for all colleges and universities at the United States Department of Education’s Web site www.oped.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
Special discount pricing on a variety of software, including MS Office is available. For more information, visit www.potsdam.edu/cts/services/softhardware/officet.cfm.

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. 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.

Moodle
Moodle 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 Moodle to post syllabi, assignments, course materials, announcements, engage students in
discussions, record grades and send e-mail. To login to Moodle, visit https://moodle.potsdam.edu and use your Campus Computer Account (CCA) 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) username and password.

BearDeN
BearDeN is the campus automated degree audit system for students to view their academic requirements for graduation. Access to BearDeN is available through the Student and Financial Aid menu on BearPAWS.

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) 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 wireless hotspot 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 their 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 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 hours support:

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

Telephone & Voice Mail Services
As of fall 2011, SUNY Potsdam no longer provides residential student telephone and voicemail services. Emergency phones are located in the residence halls on each floor and, when taken off the hook, ring directly to the University Police Department. Additionally, phones remain in all of the residential staff rooms and offices. Residence hall directors, residence hall assistants, and mentors are provided with phone and voicemail services. The Telecommunications (TelCom Office) is located in 216 Stillman Hall and can also be reached by calling 315-267-3000.

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 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 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.
ACADEMIC POLICIES AND PROCEDURES

SUNY Potsdam Academic Honor Code

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

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

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

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

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

III. Basic Standards of Academic Integrity
Specific acts that are considered to be academic dishonesty and that are prohibited by this Code include, but are not limited to:

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

2. Plagiarism: presenting, as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to, exams, papers, any writing or printed text, computer programs, web sites, art, music, photography or video.

3. Fabrication: falsifying or inventing any data, citation or information.
   a. Citation: any attribution to, or use of, a source (real or invented) from which the referenced material was not obtained, including use of a quoted reference from a non-original source while implying reference to the original source.
   b. Data: presenting data that were not gathered in accordance with standard guidelines defining appropriate methods for data collecting; generating data and failing to include an accurate account of the method by altered or contrived manner in such a way as to be deliberately misleading.
   c. Information: providing false information in connection with any inquiry regarding academic dishonesty.

4. Multiple submissions: submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent of the course instructor(s) to whom the materials being or has been submitted.

5. Obtaining or providing an unfair advantage:
   a. Gaining or providing access to examination materials prior to the time authorized by the instructor.
   b. Stealing, destroying, defacing or concealing library materials or other shared-use materials.
   c. Providing materials, information or other assistance on an academic assignment without authorization from the instructor(s).
   d. Gaining or providing access to previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination.
   e. Intentionally obstructing or interfacing with another student's academic work.
   f. Assisting others in the violation of this Academic Honor Code.

6. Falsification of records and official documents: altering documents affecting academic records, forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, attendance list or any other official College document.

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

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

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

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

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

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

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

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

- Alpha Kappa Delta (sociology)
- Alpha Phi Sigma (criminal justice)
- Alpha Psi Omega (theatre)
- 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 Delta Lambda (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 Delta Pi (Spanish)
- Sigma Gamma Epsilon (earth sciences)
- Sigma Pi Sigma (physics)
- Sigma Tau Delta (English)

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

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

Student Classifications

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

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

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

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

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

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

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

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

Transfer Students

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

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

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

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

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

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 315-267-2735.

College Credit Policies

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

Liberal Arts Credit

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

Non-liberal Arts Credit

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

Credit Loads

Part-time load = 0-11 credit hours
Full-time load = 12-19 credit hours (including P.E. experiences)
Overload = above 19 semester hours (including P.E. experiences)

Applying for an Overload

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

Summer Session and Winterim Course Load

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

Prerequisites for Courses

Students and their advisers need to carefully check course descriptions in the Undergraduate Catalog to ensure that students possess the competence to undertake specific coursework. Frequently, a lower-division or introductory-level course may be a requirement for upper-division or advanced courses. Occasionally, however, the description may simply require a consultation with the instructor and his or her permission.
Course Levels
Courses are numbered to provide a measure of their difficulty. For instance, it would normally be unwise for freshmen, without previous experience in a discipline, to register for a 400-level course. These course levels are listed as follows:

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

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

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. 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 x 2/3 = semester credit hours).

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

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

Liberal Arts Credit: In general, credits earned in a department corresponding to an arts and sciences department at SUNY Potsdam will be considered liberal arts. Should the liberal arts content of a particular course be questioned, the decision will be made by the Director of Academic Transfer Services in consultation with the department concerned.

Courses from departments of education, military science or business administration are defined as non-liberal arts. If students question the determination of non-liberal arts credit for courses originating in such departments, they may appeal to the Director of Academic Transfer Services for a reexamination of the decision.

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

Transfer Support Services
SUNY Potsdam acknowledges that students transferring from one academic environment to another face special needs and concerns. Any student having questions relating to the transfer of credit to SUNY Potsdam is encouraged to stop by Academic Transfer Services in the Office of Admissions, 315-267-2237.

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 manfreds@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 61.

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

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

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

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

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

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

• All courses repeated at SUNY Potsdam will be graded on a numeric basis – the S/U grading option may not be chosen. This rule does not apply to those courses which may be taken only for S*/U* grades.
• A numeric grade replacing a numeric grade: If the new grade is higher than the original grade, the student earns the differential in quality points but no additional credit hours (unless the original grade was 0.0). If the new grade is equivalent to or lower than the original grade, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.
• A numeric grade replacing an “S” grade: If the new grade is 2.0 or higher, the student earns the quality points but no additional credit hours. If the new grade is less than 2.0, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.
• A numeric grade replacing a “U” grade: If the new grade is 1.0 or higher, the student earns the quality points and the additional credit hours. If the new grade is less than 2.0, 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.
Changing Recorded Grades
Grades submitted to the Registrar’s Office are final. The only permissible reasons for changing a grade are: a) to correct an error in recording or computation; b) to remove a grade of “Incomplete”; c) to reflect the judgment of a department acting in accordance with established College procedures concerning grade appeal.

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

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

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

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

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

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

Students must develop a plan, subject to approval by the instructor, under which they will complete the missed work.

Students may also be involved in other activities supervised by a College faculty or staff member. Such activities include, but are not limited to, field trips, special events sponsored by a class, and attendance at conferences. It is the student’s responsibility to consult faculty members in advance of their absence. Whenever possible, students must let their instructors know of their absence at least two weeks in advance by providing a written description of the activity signed by their sponsor. Faculty members are encouraged to accommodate reasonable absences for college-related activities, but ultimately accommodation of such absences is at the discretion of faculty members.

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

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

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

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

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

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

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

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term “institution of higher education” shall mean any institution of higher education, recognized and approved by the regents of the university of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

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 a 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 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 students taking Crane major courses), as well as the instructor’s permission if adding, and pay a $15 late fee. Students must be officially registered for all of their courses by the end of the third week of the semester. Late drops are permitted only under emergency circumstances, because the option to withdraw from a class is available until the end of the eighth week of classes in the current semester.

Students wishing to elect or remove the S/U grading option for extenuating circumstances after the posted deadline (the end of the eighth week of classes) must obtain special permission from the director of the Student Success Center or the Crane Dean’s office (for students taking Crane major courses). No fees apply.

Note: Add and drop deadlines for courses that are scheduled for only part of a semester, or for shortened terms such as Winterim and summer sessions, are adjusted depending on their length. The deadline for withdrawing or choosing the S/U option for such classes is the midpoint of the course.

**Withdrawing from Courses**

Undergraduate students may elect to withdraw from courses for any reason for a maximum of 14 credit hours during their SUNY Potsdam college career. Students may exercise this right only before the end of the eighth week of classes in the current semester. In such cases a “W” is noted on the permanent record. For full-time students, dropping
below 12 credit hours in any one semester due to withdrawal may have an effect on financial aid eligibility. Students wishing to late withdraw for extenuating circumstances after the posted deadline must obtain special permission from the director of the Student Success Center or the Crane Dean's office (for students taking Crane major courses). No fees apply. To withdraw from the College, please see information below.

**Emergency Withdrawal from Courses**
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. Please note that an approved emergency withdrawal does not cancel the student's financial liability to the College for course tuition or fees.

Withdrawal due to a call to active military duty will be noted on the permanent record as “M*” and will not count toward the 14 credit hour limit. Military personnel withdrawing from any program or term because of changes of assignment beyond their control and upon proper certification of such change from a base education service officer or other appropriate military official shall be deemed to have incurred no liability for tuition and fees due from him, as opposed to tuition and fees paid by the Federal government in his behalf. Once the withdrawal is approved by the appropriate college official, questions regarding your billing statement should be to the Office of Student Accounts.

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 or Leave of Absence from College**

Undergraduate students who decide to terminate or interrupt their studies at SUNY Potsdam because of illness or injury, a personal or family emergency, a decision to pursue a different curriculum at another school, or some other reason may be eligible for either a Withdrawal and/or Leave of Absence from the College. Academically dismissed students are not eligible for either Leaves or Withdrawals from the College. Students who leave without notifying the College or without completing the necessary forms may encounter unexpected complications with their enrollment and financial aid 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. Any student who is eligible to register for the next semester is eligible to apply for a Leave of Absence for a period of one semester or one year. Students granted a Leave of Absence must also complete an Application for Readmission form with the Registrar’s Office the semester before they plan to return to the College.

The academic consequences of a Withdrawal or Leave of Absence depend upon the point in the semester that the student leaves the College:
1. If a student's last day of attendance is before the deadline to Add and Drop (the fifth day of classes), his/her classes will all be dropped and will not appear on the official transcript.
2. If the last day a student attends classes is after the last day to Add and Drop but before the last day to Withdraw (the end of the eighth week of classes), his/her grades will be reported as all W's (withdrawals), and his/her academic standing will be carried forward from the previous semester. These withdrawals do not count as part of the 14 credit hour limit on withdrawals from individual courses.
3. If the last day of class attendance is after the last day to Withdraw in that semester, the student will receive the grades reported by his/her instructors—most likely 0.0s if the student has not been attending classes regularly. Note: If a student applies for either of these options after the last day to Withdraw, his/her Leave or Withdrawal will not be approved until after grades are processed at the end of the semester.
4. Regardless of the last day of attendance, students may apply for Emergency Withdrawals (W*s) if they have documentable emergency reasons for leaving the College.

Those interested in or with questions regarding Withdrawal or a Leave of Absence should contact the Student Success Center, Sisson 128 at 315-267-2580 to discuss their options and complete all required paperwork. Students enrolled in The Crane School of Music should also schedule an appointment with the Office of the Associate Dean and complete the appropriate form.

**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.

**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](http://www.potsdam.edu/offices/registrar) to obtain a readmission application, then forward completed forms and transcripts from any other colleges attended (if applicable).
2. Applications must be completed by August 7 for the fall semester and January 7 for the spring semester. Note: Crane students may be required to reaudit prior to readmission to the College if more than one year has elapsed since their last enrollment at Crane.
3. Decisions on the application for readmission will be sent to the applicant shortly after all necessary forms have been completed and any obligations to the College have been resolved.
4. Requirements for graduation in effect at the time of the student's matriculation are not binding on the College for more than six years after the date of matriculation. Because academic disciplines change, students readmitted six or more years after initial matriculation will have their records reevaluated by the school and the major and minor department(s). Such reevaluation may result in students being required to take additional courses or retake certain courses.
1. Sanctions: while on probation, a student should avoid extensive non-academic commitments and curtail voluntary activities that consume significant amounts of available study time. Effecting an immediate academic recovery, and thereby averting possible dismissal, must become the student’s primary objective. Note: See “Dismissal” section below. The student on probation is prohibited from student teaching; fraternity/sorority pledging; serving as a Resident Assistant; serving on a College committee; representing the College in official intercollegiate competition, including cheerleading; and assuming or maintaining any office, designated post, position, or leadership role in organizations financially supported or formally recognized by the institution. A list of such organizations is available from the Provost, the SGA President, and the Dean of Students. All matters concerning eligibility and proper compliance shall be adjudicated by the Provost (or designee).

2. Procedures for Organizations:
   a. Each organization that is supported or recognized by the College shall submit to the Dean of Students (or designee) a roster citing all individuals serving as officers under the terms of its approved constitution no later than 10 days after the beginning of each semester.
   b. The Dean of Students (or designee) shall notify the Provost (or designee) when violations occur.
   c. A student found to be in noncompliance shall be immediately suspended from participation in the organization for the duration of the probationary period.
   d. An organization found to be in noncompliance (i.e., allowing ineligible members to participate) shall be at risk and liable to the immediate penalty of suspension of formal institutional support or recognition as deemed appropriate.

3. Procedures for Students:
   a. Repeated Courses: repeating a course does not enable students to change their academic status for a previous semester. For academic standing purposes the semester GPA is calculated before any exclusions for repeat courses are coded. Note: See the catalog section “Repeating Courses” on page 48 for more details concerning the procedures for repeat courses.
   b. The SUNY Potsdam Registrar's Office receives an official transcript of the repeated course by the student.
   c. The SUNY Potsdam Registrar's Office notifies the student of the repeated course.
   d. The SUNY Potsdam Registrar's Office submits a roster to the Provost (or designee).

5. Readmitted students will resume the same academic standing they had when they left the College, except that previously dismissed students will be placed on Academic Probation.

Readmission after Dismissal
Readmission is considered a privilege and not a right. A previously dismissed student seeking readmission should contact the Office of the Registrar well in advance of the readmission deadline. The student will be expected to display evidence of readiness and motivation to resume studies. Readmission will be the decision of the Provost (or designee).

Academic Standards Policies

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

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

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

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

Academic Warning and Academic Probation

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

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

Probationary Sanctions
1. Sanctions: while on probation, a student should avoid extensive non-academic commitments and curtail voluntary activities that consume significant amounts of available study time. Effecting an immediate academic recovery, and thereby averting possible dismissal, must become the student’s primary objective. Note: See “Dismissal” section below. The student on probation is prohibited from student teaching; fraternity/sorority pledging; serving as a Resident Assistant; serving on a College committee; representing the College in official intercollegiate competition, including cheerleading; and assuming or maintaining any office, designated post, position, or leadership role in organizations financially supported or formally recognized by the institution. A list of such organizations is available from the Provost, the SGA President, and the Dean of Students. All matters concerning eligibility and proper compliance shall be adjudicated by the Provost (or designee).
2. Procedures for Organizations:
   a. Each organization that is supported or recognized by the College shall submit to the Dean of Students (or designee) a roster citing all individuals serving as officers under the terms of its approved constitution no later than 10 days after the beginning of each semester.
   b. The Dean of Students (or designee) shall notify the Provost (or designee) when violations occur.
   c. A student found to be in noncompliance shall be immediately suspended from participation in the organization for the duration of the probationary period.
   d. An organization found to be in noncompliance (i.e., allowing ineligible members to participate) shall be at risk and liable to the immediate penalty of suspension of formal institutional support or recognition as deemed appropriate.

Changing Academic Status
1. Return to Acceptable Status: The academic standing of students on Warning or Probation will return to Acceptable Standing when they achieve both a Semester and Cumulative Grade Point Average of 2.0 or above.
2. Repeated Courses: repeating a course does not enable students to change their academic status for a previous semester. For academic standing purposes the semester GPA is calculated before any exclusions for repeat courses are coded. Note: See the catalog section “Repeating Courses” on page 48 for more details concerning the College’s repeat policy.
3. Transfer Courses: courses completed at another academic institution normally will not affect academic status at SUNY Potsdam, since only credit hours, not courses, transfer. When all the following conditions are met, however, transferred courses may change a student’s academic status from Probation to Acceptable Standing:
   a. The transferred course is an exact repeat of a SUNY Potsdam course. Note: Students who plan to repeat SUNY Potsdam courses at another college should consult in advance with the Academic Transfer Services Office to insure that the course will count as an exact equivalent.
   b. The SUNY Potsdam Registrar’s Office receives an official transcript of the repeated course. (Students must arrange for the other institutions to transmit the transcripts to SUNY Potsdam.)
   c. The SUNY Potsdam Registrar’s Office is notified of the repeated course by the student.
   d. The grade for the repeated course is higher than the grade for the original course, and the exclusion of the original grade results in raising the student’s Cumulative Grade Point Average to 2.0 or above. In this case, the student’s academic standing will be Warning if the semester GPA in their last semester at SUNY Potsdam was below a 2.0, and Acceptable Standing if it was above a 2.0.
2. Dismissal and Future Enrollment:

1. Conditions for Dismissal: students may be subject to Dismissal by the Registrar and the chair of the Academic Standards Committee. Records relating to students’ academic standing shall be maintained at SUNY Potsdam unless formally readmitted by the Office of the Registrar. Revocation of “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.

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.
   d. 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.

3. 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.

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.

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
At least 75 percent of the credit hours taken at SUNY Potsdam for graduation must be numerically graded. In order to graduate, a student must achieve an average of at least 2.0 in these numerically graded courses. Students must complete at least 30 credit hours in their major with a minimum grade of 2.0 in each course. In addition, certain academic departments require more credit hours and/or higher grade point averages for their majors.

Applying to Graduate
In order to graduate from SUNY Potsdam, students must file an Application for Degree in the Registrar’s Office. Since the degree verification process generally requires a few weeks to complete, students should file the Application for Degree by the beginning of the semester in which they plan to graduate. SUNY Potsdam has three graduation dates, in May, August and December depending on when students complete their degree requirements; however, there is only one Commencement Ceremony each year in May.

Commencement Ceremony Participation Policy
SUNY Potsdam has one commencement ceremony each year in May. Undergraduate students who have completed 100 credit hours (exclusive of Physical Education activity courses) by the end of the fall semester preceding the commencement ceremony and who have applied to graduate in the previous December, or for May or August of the current academic year, are automatically eligible to participate in the ceremony. Students with fewer than 100 credit hours may petition to participate if they can show that they will be within 14 credit hours of completion of all their degree requirements by the end of the semester in which the commencement occurs. Petitions to participate must be submitted to the Registrar’s Office by March 1st of the commencement year.

Time Limitations
Requirements for graduation as stated in the Undergraduate Catalog, in effect at the time of the student’s matriculation, shall not be binding on the College for more than six years after the date of matriculation. Students who have not completed degree requirements during that time period must pursue requirements as stated in the Undergraduate Catalog in effect at the beginning of the seventh year. Also, students may elect to follow later graduation requirements in effect subsequent to matriculation, but must then finish those requirements completely.

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

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

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

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

College officials may not disclose personally identifiable information about a student nor permit inspection of their records without the student’s written permission unless such action is covered by certain exceptions permitted by FERPA. Under the provisions of the Act, a college may disclose information about a student if it has designated that information as “Directory Information.” SUNY Potsdam has designated the following as Directory Information: student’s name, date and place of birth, address, telephone number, 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 no directory information be released to non-College personnel without the student’s prior consent by filing a “Request to Withhold Release of Directory Information” in the Registrar’s Office. Confidentiality requests are valid until rescinded by the student.

Please consider very carefully the consequences of any decision to withhold all Directory Information. All requests for such information
from outside the College will be refused. Regardless of the effect upon you, the College assumes no liability for honoring your instructions that such information be withheld.

Alternatively, students may request that they be excluded from just the Campus online directory at any time, through the “Personal Information” menu in BearPAWS, the web interface where students can view their academic records.

FERPA Rights and Procedures
FERPA affords students certain rights with respect to their educational records. Students have the right to review their educational records within 45 days of the day the College receives a request for access. Students should submit to the College Registrar written requests that identify the record(s) they wish to inspect and the student will be notified of the time and place where the records may be inspected. If the records are not maintained in the office of the College Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

Students have the right to request an amendment to the educational records that are believed to be inaccurate. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by SUNY Potsdam to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

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

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

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

Degrees
SUNY Potsdam offers four undergraduate degrees: the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science. The requirements for the four degrees differ and are detailed below. All offer opportunity for professional training.

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

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

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

The Bachelor of Fine Arts is a professional undergraduate degree in an artistic field. The B.F.A. offers increased breadth and depth in one’s art and includes advanced study in relevant theory and history.

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

College-wide Degree Requirements
Students must complete 120 academic credit hours for the bachelor's degree, though some majors require more. In addition, all students must satisfy the requirement of two physical education/health and wellness courses. It is the responsibility of each student to become familiar with degree requirements, graduation requirements, and all other aspects regarding academic progress.
Requirements for the Bachelor of Arts and Bachelor of Science Degrees

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

The Liberal Arts Requirement

All Bachelor of Arts and Bachelor of Fine Arts degrees must contain a minimum of 90 credit hours of liberal arts courses. All Bachelor of Science degrees must contain a minimum of 75 credit hours of liberal arts courses.

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

Courses Carrying Liberal Arts Credit

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

Internships and practica in the School of Arts and Sciences may or may not be counted as liberal arts courses. To be granted liberal arts credit, each course must be approved by the Provost’s Academic Program Committee. In addition, no more than 12 credit hours of internships and practica may be counted as liberal arts credit towards a degree, and of these no more than six credit hours may be from any one department. Note: a maximum of 12 credits from all internship courses may be counted towards a bachelor’s degree.

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

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

Requirements—Hours Outside Any One Department

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

For the purposes of this requirement, the following are considered to be separate departments or disciplines:
- Anthropology, including subject codes ANTA, ANTCh, ANTH, ANTL and ANTP;
- Art, including subject codes ARTCh, 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 LING;
- Geology, including subject code GEOL;
- History, including subject code HIST;
- Mathematics, including subject code MATH;
- Modern Languages, including subject codes FREN, SPAN, ARAB, MOHK, CHIN, LATN, GREK, GERM, ITAL, LANG, LING, LITT and ESL;
- Music, including all MU__ subject codes;
- Philosophy, including subject code PHIL;
- Physics, including subject code PHYS;
- Politics, including subject code POLS;
- Psychology, including subject code PSYC;
- Sociology, including subject code SOCI;
- Theatre, including subject code DRAM;
- Wilderness Education, including subject code WILD.

Upper-division Requirement

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

Notes:
1. It is not a requirement that these 45 credit hours comprise liberal arts credit courses only. However, students and advisers should be aware of the 90 (or 75) semester-hour liberal arts requirement.
2. No two-year college course may be transferred for upper-division credit.
3. Determination of upper-division credit for courses transferred from four-year colleges will be made by the Academic Transfer Services Office, 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 honed 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 Educa-

General Education Program Rationale
At one time it may have been possible to impart to students, in four
teaching-learning experience. As modern students are more readily

General Education Components and Requirements
The General Education Program and requirements provide the means

Gradually develop increasingly sophisticated skills, to expand the bases
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 ac-

Further, an adequate curriculum addresses the fact that a college student

But this does not imply that knowledge or information may be neglected.

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

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

1. [FC] Critical Thinking (1 course minimum, 3 credits). The FC
course introduces 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 humani-
ties, natural sciences, or social sciences; and

c. self-consciously apply the standards of critical thinking.

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 tech-
nological 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 humani-
ties, natural sciences, or social sciences; and

c. self-consciously apply the standards of critical thinking.
The Modes of Inquiry
(9 courses: 27-28 credit hours)

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

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

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

1. [AC] and [AE] Aesthetic Understanding: Two courses selected from two distinct departments. The AC course must carry a minimum of three credits, and the AE course must carry a minimum of two credits. One course involves participation in the process of the creative or performing arts. The other course is a critical and discriminative approach to the arts. Note that, for example, if one Aesthetic Understanding course is taken from the Art Department, the second course must be taken in another department, such as Dance, Theatre, English or Music. Note also that an art studio course and an art history course are from the same department, whereas a dance course and a theater course are from two distinct departments. English Communication courses and English Literature courses are also considered to be from two distinct departments.

2. [SB, SP, LB] Scientific Inquiry: Two courses for a minimum total of six credit hours. Studies natural phenomena in the physical and biological sciences empirically and systematically. One course must be selected from each of these two general knowledge areas. At least one of these two courses must include a laboratory experience.

3. [SA] Social Analysis: One course for a minimum of three credit hours. Systematically studies human behavior, human social interactions and relations, and contemporary social institutions and the practices, conventions, groupings and organizations, which most significantly structure social life in the world today.

4. [PI] Philosophical Inquiry: One course with a minimum of three credit hours. Engages in critical and systematic reflection on the root nature of a subject matter in a way that explores the most basic questions about it. One or more areas addressed include the meaning and significance of human experience (ontological questions), the nature and meaning of knowledge (epistemological questions), moral and ethical values of contemporary significance (moral questions) and the nature and meaning of concepts fundamental to a given subject matter (analytical questions).

5. [AH] American History: One course with a minimum of three credit hours. Studies significant portions of the narrative of American History, focusing on the political, economical, social and cultural, including an examination of unity and diversity in American society.

6. World Civilizations: Two courses with a minimum of six credit hours, one from each of the following areas:
   - [XC] Cross-Cultural Perspective: The comparative, holistic study of a people or peoples or ways of life not derived primarily from European civilization such as the societies, civilizations, or cultural traditions originating in Africa, Oceania, or the Americas.
   - [WC] Western Civilization: The developmental study of significant aspects of Western Civilization, defined as any civilization, constitutive of or derived primarily from European Civilization.

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

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

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

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

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

An understanding of the roles of physical conditioning, stress management, nutrition, physical fitness, leisure, and the benefits of exercise, directly influences an individual's ability to lead a productive life. All courses that fulfill the PE/HW requirement should address the aforementioned concerns through activities designed to develop not only physical skills, but also a positive attitude toward the student's health.

To fulfill the PE/HW requirements, students must complete either two appropriately designated physical education courses, two health and wellness courses, or one physical education course and one health and wellness course in addition to the specific total academic credit hours required for the B.A., B.F.A., B.M., or the B.S. degree. A student may take the same PE course twice, except for outdoor education activities which may not be repeated. In Physical Education, sports or skills such as varsity lacrosse, fitness training, and archery, are different activities. In Dance, different forms of dance such as ballet, modern and jazz, are different activities. Participation on an intercollegiate athletic team, on the basis of one course credit given for one season of participation, may be used to fulfill the PE/HW requirement. No health and wellness courses may be repeated towards fulfilling this requirement.

A course approved for General Education Physical Education/Health and Wellness designation and also for a Mode of Inquiry may simultaneously serve toward the completion of both the academic requirement and one course of the PE/HW requirement.

Transfer students who have not completed this requirement prior to entering SUNY Potsdam are required to take one PE/HW course for every 30 credits completed at SUNY Potsdam, until the two-course requirement is fulfilled.

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

Modified General Education Requirements for 3-2 Engineering Program Students

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

To be determined under advisement, one of the following Modes of Inquiry:
1. Aesthetic Expression – Critical and Discriminative [AC]
2. Aesthetic Express – Experiential [AE]
3. Scientific Inquiry – Biological Sciences [SB]

Transfer Credits

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

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

Upon receipt of official transcripts or examination score reports, the 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.
### Advanced Placement (AP) Transfer Equivalents

<table>
<thead>
<tr>
<th>Advanced Placement Program</th>
<th>General Education Requirement Fulfilled</th>
<th>Departmental Equivalence (Score of 3 or higher needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art: 2-D Design</td>
<td>Aesthetic Experiential [AE]</td>
<td>4 hrs., ARTS 120</td>
</tr>
<tr>
<td>Studio Art: 3-D Design</td>
<td>Aesthetic Experiential [AE]</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>Aesthetic Experiential [AE]</td>
<td>4 hrs., ARTS 110</td>
</tr>
<tr>
<td>History of Art</td>
<td>Western Civilization [WC]</td>
<td>6 hrs., ARTH 101 and 102</td>
</tr>
<tr>
<td><strong>BIOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scientific Inquiry-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Sciences with Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[SB] [LB]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 or 4 = 4 hrs., BIOL 151 or 152</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(See Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 5 = 8 hrs., BIOL 151 and 152</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scientific Inquiry-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences with Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[SP] [LB]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 or 4 = 4 hrs., CHEM 105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 5 = 8 hrs., CHEM 105 and 106</td>
</tr>
<tr>
<td><strong>COMPUTER SCIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>Freshman Mathematics [FM]</td>
<td>3 hrs., CIS 201</td>
</tr>
<tr>
<td>Science AB</td>
<td>Freshman Mathematics [FM]</td>
<td>6 hrs., CIS 201 and 203</td>
</tr>
<tr>
<td><strong>ECONOMICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Social Analysis [SA]</td>
<td>3 hrs., ECON 110</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Social Analysis [SA]</td>
<td>3 hrs., ECON 105</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Composition</td>
<td>Aesthetic Critical [AC]</td>
<td>Score of 3 = 6 hrs., LITR elective</td>
</tr>
<tr>
<td></td>
<td>Freshman Writing [FW] and Aesthetic</td>
<td>Score of 4 or 5 = 7 hrs., COMP 101 and LITR</td>
</tr>
<tr>
<td></td>
<td>Critical [AC]</td>
<td>elective</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>Aesthetic Critical [AC]</td>
<td>Score of 3 = 6 hrs., LITR elective</td>
</tr>
<tr>
<td></td>
<td>Freshman Writing [FW] and Aesthetic</td>
<td>Score of 4 or 5 = 7 hrs., COMP 101 and LITR</td>
</tr>
<tr>
<td></td>
<td>Critical [AC]</td>
<td>elective</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL SCIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Scientific Inquiry-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences [SP]</td>
<td>Score of 3, 4 or 5 = 3 hrs.</td>
</tr>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Geography</td>
<td>Cross-Cultural Perspective [XC]</td>
<td>3 hrs., GEOG 350</td>
</tr>
<tr>
<td><strong>GOVERNMENT AND POLITICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>Social Analysis [SA]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 = 3 hrs., Political Science lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>division elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 4 or 5 = 4 hrs., POLS 110</td>
</tr>
<tr>
<td>Comparative</td>
<td>Cross-Cultural Perspective [XC]</td>
<td>3 hrs., POLS 130</td>
</tr>
<tr>
<td><strong>HISTORY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>American History [AH]</td>
<td>6 hrs., HIST 201 and 202</td>
</tr>
<tr>
<td>European</td>
<td>Western Civilization [WC]</td>
<td>6 hrs., HIST 101 and 102</td>
</tr>
<tr>
<td>World</td>
<td>Cross-cultural Perspective [XC]</td>
<td>3 hrs., HIST 100</td>
</tr>
<tr>
<td><strong>MATHMATICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td>Freshman Mathematics [FM]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 = 4 hrs., MATH 110</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 4 or 5 = 4 hrs., MATH 151</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>Freshman Mathematics [FM]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 = 4 hrs., MATH 151</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 4 or 5 = 8 hrs., MATH 151 and 152</td>
</tr>
<tr>
<td><strong>MODERN LANGUAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language</td>
<td>Modern Language [ML]</td>
<td></td>
</tr>
<tr>
<td>French Literature</td>
<td></td>
<td>Score of 3 = 3 hrs., and placement at 200 level</td>
</tr>
<tr>
<td>Spanish Language</td>
<td></td>
<td>Score of 4 or 5 = 6 hrs., and placement at 200</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td></td>
<td>or 300 level (See Chair)</td>
</tr>
<tr>
<td>German Language</td>
<td>Modern Language [ML]</td>
<td></td>
</tr>
<tr>
<td>Italian Language</td>
<td></td>
<td>Score of 3 = 3 hrs.,</td>
</tr>
<tr>
<td>Latin Literature</td>
<td></td>
<td>Score of 4 or 5 = 6 hrs.</td>
</tr>
<tr>
<td>Latin-Virgil</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td>Aesthetic Experiential [AE]</td>
<td>3 hrs., MULT 101</td>
</tr>
<tr>
<td><strong>PHYSICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>Scientific Inquiry:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences with Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[SP] [LB]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 or 4 = 4 hrs., PHYS 101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 5 = 8 hrs., PHYS 101 and 202</td>
</tr>
<tr>
<td>Physics C</td>
<td>Scientific Inquiry:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences with Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[SP] [LB]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 or 4 = 4 hrs., PHYS 103 (See Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 5 = 8 hrs., PHYS 103 and either</td>
</tr>
<tr>
<td></td>
<td></td>
<td>204 or 305 (See Chair)</td>
</tr>
<tr>
<td><strong>PSYCHOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Social Analysis [SA]</td>
<td>3 hrs., PSYC 100</td>
</tr>
<tr>
<td><strong>STATISTICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Freshman Mathematics [FM]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score of 3 = 3 hrs., MATH 125 or STAT 100</td>
</tr>
</tbody>
</table>

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

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

Majors and Minors

The major requirement is designed to ensure that all students will have the experience of disciplined and cumulative study, carried on over an extended period of time, in an important field of intellectual inquiry. After completing 60 credit hours, or approximately at the end of the sophomore year of study, all students must choose the subject or major area in which they wish to concentrate.

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

To be eligible to graduate with a bachelor's degree, a student must complete 30 credit hours of the major with at least a 2.0 in each course. With the approval of the appropriate committee of the School, its dean, and the Provost, departments may establish distinct academic standards for their majors, including a higher minimum grade point average.

Declaration/Change of Major

Students may declare more than one major. If the two (or more) majors are associated with different degrees, the student will be awarded the degree of the program listed in the College’s records as the first major. For information on earning two bachelor’s degrees, see page 16.

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

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

Students who wish to declare a major in teacher education should review the School of Education and Professional Studies application procedures on page 178.

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

Denial of Continuation in Major or Program/Right to Appeal Denial
Departments may deny continuance in the major to students who do not meet the established academic standards. Students have the right to appeal such denial according to established procedures in the department or School concerned.

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

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

ACADEMIC AND CAREER SUPPORT SERVICES

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

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

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

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

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

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

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

Students are assigned an adviser soon after their arrival on the SUNY Potsdam campus, usually reflecting the student’s area of interest. If students have concerns about their adviser assignment, or have questions about academic requirements that their adviser cannot answer, they may contact the following offices: Arts and Sciences Advising Coordinator in Dunn 103 or Academic Advising in Sisson 128 if they are in the School of Arts and Sciences, Teacher Education Advising Services in Satterlee 111 if they are in the School of Education and Professional Studies, and Crane Advising in Bishop C222 if they are in the Crane School of Music.

When students officially declare a major or a minor, the department chair assigns them an adviser in that department. Students will have an adviser assigned for each major and minor they declare and will need to see each adviser every semester before registering. Advising should be a continuing process not limited to selection and approval of courses.

Students should discuss with their academic adviser any academic difficulties in their classes, problems outside of class that affect their academic performance, career planning issues, and special academic opportunities such as internships, study abroad, cross-registration, departmental awards, and honor societies. Students should also consult with their adviser before making important academic decisions, such as withdrawing from a class, selecting the S/U grading option, or attempting a semester credit overload. The academic adviser receives copies of transfer credit evaluations and 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 Student and Family Transitions 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. There are lockers available by the semester for student use located in both Carson and Sisson Halls. The Adult Learner Adviser facilitates programs, advises students, answers questions and provides useful information on commuting/carpooling, childcare, tutoring, and computer technology assistance.

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, contact Louise Tyo in the Office of Student and Family Transitions at 315-267-2735 or stop by Sisson 128.

**Accommodative Services**
SUNY Potsdam is committed to the full inclusion of all students who can benefit from educational opportunities. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified students with disabilities to participate in all educational programs, services, and activities. The College will also strive to ensure that a person with a disability who is otherwise qualified will not, on the basis of that disability, be denied full and equal access to and enjoyment of academic and co-curricular programs or activities or be otherwise subjected to discrimination under programs or activities offered by the College.

The Office of Accommodative Services (OAS) provides academic accommodations for all qualified students who have documented learning, emotional, and/or physical disabilities and have need for accommodations. Accommodations can include such services as note takers, text readers, alternative testing arrangements or loan of some equipment.

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

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

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

**Student and Family Transitions/Orientation**
The staff in the Office of Student and Family Transitions is responsible for organizing orientation for all first year students and coordinating sections of the First Year Success Seminar course offered to first year students. Orientation is one of the most significant activities for first year students. Over 95 percent of first year students participate in orientation.

Attending orientation accomplishes a number of critical functions:
1. It provides students with a relaxed and informal atmosphere in which to become comfortable with the campus and to become acquainted with professors and advisers;
2. It offers the students the opportunity to register for classes;
3. It enables students to learn about the policies and procedures of the College;
4. It offers time for social opportunities and the chance to meet other new students.

The First Year Success Seminar is a 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 Student and Family 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
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, as well as more than 400 overseas programs available through the SUNY consortium. For further information, call 315-267-2507 and see “International Education Programs” on page 69.

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. 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, supplemental instruction, 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, EOP-specific Freshmen Interest Groups (FIGs), and a freshman seminar. See page 15 for admission information and page 22 for financial aid information. For additional information please call 315-267-2335 or go to www.potsdam.edu/support/eop.
Student Support Services

Student Support Services (SSS) is a federally funded TRIO program designed to enhance academic skills and increase retention and graduation rates of eligible students. Services include peer tutoring, academic planning, academic monitoring, study skills assistance, financial literacy/planning, graduate school planning, counseling, cultural activities and peer mentoring. Through coordination with other campus offices, the program also assists participants with career planning and financial aid counseling.

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

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

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

Center for Diversity

SUNY Potsdam is a student-centered institution that is committed to diversity within its student body, staff, curriculum, programs and services. The Center for Diversity exists to assist all students, with an emphasis placed on students of color and diverse backgrounds, in their educational and personal transition and development at SUNY Potsdam. The Center is comprised of the Collegiate Science and Technology Program (CSTEP), Office of Native American Affairs, North Country Science and Technology Program, and the North Country Migrant Education Program (NCMEP). The goal of the Center is to provide educational and social programs and services to help students meet their personal, academic and professional goals.

In continued effort to afford students empowering opportunities, the Center for Diversity staff provide academic and personal advising and referrals to other campus services. The Center also coordinates diversity training sessions, skill development workshops and leadership opportunities to assist in the college-wide appreciation for multiculturalism and diversity. Check us out on the Web at www.potsdam.edu/diversity.

Collegiate Science and Technology Entry Program

The Collegiate Science and Technology Entry Program (CSTEP), is a New York State Education Department initiative designed to provide services to students from underrepresented populations or economically disadvantaged backgrounds who are seeking careers in the sciences, mathematics and technological fields and 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.

Native American Affairs

The Office of Native American Affairs was created to serve as a center of emphasis for the SUNY System Northern Consortium Native American Initiative. The office provides direct assistance to the students and the College, with special interest placed on Native Americans.

It is the expressed goal of the office to provide educational and social programs and services to help Native American students meet their personal and professional goals. In addition to their direct support, the staff provides referrals to appropriate campus offices and support services.

The Office of Native American Affairs serves to increase campus awareness of Native American cultures and contemporary issues, while providing quality educational, cultural, and social programs for the College, the North Country community and the near-by Akwesasne Reservation. The department seeks to increase the recruitment and retention of Native American students at SUNY Potsdam and throughout the North Country.

For additional information and further assistance, please contact the Center for Diversity at 315-267-2184.

North Country Science and Technology Entry Program

The North Country Science and Technology Entry Program (NCSTEP), is a New York State Department of Education initiative designed to provide services to junior high and high school students from underrepresented populations or economically disadvantaged backgrounds who are seeking careers in the sciences, mathematics and technological fields and the licensed professions.

For additional information and further assistance, please contact the NCSTEP office at 315-267-2622, stop by Sisson 236 or visit our Web site at: www.potsdam.edu/ncstep.

North Country Migrant Education Program

The North Country Migrant Education Program (NCMEP) is a federally funded program that provides a variety of services to migrant families in St. Lawrence, Franklin, Clinton, and Essex Counties. Services are offered free of charge to all eligible migrant families.

For additional information and further assistance, please contact the NCMEP office at 315-267-2510, or stop by Van Housen Extension, 2nd floor.
College Writing Center
The College Writing Center (CWC) provides assistance for students in every facet of writing from topic development to final draft revision. Supervised by English faculty and staffed by trained peer tutors, the CWC helps students writers to clarify their own ideas, to improve their own expression, and to plan their own revisions. In addition to individual writing tutoring, the CWC offers practicum opportunities for upper-division students and workshops on academic and creative writing topics. The CWC welcomes inquiries for workshops or special assistance from faculty members and students alike. The Writery, adjacent to the College Writing Center, is equipped with Macintosh and Windows computers as well as comfortable tables and chairs where students can read, write or study.

The facility is open weekdays in Carson Hall and evenings in Sisson 106 and Crumb Library. For more information, contact the College Writing Center at 315-267-3059 or cwc@potsdam.edu. Also see our 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, FOCUS (an interactive career self-assessment computer program) and career books are resources used to assist in selecting career options. These services and resources are valuable when assisting students with selecting a major and/or selecting a career within their major.
Career Entry – Individual counseling and group workshops in job search strategies, résumé and cover letter writing, developing interviewing skills, and designing portfolios and self-marking brochures are provided. This service includes, job vacancy lists, resume referral programs, job fairs, on-campus recruiting and the maintenance of reference files.
Career Management – This program is primarily an alumni service in career progression, career change and career problem solving.
Job Listings – Vacancy listing are available through BearTracker, NACE Link, local employment sources, and other web-based job search links. Logins and links can be found on our Career Planning Website at: www.potsdam.edu/career. 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, they organize a graduate school fair every fall.
Student Computers – Computers and a laser printer are provided for student use in preparing resumes and letters, searching for jobs, designing network cards, and developing portfolio pages.
Web Page – Through Career Planning’s Web Page, students have access to information on job vacancies, employers, careers, summer jobs, graduate schools, career mentors, all office handouts, what they can do with their majors, all Career Planning events and a step-by-step career planning activities checklist.

For further information, go to www.potsdam.edu/career or contact Career Planning at 206 Sisson Hall, or call 315-267-2344.

ACADEMIC ENRICHMENT OPPORTUNITIES
Center for Undergraduate Research
Contact Person: Carleen Graham
102 MacVicar, 315-267-2051, cur@potsdam.edu, www.potsdam.edu/cur

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, research tools, 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. Visit our web site for specific dates and times.

Opportunities:
• Kilmer Undergraduate Research Apprenticeships support student-faculty collaborative projects during the academic year and summer session.
• Awards for Student Research at the Annual Learning and Research Fair include the Kilmer Undergraduate Research Poster Excellence Awards, which are awarded to Kilmer Apprentices, and the Ram L. Chugh North Country Research and Public Service Award, which is given to students whose research focuses on issues related to and benefiting the North Country region of New York State.
• Paid Internships are available each semester in support the Center’s activities, one in Marketing & Outreach and one in Publications Media & Web Communications.
• Featured Student Researchers work is displayed in the Carson Hall wing adjacent to MacVicar Hall and on the CUR Web site.
• Institute for Ethical Behavior Endowment, in honor of Dr. Harold Hughes, provides funding for research, research-based service learning projects, or dissemination of research findings in the fields of ethical behavior or criminal justice. These projects may be student initiated or a collaboration between students and faculty. The endowment also supports invitations to scholars or practitioners in the fields of ethical behavior or criminal justice to present lectures or workshops on campus.

Honors Program
Contact Person: Thomas N. Baker
317-1 Satterlee, 315-267-2078, bakern@potsdam.edu

The Honors Program strives to provide intellectual enrichment for both its students and the campus community at large. For further information, go to www.potsdam.edu/honors.

Eligibility
National Merit Finalists and Semi-finalists, high school valedictorians and salutatorians, and incoming first-year students with a minimum high school GPA of 95 percent will be invited to participate in General Honors. In addition, incoming students who believe they are qualified for the Honors Program, but who do not meet the minimum GPA criteria, may apply for admission to the Honors Director. Students who earn a minimum overall GPA of 3.50 during their first semester...
at SUNY Potsdam may be admitted to the program in their second semester by application to the Director.

Students who successfully complete General Honors will automatically qualify for admission to Advanced Honors, as will transfer students from community colleges who successfully complete an honors program as part of their two-year college degree, and transfer students from four-year colleges who successfully complete the first two years of an honors program at their previous institution. In addition, students who earn a minimum overall GPA of 3.50 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 3.50 after the equivalent of three semesters of full-time course work, are eligible to apply to the Director for admission to the Honors Program.

Curriculum
The Honors Program curriculum features two tracks: General Honors (primarily for first- and second-year students), and Advanced Honors (exclusively for juniors and seniors). The Honors Program's curriculum is flexible. However, students’ roles and responsibilities as scholars in the College community and as citizens in a larger world is a core theme developed in honors coursework.

General Honors
Students in General Honors are required to complete a one-credit honors colloquium (INTD 150), coordinated by the Honors Director, which introduces honors students to the College academic community. By the end of their senior year, students must complete a minimum of three honors courses (9-12 credit hours) of the following variety:

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 may 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 standard college course

Advanced Honors
Students in Advanced Honors are required to complete a one-credit honors colloquium (INTD 450) on the topic “Scholar as Citizen,” to be coordinated by a SUNY Potsdam faculty member. Students must also complete one of the following research or service options:

1. A Presidential Scholars project
2. A Departmental Honors Program in the student’s major
3. An approved project/thesis within their major if there is no departmental honors program
4. An approved project/thesis outside their major
5. An approved upper-division honors service-learning project
6. An approved honors internship

Orientation and Advising
The Honors Program Director serves as a secondary academic adviser to all honors students. Honors students are awarded priority registration privileges and opportunities 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” (INTD 150 – 1 cr.) or an equivalent independent study (INTD 195 – 1 cr.), and three additional General Honors courses (9-12 credit hours), with a minimum overall GPA of 3.25 in honors courses and a minimum overall GPA of 3.0.

Graduation with Advanced Honors requires satisfactory completion of the “Scholar as Citizen” honors colloquium (INTD 450 – 1 cr.), a minimum overall GPA of 3.0, and satisfactory completion of one of the research or service options listed above.

Students who complete both General Honors and Advanced Honors curricula will be recognized additionally as SUNY Potsdam Distinguished Scholars.

Presidential Scholars Program
Contact Person: Rebecca Gerber
A102 Schuette, 315-267-3228, gerberrl@potsdam.edu

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

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

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

Student Fellowship Program
Contact Person: Rebecca Gerber
A102 Schuette, 315-267-3228, gerberrl@potsdam.edu

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

**Tutorial Study**

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

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

Tutorials must be carefully planned in advance with a tutor. The planned work should be described on the Proposal for a Tutorial form. The form, together with the Tutorial Study Registration Form, should be submitted for approval to the chair of the department offering the tutorial. Both forms are then submitted to the dean of the appropriate School. If the proposal is accepted, the dean forwards the registration form to the Registrar.

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

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

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

**International Education and Programs/Study Abroad**

**Contact Person:** Bethany Parker Goeke
136 Sisson, 315-267-2507, international@potsdam.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.

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 host family.

Our special programs: The semester programs administered by SUNY Potsdam include inexpensive programs in England, Germany, Mexico, Sweden, Ghana and other African countries, and student teaching. SUNY Potsdam faculty have organized and led short-term study experiences in winter session, spring break and summer to Jamaica, Egypt, England, France, Greece, Italy, Mexico, Morocco, Peru, Scandinavia, Tunisia, Ukraine and Vietnam.

**Winterim**

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

For information regarding these courses, contact the Office of Extended Education, toll-free (800) 458-1142 or dial direct, 315-267-2166, or go to www.potsdam.edu/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, music, theater, history, cultural studies and women's studies, this is a direct exchange program with York St. John University in a beautiful medieval city.

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

Universidad de la Americas, 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. There are more than 250 courses offered in English in business, economics, education, engineering, music and politics.

Service Learning in Africa
SUNY Potsdam collaborates with Operation Crossroads Africa (OCA) to offer a unique opportunity to live and work in an African community during the summer term and earn college credit. Students participate in group-oriented cultural exchange and community development projects in Africa developed and supervised by OCA. SUNY Potsdam faculty provide academic orientation and research guidance. Projects typically involve physical labor using indigenous resources. Whether in a village, town, or city, students will live in the community, participating in its daily life.

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

Applications and Services
Applications for all SUNY-wide programs are available in the Office of International Education and Programs. By remaining registered at SUNY Potsdam, students maintain their eligibility for financial aid and their residency, and at the same time facilitate the transfer of credits. The Office of International Education and Programs provides information about overseas academic programs, including inexpensive options, and assists in arrangements for transfer credit and financial aid for any student who wishes to study abroad. The Office will keep students informed while they are abroad and help them register for the following semester. Students may make an appointment to discuss individual needs.

Students are given detailed advice on selecting the best program for their needs, and are strongly encouraged to take advantage of these special opportunities.

National Student Exchange Program
Contact Person: 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 in a course offered by another member college. A cross-registered course is used to improve the depth and variety of the student’s approved academic program.

Full-time matriculated students and staff at SUNY Canton, Clarkson University, SUNY Potsdam and St. Lawrence University may take up to two courses per academic year (including summer session[s]) at any of the other institutions on a space-available basis. Through cross-registration, full-time matriculated students and staff have access to courses in both major and elective areas representing specialties unavailable or closed at their home institution. There also exist formal curricular arrangements among institutions.

1. It is the student’s responsibility to determine whether or not a particular course satisfies requirements for a major, certificate or license, or graduation.

2. It is the student’s responsibility to follow registration deadlines for adding, dropping and withdrawing from courses in effect at their home institution.

Cost: tuition is paid to the student’s home institution under the policies of that institution. If cross-registration credits result in a course load requiring additional tuition charges at the home school, the student is responsible for those charges just as if the cross-registered credits were home school credits.

There is no additional charge to cross register for courses as long as the individual meets the eligibility requirements. A student does have to pay any special fees, such as lab fees, fees for registration or transcripts, etc.

Grades and Credit: students follow all course requirements as stated by the course instructor. Grades and credit earned are treated as residential and identified as cross-registrations on students’ permanent record.

Class Attendance: students are required to meet any attendance requirements as stated by the instructor and are responsible for arranging transportation. Many students drive, share rides or simply walk to class as appropriate.

For additional information, see [www.associatedcolleges.org/services/services.htm](http://www.associatedcolleges.org/services/services.htm), contact the Director of the Associated Colleges at 315-267-3331 or Registrar’s Office at 315-267-2154.

**Art Education with St. Lawrence University**

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

Art Studio majors may obtain art teacher certification by completing this program offered through the Associated Colleges Consortium. See page 100 for information.

**Engineering Double Degree with Clarkson University (3-2)**

**Contact Person:** Biman Das, Department of Physics  
212 Timerman, 315-267-2281, dasb@potsdam.edu

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

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

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

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

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

**Program of Study at SUNY Potsdam**

During the first three years at SUNY Potsdam, students should complete the at least 90 credit hours in liberal arts courses which are required for the B.A. degree at SUNY Potsdam and include the following.

All requirements for a major in one of the following disciplines: chemistry, computer and information sciences, geology, mathematics or physics.
The general education requirements as specified in the General Education manual, with the exemption of one of the following Modes of Inquiry (under advisement):

- Aesthetic Expression – Critical and Discriminative [AC]
- Aesthetic Expression – Experiential [AE]
- Scientific Inquiry – Biological Sciences [SB]

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

**Physics**
- PHYS 103 University Physics I 4
- PHYS 204 University Physics II 4
- PHYS 305 University Physics III 4
- PHYS 306 Modern Physics* 4
  (*required for Electrical Engineering and highly recommended for others)

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

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

**Computer and Information Science**
- CIS 201 Computer Science I 4

**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

**Program of Study at Clarkson University**

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

Selection of courses for the first year at SUNY Potsdam: Students in 3-2 program may take the following courses during the first year in addition to the FW and FS General Education courses:
- All students: PHYS 103, 204; MATH 151, 152
- Chemistry and Geology majors must take: CHEM 105, 106
- Mathematics and Physics majors may choose between: CIS 201 or CHEM 105 and 106

**MBA Programs with Clarkson University (4+1)**

**Contact Person:** Joe Timmerman, Department of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

**Clarkson Contact Person:** Patricia M.M. Perrier
Graduate Business Programs, 315-268-6613, pperrier@clarkson.edu

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

Students currently enrolled at SUNY Potsdam should try to select appropriate electives in order to complete most of the foundation courses as a part of their undergraduate programs. The required courses for the Bachelor of Science in Business Administration satisfy all of the foundation courses. If necessary, prior to beginning the MBA programs, any remaining foundation courses may be taken during the Summer Business Concepts Program at Clarkson University.
Foundation requirements include satisfactory completion of a total of 27 credit hours in the following subjects: economics, finance, production, management, information systems, business law, accounting, marketing, and statistics. All foundation courses must be successfully completed with a 2.0 or higher.

<table>
<thead>
<tr>
<th>SUNY Potsdam Course Equivalents</th>
<th>Clarkson University Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201/202 Principles of Accounting I and II or ACCT 385 Managerial Accounting</td>
<td>Accounting: Financial and Managerial Economics: Micro and Macro</td>
</tr>
<tr>
<td>ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics</td>
<td>FINA 301 Finance</td>
</tr>
<tr>
<td>MGMT 410 Operations Mgt.</td>
<td>MGMT 340 Information Systems</td>
</tr>
<tr>
<td>STAT 100 Statistics or equivalent</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>MGMT 301 Principles of Mgt. or MGMT 310 Organizational Behavior and Ethics or SOCI 320 Complex Organizations</td>
<td>MKTG 301 Principles of Mkrg.</td>
</tr>
</tbody>
</table>

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

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

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

The School of Business attempts to notify an applicant as early as possible after receiving the application materials and GMAT score. A grade point average of 3.0 and a 70th percentile GMAT score are sufficient to secure early admission to the program. In other cases, a decision must be postponed until grades from additional courses are available. Applicants not accepted immediately would be advised on an individual basis as to what must be done during their last year of study to secure admission. Grade trends, work experience and letters of reference all have a bearing in the decision process.

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

### Environmental Technology Minor with SUNY Canton

**Contact Person:** Dr. Michael Rygel  
226 Timerman Hall, 315-267-3401, rygelmc@potsdam.edu

Students may obtain a minor in Environmental Technology through a combination of courses at SUNY Potsdam and SUNY Canton. This program of study is offered through the Geology Department. See page 130 for information.

### Pre-Professional Programs

#### Health Professions

**Contact Person:** David Gingrich, Department of Chemistry  
308 Stowell, 315-267-2273, gingridj@potsdam.edu

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

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.

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 I
- **CHEM 106** General Chemistry II
- **CHEM 341** Organic Chemistry I
- **CHEM 342** Organic Chemistry II
- **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
or
Biol 413 Neurophysiology

Physical, Respiratory, and Occupational Therapy students are required to take a full year of Human Anatomy and Physiology which can typically be completed by taking: Biol 403 and 404 Human Anatomy and Physiology. This course will also help in preparation for gross anatomy required by many of the programs. Check with your professional school’s admission office for confirmation.

The Health Professions Advisory Committee 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.

A partial list of Health Professions:

- Medicine
- Biomedical Laboratory Technology
- Cardiovascular Perfusion
- Medicinal Chemistry
- Medical Laboratory Technology
- Medical Technology
- Radiation Therapy
- Respiratory Therapy
- 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@potsdam.edu

SUNY Potsdam and SUNY College of Optometry have a formal affiliation in optometric education in which up to six high school students per year can be jointly admitted by SUNY Potsdam and SUNY College of Optometry to a seven-year pre-optometry/optometry program of study. Students can apply from high school as they apply to SUNY Potsdam, or during their freshman or sophomore years. The preferred application time is in the first semester of sophomore year. Students shall be selected based on standards set by both schools and will matriculate at SUNY Potsdam for three years. Upon maintaining an appropriate grade point average in required pre-optometric coursework, these students will be admitted to the State College of Optometry at the completion of their third year of enrollment at SUNY Potsdam. Students will pursue a curriculum approved by both SUNY Potsdam and SUNY College of Optometry. The Bachelor of Arts degree will be awarded by SUNY Potsdam to those students who have completed all of the degree requirements, usually after the first year of professional study at the State College of Optometry. Students interested in this program should contact the chair of the Health Professions Advisory Committee, Dr. David Gingrich, as soon as possible to obtain additional information.

**Pre-Law Studies**

**Contact Person:** Timothy Gordinier, Department of Politics

309-B Satterlee, 315-267-2716, gordintp@potsdam.edu

Students interested in pursuing careers in law should meet with Professor Timothy Gordinier of the Department of Politics. He is prepared to assist students in evaluating their interests and aptitude for law, and in preparing effective applications to law school. The adviser is also available to provide counseling on academic and curricular problems relating to pre-legal studies.

Law schools do not generally require a prescribed curriculum for admission. Students who are interested in a career in the legal profession will be prepared for law school if their undergraduate record in the arts and sciences is strong.

Certain minimum requirements for admission are, however, required by all law schools. It is recommended, therefore, that students interested in law consult with Professor Gordinier as early as possible, preferably during their first year, for advice concerning the selection of courses. The Pre-law minor offered through the Department of Politics will be of particular interest. Course selection will often depend upon a number of variables and should be undertaken only in consultation with both the major and career interest advisers.

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

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

**Contact Person:** Biman Das, Department of Physics

212 Timerman, 315-267-2281, dasb@potsdam.edu

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

3-2 Engineering Program: The 3-2 Engineering Technology Program combines three years of education in science and mathematics at SUNY Potsdam with two years of engineering technology education at SUNY College of Technology at Utica/Rome, leading after five years to the Bachelor of Arts degree from SUNY Potsdam and the Bachelor of Technology or Bachelor of Science degree from the SUNY College of Technology at Utica/Rome. The Bachelor of Technology degree may be granted in electrical, mechanical or industrial technology. The Bachelor of Science degree is offered in telecommunications. For further information, contact the SUNY Potsdam coordinator in the Department of Physics at 315-267-2284.
Engineering Double Degree with SUNY Binghamton (3-2)
Contact Person: Biman Das, Department of Physics
212 Timerman, 315-267-2281, dasb@potsdam.edu

A 3-2 program has also been established with the Thomas J. Watson School of Engineering at SUNY Binghamton. Coursework preparation for transfer to the Watson School is essentially the same as that for the program with Clarkson University (see page 71 for more information). Students interested in this option should consult with the Coordinator of the 3-2 Program at SUNY Potsdam at least by the middle of their second year.

Professional Programs

MSW with University of Louisville (4+2-1/2)
Contact Person: 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 Kent School of Social Work and SUNY Potsdam have established an agreement which allows qualified students who have earned a Bachelor of Arts degree in Women’s and Gender Studies to complete the MSW degree in an additional 2½ years. With the combination of these two degrees, students will have the tools of social change to address the historic problems of gender inequality and injustice. Social work is a profession for those with a desire to improve people’s lives.

Requirements for this program: While completing the Women’s and Gender Studies major at SUNY Potsdam, students will substitute three 500 level WGS courses in the Social-Political and Science-Health Perspectives for transfer to the Watson School is essentially the same as that for the program with Clarkson University (see page 71 for more information). Students interested in this option should consult with the Coordinator of the 3-2 Program at SUNY Potsdam at least by the middle of their second year.

Benefits of this program are the following:
- Reduced cost (SUNY Potsdam WGS majors pay in-state tuition costs see http://louisville.edu/vpf/bursar/student/tuition/tuitioncurrent.html
- Shortened time to degree: SUNY Potsdam WGS majors complete the MSW degree in 2½ instead of 3 years
- Choice of location for practicum: SUNY Potsdam WGS majors can choose the geographic location and focus for their practicum
- Some Kent School of Social Work Courses are available online
- Graduates are qualified for: ACSW New York State licensure exam

MBA with Alfred University (4+1)
Contact Person: Joe Timmerman, Depart. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

The College of Business, Alfred University and SUNY Potsdam have established an agreement which allows qualified students who have earned a Bachelor of Science degree to accelerate their progress through the Alfred University College of Business MBA program. Waiver of selected MBA common body of knowledge courses is granted based upon completion of specific undergraduate courses. Students may be able to complete the MBA program in as short as one calendar year.

Applicants should demonstrate an overall strong potential for success in graduate business study based on their undergraduate academic performance and GMAT scores.

Grades of “B” or better in the designated undergraduate courses are acceptable for waiver of MBA foundation coursework.

SUNY Potsdam Courses
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 Macroeconomics
BUS 113 Business Statistics
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: Joe Timmerman, Depart. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

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

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

**Contact Person:** Joe Timmerman, Depart. of Business Administration  
212 Dunn, 315-267-2219, timmerja@potsdam.edu

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

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

<table>
<thead>
<tr>
<th>SUNY Potsdam Courses</th>
<th>Rochester Institute of Tech. Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201/202 Principles of Accounting I and II plus ACCT 385 Managerial Accounting</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>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</td>
<td>Organizational Behavior and Leadership</td>
</tr>
<tr>
<td>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</td>
<td>Statistical Analysis for Decision Making*</td>
</tr>
<tr>
<td>ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics</td>
<td>Economics for Managers</td>
</tr>
<tr>
<td>MKTG 301 Principles of Marketing plus one of the following: MKTG 320 Principles of Advertising and Promotion MKTG 330 Marketing Research</td>
<td>Marketing Concepts</td>
</tr>
<tr>
<td>MGMT 410 Operations Management</td>
<td>Operations Management</td>
</tr>
<tr>
<td>FINA 301 Finance and Portfolio Analysis</td>
<td>Financial Analysis for Managers</td>
</tr>
</tbody>
</table>

*Students must also successfully pass statistics portion of Grad Math/Grad Stat exam offered at orientation.

### MBA with Union University (4+1)

**Contact Person:** Joe Timmerman, Depart. of Business Administration  
212 Dunn, 315-267-2219, timmerja@potsdam.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.

<table>
<thead>
<tr>
<th>SUNY Potsdam Courses</th>
<th>Union University Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 151 Calculus or ECON 375 Mathematical Economics</td>
<td>GMI 201 Mathematics of Management (1/2)</td>
</tr>
<tr>
<td>ECON 105 Principles of Microeconomics and ECON 110 Principles of Macroeconomics</td>
<td>GMI 202 Introduction to Probability (1/2)</td>
</tr>
<tr>
<td>MKTG 301 Principles of Marketing plus one of the following: MKTG 320 Principles of Advertising and Promotion MKTG 330 Marketing Research</td>
<td>GMI 206 Statistical Models for Management</td>
</tr>
<tr>
<td>MGMT 410 Operations Management</td>
<td>Operations Management</td>
</tr>
<tr>
<td>FINA 301 Finance and Portfolio Analysis</td>
<td>Financial Analysis for Managers</td>
</tr>
</tbody>
</table>

*Students must also successfully pass statistics portion of Grad Math/Grad Stat exam offered at orientation.
One Year MSA Program Structure

Building on a knowledge base in undergraduate subjects, the one year MSA program consists of 30 semester hours of study at the graduate level. The core consists of seven advanced accounting courses each worth three credit hours:

- Taxes and Business Strategy
- Financial Statement Analysis
- Strategic Cost Analysis
- Advanced Auditing
- Finance Elective
- Quantitative Methods Elective
- Economics Elective

The remaining nine hours (three courses) consist of three electives from among the graduate offerings of the Whitman School of Management. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas.

MSF with Syracuse University (4+1)

Contact Person: Joe Timmerman, Dept. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Finance in one additional year of study.

Any SUNY Potsdam graduate meeting the following minimum admission standards will be accepted for admission to the Whitman MSF program in the year immediately following (or up to five years following) the completion of her/his degree requirements. At the time of admission, the applicant must have (1) a GMAT score at or above a 600 and (2) a 3.4 grade point average (last two academic years of study). All foundation courses must be completed with a cumulative GPA of “B” or better prior to entering the Syracuse program. The Whitman School of Management at Syracuse University shall be responsible for tracking the minimum grades in required foundation courses and the “B” cumulative grade point average in the last two years of academic study from the transcript the applicant supplies for the admission application.

Students that meet the above criteria and enroll in the MSF program will be reimbursed for their application fee and GMAT exam costs. In addition, a merit scholarship of at least $5,000 will be awarded.

SUNY Potsdam Courses

| Accounting | 201 Principles of Accounting I |
|------------|---------------------------------
| Microeconomics | 105 Principles of Macroeconomics |
| Macroeconomics | 110 Principles of Macroeconomics |
| Finance | 301 |
| Statistics | 100 |

Syracuse Required Foundation Courses

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Principles of Managerial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>Principles</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Principles</td>
</tr>
<tr>
<td>Finance</td>
<td>Principles</td>
</tr>
<tr>
<td>Statistics</td>
<td>Principles</td>
</tr>
</tbody>
</table>

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Accounting in one additional year of study.

Building on a knowledge base in undergraduate subjects, the one year MSA program consists of 30 semester hours of study at the graduate level. The core consists of seven advanced accounting courses each worth three credit hours:

- Taxes and Business Strategy
- Financial Statement Analysis
- Strategic Cost Analysis
- Advanced Auditing
- Finance Elective
- Quantitative Methods Elective
- Economics Elective

The remaining nine hours (three courses) consist of three electives from among the graduate offerings of the Whitman School of Management. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas.

MSF with Syracuse University (4+1)

Contact Person: Joe Timmerman, Dept. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Finance in one additional year of study.

Any SUNY Potsdam graduate meeting the following minimum admission standards will be accepted for admission to the Whitman MSF program in the year immediately following (or up to five years following) the completion of her/his degree requirements. At the time of admission, the applicant must have (1) a GMAT score at or above a 600 and (2) a 3.4 grade point average (last two academic years of study). All foundation courses must be completed with a cumulative GPA of “B” or better prior to entering the Syracuse program. The Whitman School of Management at Syracuse University shall be responsible for tracking the minimum grades in required foundation courses and the “B” cumulative grade point average in the last two years of academic study from the transcript the applicant supplies for the admission application.

Students that meet the above criteria and enroll in the MSF program will be reimbursed for their application fee and GMAT exam costs. In addition, a merit scholarship of at least $5,000 will be awarded. Students that actively pursue CFA (Chartered Financial Analyst) certification will be reimbursed for part one of the exam by the Whitman School of Management up to and not exceeding $1,000.

SUNY Potsdam Courses

| Accounting | 201 Principles of Accounting I |
|------------|---------------------------------
| Microeconomics | 105 Principles of Macroeconomics |
| Macroeconomics | 110 Principles of Macroeconomics |
| Finance | 301 |
| Statistics | 100 |

Syracuse Required Foundation Courses

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Principles of Managerial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>Principles</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Principles</td>
</tr>
<tr>
<td>Finance</td>
<td>Principles</td>
</tr>
<tr>
<td>Statistics</td>
<td>Principles</td>
</tr>
</tbody>
</table>

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Accounting in one additional year of study.

Building on a knowledge base in undergraduate subjects, the one year MSA program consists of 30 semester hours of study at the graduate level. The core consists of seven advanced accounting courses each worth three credit hours:

- Taxes and Business Strategy
- Financial Statement Analysis
- Strategic Cost Analysis
- Advanced Auditing
- Finance Elective
- Quantitative Methods Elective
- Economics Elective

The remaining nine hours (three courses) consist of three electives from among the graduate offerings of the Whitman School of Management. Thus, the candidate has the opportunity to pursue advanced work in the above functional areas as well as specialized work in a variety of other areas.

MSF with Syracuse University (4+1)

Contact Person: Joe Timmerman, Dept. of Business Administration
212 Dunn, 315-267-2219, timmerja@potsdam.edu

The Whitman School of Management at Syracuse University has established a 4+1 agreement allowing SUNY Potsdam students to complete their Masters of Science in Finance in one additional year of study.

Any SUNY Potsdam graduate meeting the following minimum admission standards will be accepted for admission to the Whitman MSF program in the year immediately following (or up to five years following) the completion of her/his degree requirements. At the time of admission, the applicant must have (1) a GMAT score at or above a 600 and (2) a 3.4 grade point average (last two academic years of study). All foundation courses must be completed with a cumulative GPA of “B” or better prior to entering the Syracuse program. The Whitman School of Management at Syracuse University shall be responsible for tracking the minimum grades in required foundation courses and the “B” cumulative grade point average in the last two years of academic study from the transcript the applicant supplies for the admission application.

Students that meet the above criteria and enroll in the MSF program will be reimbursed for their application fee and GMAT exam costs. In addition, a merit scholarship of at least $5,000 will be awarded. Students that actively pursue CFA (Chartered Financial Analyst) certification will be reimbursed for part one of the exam by the Whitman School of Management up to and not exceeding $1,000.
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*

**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

**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 Curriculum Credit Hours

**First Year: First semester**
- MS 111 Leadership and Personal Development 1
- MS 111L Leadership Laboratory

**First 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

**Junior Year: Second semester**
- MS 332 Applied Team Leadership 3
- MS 332L Leadership Laboratory

**Senior Year: First semester**
- MS 441 Adaptive Leadership 3
- MS 441L Leadership Laboratory

**Senior Year: Second semester**
- MS 442 Leadership in a Complex World 3
- MS 442L Leadership Laboratory

For more information you can visit [www.armyrotc.com](http://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.

Scholarships

Army ROTC offers a number of scholarships for students interested in the program. Four-, three- and two-year scholarships are awarded to students on a merit-basis. Students may apply for four-year scholarships while still in high school as well as two- and three-year scholarships once on campus. These scholarships include:

1. Full payment of SUNY tuition and mandatory fees or room and board at SUNY Potsdam;
2. $600 per semester for textbooks and classroom supplies;
3. $350-$500 monthly stipend for up to 10 months per year.

Military Science (Army ROTC)

The Clarkson University Army ROTC Golden Knight Battalion was founded in 1936 in order to establish a program in which students could obtain commissions as Second Lieutenants in the United States Army upon graduation. Since then, it has commissioned over 1,100 leaders into the Active, Reserve and National Guard components. Today, the Golden Knight Battalion continues to commission high quality officers from Clarkson University, St. Lawrence University, SUNY Potsdam and SUNY Canton.

The goal of the department is to develop individual leadership skills and managerial ability while preparing young adults to become leaders in the United States Army. Army ROTC is a widely accepted part of campus life with cadets active in all campus activities including student government, varsity athletics and Greek life. The Battalion is approximately 100 cadets strong, and its focus remains steady on the development and training of America's future leaders. The end result of successful completion of Army ROTC program is a commission in the U.S. Army as a Second Lieutenant.

Program

The ROTC program complements the traditional college curriculum by placing an emphasis on developing the student’s leadership, management and interpersonal skills through dynamic and challenging instruction and training. Along with the class room instruction is a physical fitness component. Future officers must meet medical and fitness standards to commission. Many academic schools at SUNY Potsdam give PE credit for the Army ROTC class. Upon graduation, cadets are commissioned as Second Lieutenants into one of 16 career fields in the Active Army, Army Reserve or National Guard.
Environmental Studies Major (B.A.)

43-51 credit hours required.

Contact Person: Stacy Rosenberg, Department of Politics & Environmental Studies Program
249 MacVicar, 315-267-2963, rosenbsr@potsdam.edu

The major includes course offerings from twelve departments and programs. The curriculum emphasizes the social sciences, humanities, and natural sciences to prepare students to shape viable environmental policy and practice, as citizens as well as environmental educators, planners, policy analysts, advocates, lawyers, and field managers. The major also prepares students for graduate school in related environmental fields.

The curriculum’s distinctive feature is that it employs the nearby Adirondack Park as case study and field site, grounding theory in the experience of a protected area of international importance. First-year students are advised to begin with the Adirondacks Environmental Studies Semester. The service-learning capstone experience provides students with the opportunity to gain hands-on experience in the environmental field during the summer after the junior year. In a three-credit fall seminar, seniors develop and present a project based upon their field work.

A grade of 2.0 or better must be achieved in all courses.

Each student is also required to complete a minor in one of the disciplines that offer courses for the Environmental Studies major, with no more than two courses counting toward the major. All disciplines participate except Computer Science, Modern Language, Theater/Drama, Education, and Music.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>ENVR 110 Introduction to Environmental Studies</td>
</tr>
<tr>
<td>ENVR 310 Adirondack Environmental Studies</td>
</tr>
<tr>
<td>One of the following Humanities courses:</td>
</tr>
<tr>
<td>HIST 395 African Environmental History</td>
</tr>
<tr>
<td>HIST 453 Nature in American History</td>
</tr>
<tr>
<td>LITR 351 Nature and Literature</td>
</tr>
<tr>
<td>PHIL 330 Environmental Ethics</td>
</tr>
</tbody>
</table>

And other courses to be listed.

One of the following Social Science courses:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 320 Economy and Environment</td>
</tr>
<tr>
<td>HLTH 300 Environmental Health</td>
</tr>
<tr>
<td>POLS 324 Natural Resource Policy (4)</td>
</tr>
<tr>
<td>POLS 344 Global Climate Change (4)</td>
</tr>
<tr>
<td>POLS 355 Politics and the Environment (4)</td>
</tr>
<tr>
<td>POLS 395 Water Policy (4)</td>
</tr>
<tr>
<td>SOCI 340 Environment and Society</td>
</tr>
<tr>
<td>ENVR 395 Environmental Issues</td>
</tr>
</tbody>
</table>

And other courses to be listed.

Plus one elective from either list above.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
</tr>
<tr>
<td>Three of the following, each from a different department:</td>
</tr>
<tr>
<td>BIOL 111 Adirondack Ecology</td>
</tr>
<tr>
<td>BIOL 148 Biodiversity Conservation</td>
</tr>
<tr>
<td>BIOL 300 Ecology (3-4)</td>
</tr>
<tr>
<td>CHEM 301 Fundamentals of Environmental Science</td>
</tr>
<tr>
<td>GEOL 101 Environmental Geology</td>
</tr>
<tr>
<td>GEOL 103 Physical Geology</td>
</tr>
<tr>
<td>GEOL 106 Geology of Our National Parks</td>
</tr>
<tr>
<td>PHYS 325 Energy and the Environment</td>
</tr>
</tbody>
</table>

And other courses to be listed.
Interdisciplinary Studies

Plus one of the following:
BIOL 101 Evolution and Ecology
BIOL 209 Winter Ecology
BIOL 312 Insect Ecology (4)
BIOL 400 Field Ecology (4)
BIOL 409 Fresh Water Ecology
CHEM 395 Sustainable Manufacturing
GEOL 407 Geophysics
PHYS 330 Meteorology
And other courses to be listed.

Skills 7-9
COMP 304 Technical Writing, Prereq: COMP 201(4)
ENVR 210 Environmental Futures (1)
GEOL 340 Geographic Information Systems (4) OR
WILD 240 Backpacking (2)

Adirondack Capstone 9-12
ENVR 390 Field Preparation
ENVR 391 Field Project (3-6)
ENVR 490 Senior Seminar

Environmental Studies Course Descriptions
ENVR 195, 295, 395, 495 – Special Topics (1-12)
ENVR 198, 298, 398, 498 – Tutorial (1-3)
ENVR 110 – Introduction to Environmental Studies (3) This course is an introduction to the interdisciplinary study of environmental issues. It incorporates the social, political, economic, cultural, and biophysical dimensions of a diversity of environmental problems and solutions, and includes a special focus on the Adirondacks. Human impacts on the environment, historical and contemporary views of the environment, and potential solutions to current environmental problems will be examined. Fall and Spring. Gen Ed: FC credit.
ENVR 210 – Environmental Futures (1) A sophomore colloquium addressing current environmental issues, careers, graduate school options, environmental action, and leadership. Prerequisite: ENVR 110. Spring.
ENVR 310 – Adirondack Environmental Studies (3) This study of the environmental history of the Adirondack region will give particular focus to the interrelated natural and cultural history of today’s Adirondack Park. Current land use conflicts will be regarded as the legacy of a human history of territorial contest and ambivalent attitudes toward nature, embracing the full range of conservation issues in other American protected areas and many developing countries as well. Prerequisite: ENVR 110. Fall.
ENVR 390 – Field Preparation (3) The course will prepare students for their environmental studies capstone experience. It will include an overview of environmental field methods and an individual project. Prerequisite: ENVR 310. Spring.
ENVR 391 – Field Project (3-6) Each student will participate in a self-designed four-to twelve-week field project and meet common class requirements. It is intended that this service-learning project will provide students with hands-on experience in the environmental field. Prerequisite: ENVR 390.
ENVR 490 – Senior Seminar (3) The course is the culmination of the environmental studies major. It will bring together academic and experiential components of the major and provide students with an opportunity to critique their role as an environmental citizen. The course also facilitates the completion of a final project for capstone sponsors. Prerequisite: ENVR 391. Fall.

Environmental Studies Minor
20-24 semesters hours required.
Contact Person: Stacy Rosenberg, Department of Politics & Environmental Studies Program
249 MacVicar, 315-267-2963 rosenbsr@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 9-10
Three of the following, each from a different department:
BIOL 111 Adirondack Ecology
BIOL 148 Biodiversity Conservation
BIOL 209 Winter Ecology
BIOL 300 Ecology (3-4)
BIOL 312 Insect Ecology (4)
BIOL 350 Biotic Communities of South Florida
CHEM 301 Fundamentals of Environmental Science
CHEM 395 Sustainable Manufacturing
GEOL 101 Environmental Geology
GEOL 103 Physical Geology
GEOL 106 Geology of Our National Parks
GEOL 407 Geophysics
PHYS 325 Energy and the Environment
PHYS 330 Meteorology
And other courses to be listed.

Social Sciences and Humanities 9-10
ENVR 110 Introduction to Environmental Studies
Two of the following, each from a different department:
ECON 320 Economy and the Environment
ENVR 395 Environmental Issues
HLTH 300 Environmental Health
HIST 395 African Environmental History
HIST 453 Nature in American History
HIST 454 Energy in American History
LITR 351 Nature and Literature
PHIL 330 Environmental Ethics
POLS 324 Natural Resource Policy (4)
POLS 344 Global Climate Change (4)
POLS 355 Politics and the Environment (4)
POLS 395 Water Policy (4)
SOCI 340 Environment and Society
And other courses to be listed.

Skills 2-4
One from the following:
COMP 304 Technical Writing, Prereq: COMP 201 (4)
GEOL 340 Geographic Information Systems (4)
WILD 170 Rock Climbing (2)
WILD 175 Ice Climbing (2)
WILD 240 Backpacking (2)
### Environmental Science Minor

20-24 semester hours required.

**Contact Person:** Stacy Rosenberg, Department of Politics & Environmental Studies Program  
249 MacVicar, 315-267-2963 rosenbsr@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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Sciences</th>
<th>12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four of the following, each from a different department:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIOL 300</td>
<td>Ecology (3-4)</td>
</tr>
<tr>
<td></td>
<td>BIOL 350</td>
<td>Biotic Communities of South Florida</td>
</tr>
<tr>
<td></td>
<td>CHEM 311</td>
<td>Quantitative Analysis (4)</td>
</tr>
<tr>
<td></td>
<td>GEOL 405</td>
<td>Structural Geology (4)</td>
</tr>
<tr>
<td></td>
<td>GEOL 407</td>
<td>Geophysics</td>
</tr>
<tr>
<td></td>
<td>GEOL 421</td>
<td>Environmental Geology Problems</td>
</tr>
<tr>
<td></td>
<td>PHYS 325</td>
<td>Energy and the Environment</td>
</tr>
<tr>
<td></td>
<td>PHYS 330</td>
<td>Meteorology</td>
</tr>
<tr>
<td></td>
<td>And other courses to be listed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Social Sciences and Humanities</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENVR 110</td>
<td>Introduction to Environmental Studies</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECON 320</td>
<td>Economy and the Environment</td>
</tr>
<tr>
<td></td>
<td>ENV 395</td>
<td>Environmental Issues</td>
</tr>
<tr>
<td></td>
<td>HIST 300</td>
<td>Environmental Health</td>
</tr>
<tr>
<td></td>
<td>HIST 395</td>
<td>African Environmental History</td>
</tr>
<tr>
<td></td>
<td>HIST 453</td>
<td>Nature in American History</td>
</tr>
<tr>
<td></td>
<td>HIST 454</td>
<td>Energy in American History</td>
</tr>
<tr>
<td></td>
<td>LITR 351</td>
<td>Nature and Literature</td>
</tr>
<tr>
<td></td>
<td>PHIL 330</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td></td>
<td>POLS 324</td>
<td>Natural Resource Policy (4)</td>
</tr>
<tr>
<td></td>
<td>POLS 344</td>
<td>Global Climate Change (4)</td>
</tr>
<tr>
<td></td>
<td>POLS 355</td>
<td>Politics and the Environment (4)</td>
</tr>
<tr>
<td></td>
<td>POLS 395</td>
<td>Water Policy (4)</td>
</tr>
<tr>
<td></td>
<td>SOCI 340</td>
<td>Environment and Society</td>
</tr>
<tr>
<td></td>
<td>And other courses to be listed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Skills</th>
<th>2-4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMP 304</td>
<td>Technical Writing, Prereq: COMP 201 (4)</td>
</tr>
<tr>
<td></td>
<td>GEOL 340</td>
<td>Geographic Information Systems (4)</td>
</tr>
<tr>
<td></td>
<td>WILD 170</td>
<td>Rock Climbing (2)</td>
</tr>
<tr>
<td></td>
<td>WILD 175</td>
<td>Ice Climbing (2)</td>
</tr>
<tr>
<td></td>
<td>WILD 240</td>
<td>Backpacking (2)</td>
</tr>
</tbody>
</table>

---

### Classical Studies Minor

18 semester 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
<th>15-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIST 321</td>
<td>Ancient Greece and Rome</td>
</tr>
<tr>
<td></td>
<td>LITR 371</td>
<td>Classical Heritage</td>
</tr>
<tr>
<td></td>
<td>PHIL 322</td>
<td>History of Ancient Philosophy</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANTA 352/ARTH 385</td>
<td>Art and Archaeology of the Classical World</td>
</tr>
<tr>
<td></td>
<td>ARTH 310 and 311*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LATN 101</td>
<td>Introduction to Latin**</td>
</tr>
<tr>
<td></td>
<td>GREK 101</td>
<td>Introduction to Classical Greek**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives</th>
<th>0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARTH 310*</td>
<td>Greek Art and Architecture</td>
</tr>
<tr>
<td></td>
<td>ARTH 311*</td>
<td>Roman Art and Architecture</td>
</tr>
<tr>
<td></td>
<td>ARTH 351*</td>
<td>Late Antique Art</td>
</tr>
<tr>
<td></td>
<td>ARTH 381*</td>
<td>Classical Mythology in Art</td>
</tr>
<tr>
<td></td>
<td>ARTH 451*</td>
<td>Ancient Painting</td>
</tr>
<tr>
<td></td>
<td>DRAM 312</td>
<td>History of Theatre I</td>
</tr>
<tr>
<td></td>
<td>HIST 322</td>
<td>Ancient Middle East</td>
</tr>
<tr>
<td></td>
<td>HIST 323</td>
<td>Middle East from Alexander to Islam</td>
</tr>
<tr>
<td></td>
<td>HIST 326</td>
<td>Egypt in Late Antiquity</td>
</tr>
<tr>
<td></td>
<td>HIST 462</td>
<td>The Hero in Classical Antiquity</td>
</tr>
<tr>
<td></td>
<td>HIST 463</td>
<td>Ancient Magic</td>
</tr>
<tr>
<td></td>
<td>LITR 372</td>
<td>Biblical Heritage</td>
</tr>
<tr>
<td></td>
<td>LITR 374</td>
<td>Classical Literature</td>
</tr>
<tr>
<td></td>
<td>LITR 405</td>
<td>Greek and Roman Literature</td>
</tr>
<tr>
<td></td>
<td>PHIL 387</td>
<td>Selected Philosophers (when appropriate)</td>
</tr>
</tbody>
</table>

* These courses all have a prerequisite of ARTH 100, 101, 102 or permission of the instructor.

**The language requirement for the Classical Studies Minor (LATN 101 or GREK 101) will be considered completed if a student has had two or more years of Greek or of Latin in high school. This requirement is distinct from the General Education Modern Language requirement.

### Notes

1. A minimum grade of 2.0 is required for all courses in the minor
2. No more than two courses may double count with any other major or minor
**Interdisciplinary Natural Science Major**

All interdisciplinary science majors require a grade of 2.0 or better in all courses used to satisfy the major.

Administered by faculty committees drawn from the departments participating in each option.

**Biology/Chemistry Track**

42 credit hours required.

**Contact Persons:**
Glenn Johnson, Department of Biology  
207 Stowell, 315-267-2264, johnsong@potsdam.edu

Maria Hepel, Department of Chemistry  
302 Stowell, 315-267-2267, hepelmr@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 General Biology I (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 152 General Biology II (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 311 Genetics (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 105 General Chemistry I (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 106 General Chemistry II (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 341 Organic Chemistry I (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 311 Quantitative Analysis (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>14</td>
</tr>
<tr>
<td>Biology Electives (9 credits)</td>
<td></td>
</tr>
<tr>
<td>Chemistry Elective (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Seminar (2 credits)</td>
<td></td>
</tr>
</tbody>
</table>

*Notes about Electives*
1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. Six credits of the Biology Electives must be at the 400 level.
3. The Chemistry Elective must be at the 400 level and may not include Seminar. CHEM 425 Biochemistry is recommended for this track and has a prerequisite of CHEM 342 Organic Chemistry II (4 credits).
4. The Seminar must be at the 400 level and taken in one of the two science areas. Work in that seminar must reflect individual yet interdisciplinary interests. BIOL 483 Current Topics in Biology is the biology seminar.

**Recommended Coursework Outside the Major**
Consult with departmental advisers.

---

**Biology/Geology Track**

42-44 credit hours required. Plus 8 credits of cognates.

**Contact Persons:**
Robert Badger, Department of Geology  
216 Timerman, 315-267-2624, badgerrl@potsdam.edu

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

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 General Biology I (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 152 General Biology II (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 300 Ecology (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 103 Physical Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 204 Historical Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 301 Sedimentary Geology (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 311 Mineralogy (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>16-18</td>
</tr>
<tr>
<td>Biology Electives (8-9 credits)</td>
<td></td>
</tr>
<tr>
<td>Geology Electives (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Seminar (2-3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

*Notes about Electives*
1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. Six credits of the Biology Electives must be at the 300-400 level.
3. All Geology Electives must be at the 300-400 level.
4. The Seminar must be at the 300-400 level and taken in one of the two science areas. Work in that seminar must reflect individual yet interdisciplinary interests. BIOL 483 Current Topics in Biology is the biology seminar.

**Cognate Requirements**

Chemistry  
CHEM 105/106 General Chemistry I and II (8 credits)

**Recommended Coursework Outside the Major**
Consult with departmental advisers.
Interdisciplinary Studies

Chemistry/Geology Track
41 credit hours required.

Contact Persons:
Robert Badger, Department of Geology
216 Timerman, 315-267-2624, badgerrl@potsdam.edu

Maria Hepel, Department of Chemistry
302 Stowell, 315-267-2267, hepelmr@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>CHEM 105 General Chemistry I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106 General Chemistry II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 311 Quantitative Analysis (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 341 Organic Chemistry I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 103 Physical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 204 Historical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 301 Sedimentary Geology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 311 Mineralogy (4 credits)</td>
</tr>
</tbody>
</table>

Elective Courses 11
Chemistry Elective (3 credits)
Geology Electives (6 credits)
Seminar (2 credits)

Notes about Electives
1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. The Chemistry Elective must be at the 400 level and may not include Seminar. CHEM 451 Physical Chemistry is recommended for this track and has prerequisites of PHYS 104, 204 and MATH 151, 152.
3. All Geology Electives must be at the 300-400 level
4. The Seminar must be at the 400 level and taken in one of the two science areas. Work in that seminar must reflect individual and interdisciplinary interests.

Recommended Coursework Outside the Major
Consult with departmental advisers.

Geology/Physics Track
44 credit hours required. Plus 16 credits of cognates.

Contact Persons:
Robert Badger, Department of Geology
216 Timerman, 315-267-2624, badgerrl@potsdam.edu

Biman Das, Department of Physics
212 Timerman, 315-267-2281, dasb@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>GEOL 103 Physical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 204 Historical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 301 Sedimentary Geology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 311 Mineralogy (4 credits)</td>
</tr>
<tr>
<td></td>
<td>PHYS 103 University Physics I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>PHYS 204 University Physics II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>PHYS 305 University Physics III (4 credits)</td>
</tr>
<tr>
<td></td>
<td>PHYS 306 Modern Physics (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 407 Environmental Geophysics</td>
</tr>
</tbody>
</table>

Elective Courses 11
Geology Electives (6 credits)
Physics Elective (3 credits)
Seminar (2 credits)

Notes about Electives
1. Elective choices may affect credit totals required for degree completion if additional prerequisites are required.
2. All Geology Electives must be at the 300-400 level
3. The Physics Elective must be at the 300-400 level and may not include Seminar.
4. The Seminar must be at the 400 level and taken in one of the two science areas. Work must reflect individual yet interdisciplinary interests.

Cognate Requirements 16
Geology
CHEM 105/106 General Chemistry I and II (8 credits)
MATH 151/152 Calculus I and II (8 credits)

Physics

Recommended Coursework Outside the Major
Consult with departmental advisers.

U.S. and Global Studies

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potsdam.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.

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potsdam.edu

Africana Studies is an academic program that focuses on the political, economic, cultural, and social experiences of African peoples in an attempt to illuminate the connectedness of the human experience. Structured from an interdisciplinary and comparative perspective, the minor in Africana Studies is designed to provide knowledge and skills needed to understand the socio-economic, political, and psychological consequences of historical, institutional arrangements, and cultural constructions as they affect the contemporary experience of race and ethnicity in America and elsewhere. A focus on the life experiences of blacks (i.e., the peoples of Africa and those peoples of the Americas who are descendants of Africans) in the minor will help to deepen students’ understanding of America itself.

Asian Studies Minor
A minimum of 18 credit hours required.

Contact Person: Susan Stebbins, Department of Anthropology
246 MacVicar Hall, 315-267-2047, stebbisa@potsdam.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
HIST 225 East Asian Survey 3

Electives
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
246 MacVicar Hall, 315-267-2047, stebbisa@potsdam.edu

The study of indigenous peoples of the Americas – their prehistory, history and cultures – is the focus of courses taught. The minor in Native American Studies is a vehicle enabling students interested in the serious and intensive study of Native Americans to benefit from its diverse offerings. It is intended to provide a systematic program of study in which the complementary nature of these courses is fully explored to enhance the understanding gained from each.

Women’s and Gender Studies Major (B.A.)
32-37 credit hours required.

Contact Person: Jacqueline Goodman, Director, of Women’s and Gender Studies, and Department of Sociology
311 Satterlee & 103 Morey, 315-267-2116, goodmajk@potsdam.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 3. Feminist Theory
2. Research Methods 4. Senior Seminar

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

a. Historical  c. Artistic-Literary
b. Social-Political  d. Science-Health

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

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses
WMST 100 Women's & Gender Studies 1 (3-4 credits)
WMST 360 Feminist Research Methods (4 credits)
WMST 462 Research Seminar (4 credits)

Feminist Theory Course
One of the following:
POLS 353 Feminist Political Thought (4 credits)
PHIL 372 Feminism and Philosophy

Multidisciplinary Perspectives Courses
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

Artistic-Literary Perspective

Science-Health Perspective

Social-Political Perspective

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
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

Science-Health 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

Artistic-Literary 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

*Other classes, including Study Abroad, may be deemed appropriate in consultation with the Asian Studies Coordinator.
Interdisciplinary Studies

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
HILTH 341 Issues in Sexual Health
HILTH 345 Issues in Gay, Lesbian & Bisexual Health
HILTH 495 Women's Health

Electives 6-8

Choose any two additional Women's and Gender Studies courses from the list below.

ANTH 150 Human Sexuality
ANTH 321 Cross-cultural Aspects of Women's Health
ANTH 342 Language and Gender
ANTH 412 Seminar in Women's Sexuality (4)
ANTH 495 Gender Through the Ages
COMM 201 Mass Media and Society
COMM 372 Rhetoric of the Black Church
COMM 390 Topics in Communication
COMM 416 Voices of American Women
DANC 220 Caribfunk 1
DRAM 210 Interpretation and Analysis of Plays
DRAM 313 History of Theatre II
DRAM 414 Contemporary Theatre Topics
FREN 350 North African Literatures and Cultures
FREN 450 The Image of Women in Francophone Cinemas
GRED 595S Social Justice & Human Rights
HIST 304 The History of American Women I
HIST 305 Modern American Women
HIST 315 Modern Japanese Women's History
HIST 451 Witchcraft in Early America
HILTH 165 Health: A Lifestyle Approach
HILTH 341 Sexual Health
HILTH 342 Women's Health
HILTH 344 Issues in Lesbian, Gay, and Bisexual Health
LANG 292 Languages, Cultures, Differences
LITR 322 Children's Literature
LITR 323 Young Adult Literature
LITR 355 Gender and Literature
LITR 359 Literary Themes
LITR 520 Special Topics

MUAH 350 Women in Music
POLS 323 Welfare Policy Research (4)
POLS 332 Women and Politics (4)
POLS 338 International Human Rights (4)
POLS 415 Civil Liberties I: Race, Sex & Privacy (4)
SOCI 305 Sociology of the Family
SOCI 310 Racial and Ethnic Relations
SOCI 313 Global Cultures
SOCI 320 Work and Complex Organizations
SOCI 375 Women and Work
SOCI 376 Women and Crime
SOCI 380 Family Violence
SOCI 385 The Sociology of Troubled Youth
SOCI 395 Global Family Issues
SPAN 306 Readings in Hispanic Literature

Notes

1. Some courses have prerequisites in addition to WMST 100. See catalog or instructors for other prerequisites.
2. POLS 125 and SOCI 150 is the same as WMST 100.
3. A minimum grade of 2.0 is required for all courses in the major.
4. No course may double count for any of the above requirements.
5. No more than two courses may double count with any other SUNY Potsdam major or minor.

Women's and Gender Studies Course Descriptions

WMST 195, 295, 395, 495 – Special Topics (1-12)

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

WMST 100 – Women's & Gender Studies I (3 or 4) As the foundation course for the Women's and Gender Studies program, this course provides an introduction to the interdisciplinary field. It explores feminist theories, critiques, and debates surrounding gender as a unit of analysis, intersecting with race, class, sexual orientation and global inequalities. The class also examines global feminist struggles for equality and justice. Serves also as lower-division elective in Sociology as SOCI 150 and Political Science as POLS 125. Every semester.

WMST 360 – Research Methods (4) An examination of research methods in the field of Women's and Gender Studies with specific attention to the theories, methods, epistemologies, histories, and practices that constitute feminist inquiry. By engaging in conversations with researchers across disciplines, the course will consider ways multi-disciplinary and inter-disciplinary feminist perspectives inform and interrogate research based inquiry.

WMST 462 – WS Seminar (3) Individual and collaborative research on selected topics across the disciplines in Women's and Gender Studies; preparation and presentation of seminar research project. Prerequisites: WMST 100 or POLS 125, or SOCI 150; Junior or Senior standing; 9-12 hours of Women's and Gender Studies courses recommended.

WMST 491 – Field Research/Internship (3) Field or placement at an agency of the student's choice under supervision of a faculty member. A field of study of scholarly significance to Women's and Gender Studies will be completed. Prerequisites: appropriate upper division coursework in consultation with sponsoring faculty member and permission. No more than six semester hours may be counted towards the major. Prerequisite: WMST 100.
Women’s Studies Minor
18-24 credit hours required.

Contact Person: 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:

Required Course
WMST 100 Women’s & Gender Studies 1 (3-4 credits)

Electives
Choose five additional Women’s and Gender Studies Courses as electives. A list of all approved courses is available at: www.potsdam.edu/womens_studies and from the Director.

Notes
1. At least three courses must be upper division courses (300 or above)
2. At least 1 of the upper division courses must have a multicultural perspective (WSM) (see WSM course designators online)
3. At least 3 courses must be from the School of Arts & Sciences
4. Some courses have prerequisites in addition 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 75.

Museum Studies Minor
19 semester hours required.

Program is currently being revised. Please see contact person for more information.

Contact Person: Morgan Perkins
130A MacVicar, 315-267-2593, perkinmb@potsdam.edu

The Museum Studies minor introduces students to museum theory and practice through coursework, applied museum work and internships that will qualify them for careers in museums and a wide range of related professions. As a forum for the collection, preservation and display of material culture, museums will examined in historical and cross-cultural perspectives. The Charles T. Weaver Museum of Anthropology, the Art Museum and the College Archives will provide opportunities on campus to observe and participate in the various functions of museums.

As the capstone experience for the minor, students will complete two museum internships. Students will develop and complete a range of potential projects with the supervision of a sponsor from the host institution. Internships should be arranged through consultation with the Director of Museum Studies. Ideally the first internship should be completed locally or on campus at either the Weaver Museum of Anthropology, the Art Museum or the College Archives. Longer internships may be pursued for additional credit hours.

Statistics
Contact Person: James Terhune
227 Flagg, 315-267-2615, terhunjg@potsdam.edu

An understanding of descriptive statistics and applied statistical analysis is considered by many to be essential in this age of almost overwhelming amounts of data and information. Most academic disciplines rely on statistical analyses to make sense of data and to confirm or reject hypotheses. For this reason, several departments require their majors to take an introductory statistics course. SUNY Potsdam offers three introductory applied statistics courses that satisfy equivalent requirements and are open to all students of the College: MATH 125, CIS 125 and STAT 100. Students may receive credit for only one of these courses.

Students who are interested in regression analysis should consider STAT 200, 300, ECON 300 and 380. Those who wish a more theoretical introduction to statistics should consider MATH 461.

Statistics Course Descriptions
STAT 195, 295, 395, 495 – Special Topics (1-12)
STAT 198, 298, 398, 498 – Tutorial (1-3)

STAT 100 – STATISTICS (3) Variability, uncertainty, techniques of data description, sampling, hypothesis testing and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent.

STAT 200 – Correlation and Regression (3) Correlation, regression and their related bivariate and multivariate techniques like discriminant function analysis, path analysis, cluster analysis, factor analysis, etc. Emphasis will be 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 – Statistical Methods (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisites: STAT 100 or other introductory statistics course.

Student-Initiated Interdepartmental Major (SIIM)
30-42 credit hours required.

Contact Person: The SIIM is administered by the Interdepartmental Programs Committee. Faculty membership varies from year to year. Consult the Dean of Arts and Sciences in Dunn 106, 315-267-2231.

SIIM proposals must be developed by the student in consultation with the Chair of the SIIM Committee and with faculty members chosen by the student to be their advisors. The faculty advisors are responsible for developing the plan of study with the student and supervising the student's progress and successful completion of a SIIM.

It is highly recommended that SIIM proposals be submitted no sooner than the second semester of a student’s freshman year. Before submission, the student should have at least two faculty advisors, each of whom represent the different departments or disciplines from which the proposed academic courses will be taken, and with whom the SIIM proposal has been thoroughly discussed and planned prior to its submission.

A SIIM program of study may be approved and started by students of junior or senior academic standing (>60 credits) with the explicit understanding that a SIIM degree consists of 30-42 credits of coursework, with no more than eight (8) credits of previous coursework allowed to be included in the SIIM program of study.
SIIM proposals will be accepted for review during fall semester until November 15 and during spring semester until April 15. Admission to the SIIM requires approval of the proposed program of study by the Committee, based upon the program’s quality and the student’s ability to carry it out.

The complete SIIM proposal will include:
1. SIIM application form
2. The proposed program of study (a discussion of the anticipated interdisciplinary area of study and a list of courses that the student intends to complete, including prerequisites and cognate requirements)
3. A written statement justifying the program of study
4. Current college transcript
5. Any additional documentation the student wishes to submit in support of the proposal
6. Evidence that the student has consulted with faculty from all departments involved, and
7. Letters of support from each of the student’s advisors.

Academic Requirements
- Each SIIM program of study must include 30 to 42 credit hours, at least 75% of which must carry liberal arts credit. Required cognate courses are not included in the 30-42 required credit hours.
- All courses listed and approved in the SIIM must be completed with a grade of 2.0 or better, or for those courses taken with the S/U grade option (two courses maximum; additional S/U courses need SIIM committee and academic advisor approval) an “S” must be earned;
- A minimum of 15 credit hours of upper-division (300 and 400 level) courses must be included from at least two academic departments or disciplines;
- Each SIIM must include a seminar or specially directed tutorial study which reflects the student’s interdepartmental interests, and will be included in the required 30-42 credit hours of the SIIM;
- All cognate courses for the SIIM must be specified in the program of study and cannot exceed 16 credit hours. All cognate courses must be completed with a grade of 2.0 or better;
- If a class substitution is desired in an already approved SIIM program of study, the student should submit a written explanation and justification of the substitution, approved by the students’ SIIM adviser, to the SIIM committee for approval.

GRADUATE PROGRAMS
SUNY Potsdam is one of 12 University Colleges in the SUNY system offering graduate degree programs of study. Please refer to the Graduate Catalog for admissions deadlines. The three schools making up SUNY Potsdam offer the following programs.

School of Arts and Sciences
The School of Arts and Sciences offers two Master of Arts programs: English and Communication, and Mathematics.

The M.A. in English and Communication prepares students for teaching or professional careers. Applicants should have earned a bachelor’s degree with a major in English, Communication, or Writing. Outstanding applicants who hold degrees in other areas may be admitted, but they should be aware that additional coursework might be required. They must submit three letters of recommendation (including at least two from undergraduate professors of English) and official transcripts of all college-level courses. A minimum GPA of 3.0 in the most recent 60 semester hours of undergraduate study is required.

The M.A. in Mathematics is designed to develop students’ abilities to work independently and to enable them to obtain a basic knowledge of algebra, real and complex variables and topology. The program prepares students for both postgraduate study and careers in the field of mathematics. Admission requirements include a baccalaureate degree from an accredited college, three letters of recommendation (two of which must be from members of the mathematics department from whom the applicant has taken courses) and a minimum GPA of 3.0 in all undergraduate coursework in mathematics.

There is also a mathematics honors program, which allows students to achieve a combined B.A./M.A. within a four-year time period. Students enter this program on the recommendation of the mathematics faculty.

School of Education and Professional Studies
Two master’s degree programs are offered in the School of Education and Professional Studies for students who have completed a baccalaureate degree: a Master of Science in Education and a Master of Science in Teaching.

The M.S. in Education leads to professional teacher certification at the early childhood, childhood, and adolescent level. M.S. in Education programs leading to initial certification are also available in literacy, special education, and information and communications technology.

The M.S.T. degree offers a graduate program leading to initial teacher certification in childhood or adolescence education to students with liberal arts backgrounds, but who have no undergraduate teacher education coursework or experience.

Graduates of the master’s degree programs are also required to complete three years of successful teaching experience at an appropriate grade level to be eligible for professional certification.

The Crane School of Music
The Crane School of Music offers programs leading to the Master of Music in music education, performance and composition. These programs are designed to meet students’ interests, needs and requirements within a framework that provides opportunities to pursue a balance of academic and professionally oriented courses.

Graduate Catalog
To obtain a Graduate Catalog, contact the Office of Graduate Studies, SUNY Potsdam, 44 Pierronpoint 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
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 online courses.

The maximum credit hours a student can enroll for in a six-week summer session is seven and four credit hours in a three-week session. Students enrolling in courses offered in overlapping sessions are limited to a maximum of seven credit hours.

A preliminary summer session schedule is available on our 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 September with registration beginning in mid-October.

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 also offer a jointly-registered teacher education program. Students enrolled in this jointly-registered program earn their A.A. degree (Liberal Arts and Sciences: Teacher Education Transfer) at Jefferson Community College and proceed without interruption to SUNY Potsdam to complete their B.A. degree in Childhood/Early 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 following Master’s degree programs in Watertown:

- M.S.Ed. Literacy Specialist (Birth-Grade 6);
- M.S.Ed. Literacy Specialist (Grades 5-12);
- M.S.Ed. Literacy Educator;
- M.S.Ed. Curriculum and Instruction;
- M.S.T. Childhood Education (Grades 1-6); and
- M.S.Ed. Information and Communication Technology, Organizational Leadership Track

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’s Watertown Graduate Education Coordinator is available to assist prospective and current students throughout their course
of study. The Coordinator’s office is located in the Extended Learning Center on the campus of Jefferson Community College. Please call 315-786-2373 for further information.

Online Course Offerings
The Office of Extended Education coordinates the development and scheduling of all distance learning (online, 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 25 for detailed admission requirements, registration procedures and satisfactory academic progress policies.

College Advancement Program (CAP)
The College offers qualified high school junior and senior-level students the opportunity to enroll in regularly scheduled undergraduate courses for college credit with the approval of the faculty member teaching the course. Admission requirements are: Minimum 80.0 grade point in a Regents/college preparatory curriculum as indicated on an official high school transcript; a letter of recommendation from the high school principal and/or guidance counselor; and, 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 activities are offered throughout the year for children and adults. They include youth recreation and enrichment programs, adult fitness classes, as well as a variety of opportunities for adult personal and professional enrichment. These programs are open to SUNY Potsdam students, faculty, and staff, as well as members of the surrounding communities.

For information on offerings please visit our Web site: www.potsdam.edu/community/noncredit or call 315-267-2167.

Summer Camps
The Center for Life Long Education and Recreation offers a variety of summer, day and resident camps, for children and young adults. One of our most popular camps is the Crane Youth Music camp, which is offered over a two-week period beginning in late June. Other camps typically offered each summer are the “Bears” International Summer Basketball residential camp, numerous athletic day camps, and preschool enrichment day camp programs.

Conferences, Events, Meetings and Workshops
A large number of events, meetings, workshops and conferences are both coordinated and offered through this Office. Many of these are regional, national, and international in scope. The College encourages the use of its many fine and varied facilities by outside groups and organizations for these types of activities. A Conference and Events Services brochure is available through the Center for Lifelong Education and Recreation. Please call for additional information and details 315-267-2167 or visit our 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, zalacca@potsdam.edu

Each student must complete four activities of appropriately designated physical education courses in addition to the 120 academic credit hours required for the B.A. or the 124 required for the B.M. degree. A course approved for General Education Physical Education/Health and Wellness designation and also for a Mode of Inquiry may simultaneously serve toward the completion of both the academic requirement and one course of the physical education requirement. Transfer students who have not completed this requirement must earn one semester hour of physical education for every 30 credit hours enrolled at SUNY Potsdam, not to exceed a maximum of four credit hours or the equivalent.

Two semesters of participation in varsity sports fulfills the General Education Physical Education/Health and Wellness requirement.

A maximum of one-half of the student's requirement may be fulfilled by satisfactory completion of the same course twice.

Note: Courses numbered PE 100-299 do not count for academic credit hours and cannot be used to fulfill any requirements except the General Education Physical Education/Health and Wellness requirement. Courses numbered PE 300-499 count for non-liberal arts academic credit hours.

Physical Education Course Descriptions (non-liberal arts credit)
PE 195, 295, 395, 495 – Special Topics (1-12)  
PE 198, 298, 398, 498 – Tutorial (1-3)  
PE 101-241 – Physical Education Activities (1) Development of skill for appreciation of a variety of activities for fitness and lifetime recreation. Count toward General Education Physical Education/Health and Wellness requirement.
Present course offerings are as follows. Other activities are offered at various times based on student interests and faculty expertise.

PE 102 – Badminton  
PE 106 – Advanced Conditioning  
PE 108 – Aerobic Kick-Boxing  
PE 114 – Golf  
PE 116 – Hatha Yoga  
PE 118 – Basketball  
PE 119 – Soccer  
PE 120 – Ultimate Frisbee  
PE 121 – Ice Skating  
PE 123 – Jogging and Conditioning  
PE 124* – Physical Education Activities (*See department chair)  
PE 125 – Self Defense  
PE 127 – Racquetball  
PE 128 – Softball  
PE 131 – Swim for Fitness  
PE 133 – Tennis  
PE 135 – Volleyball  
PE 136 – Weight Training

PE 148 – Cooperative Activities (1) Non-academic credit. Course instructs future teachers how to utilize free time in the classroom by incorporating the entire class in cooperative activities. Develops the knowledge to facilitate games and execute them safely and effectively. Students participate in daily activities and on two occasions teach two activities of their choice.

PE 155 – Weight Loss (1) Path Weighs Weight Loss Class. This course is intended to help students who are overweight begin to exercise and eat in a manner to safely lose weight. Students must have a Body Mass Index (BMI) of 25 or more to be eligible for this course. Regular visits to Student Health Services and working out a minimum of 1 hour four days a week are required, in addition to lecture attendance.

PE 300 – Lifeguarding (2) Provides Lifeguard training and Waterfront certification. Prerequisites: Must be able to swim 500 yards continuous (200 yds. freestyle, 100 yds. breast stroke, 200 yds. combination of freestyle & breaststroke). Gen Ed: fulfills 1 PE activity requirement. Counts for 2 non-liberal arts academic credits.

PE 305 – Personal Training Fundamentals (4) The Personal Training Fundamental course provides an overview of the personal training profession and aids students in preparation to sit for the American Council on Exercise (ACE) National Personal Fitness Instructor Certification Exam. Key course topics include: exercise science and theory; health and fitness assessment, administration; program design and implementation; nutrition and lifestyle modification and professional administrative considerations. The course is delivered in both classroom and practical settings. Students will receive American Red Cross CPR and First Aid training. Registration for the ACE exam is optional. Spring.

Intercollegiate Sports
PE 210 – Women’s Varsity Softball  
PE 211 – Men’s Varsity Basketball  
PE 215 – Men’s Varsity Golf  
PE 216 – Men’s Varsity Soccer  
PE 218 – Men’s Varsity Swimming  
PE 223 – Women’s Varsity Basketball  
PE 224 – Women’s Varsity Soccer  
PE 225 – Women’s Varsity Swimming  
PE 228 – Women’s Varsity Ice Hockey  
PE 229 – Men’s Varsity Ice Hockey  
PE 231 – Women’s Varsity Lacrosse  
PE 232 – Men’s Varsity Lacrosse  
PE 233 – Women’s Varsity Volleyball  
PE 235 – Equestrian Club  
PE 240 – Women’s Varsity Cross Country  
PE 241 – Men’s Varsity Cross Country

Coaching Certification
Students may be approved for coaching in the schools of New York State (Commissioner’s Regulations, section 135.4) by successfully completing the following courses:

PE 303 – Techniques of Coaching (2) Theory, strategy and skill development at various grade levels. Fall only.

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

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

Contact Person: Alan L. Hersker, Chair  
129B MacVicar, 315-267-2720, herskeal@potsdam.edu

Professors: Karen Johnson-Weiner, Steven Marqusee, Susan Stebbins, Patricia Whelehan  
Associate Professors: Alan Hersker, Morgan Perkins, Jaimin Weets  
Assistant Professors: Hadley Kruczek-Aaron, Nasser Malit  
Adjunct Instructors: Jill Breit, Kathleen Connor, Francis Scardera, Carolyn Schwarz

Anthropology Major (B.A.)
38-39 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANTH 201 Human Origins (4 credits)</td>
</tr>
<tr>
<td></td>
<td>ANTH 202 Cultural Anthropology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>ANTH 203 Language and Culture (4 credits)</td>
</tr>
<tr>
<td></td>
<td>ANTH 204 Archaeology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>ANTH 305 Applying Anthropology</td>
</tr>
<tr>
<td></td>
<td>ANTH 391 Anthropological Theory</td>
</tr>
<tr>
<td></td>
<td>ANTH 393 Professionalism in Anthropology</td>
</tr>
<tr>
<td></td>
<td>ANTH 480 Senior Seminar (4 credits)</td>
</tr>
</tbody>
</table>

Electives 9-10
6 credit hours of anthropology electives (3 credit hours must be at the upper division); 3 credit hours in anthropology at the 400-level.

The elective courses a student takes to complete the major will be chosen in consultation with the adviser.

Recommended Coursework Outside the Major
The Department of Anthropology encourages majors to work closely with their advisers in planning coursework to satisfy postgraduate objectives.

Study Abroad Opportunities
The Department of Anthropology encourages students to study abroad as one of the best ways to achieve understanding of other cultures. Special opportunities are available to complete part of the requirements for the anthropology major through programs of study abroad. For example, students may choose archaeology or cultural anthropology in Puebla, Mexico; women and development in Ghana; aboriginal studies in Australia; or Irish studies in Cork, Ireland, to name just a few of the places where students can study wholly or partly in English. The Office of International Education provides information about overseas study and assists students with planning their programs abroad.

Senior Seminar
The Department of Anthropology believes that all students who graduate with an anthropology major should have had an experience with another culture or anthropological task—something beyond a library term paper. Though not all students can be expected to do extracurricular activities while a major, they can at least be asked to prepare through coursework for the anthropological experience. A portion of Senior Seminar is dedicated for speaking and writing reflectively as an anthropologist to come to grips intellectually and emotionally with the experience.

The following types of experiences are among those considered to be preparation for this part of the Senior Seminar:

Fieldwork
Archaeology Field School (ANTH 315 or ANTH 415)  
Physical Anthropology Field Schools

Internship
ANTH 490 Internship in Anthropology, ANTH 491 Internship in Applied Anthropology, or ANTH 470 Museum Internship

Travel
Travel abroad in a College-approved study program.

Language Training
Completion of a Spanish or French speaking-writing course beyond the 103 level.

A semester of a third language, such as Mohawk, Arabic or Chinese. Bilingualism is considered to be appropriate preparation.

Special Notes
1. The Department of Anthropology requires that students earn a minimum grade of 2.0/S* in all courses counted toward the major.
2. No student may repeat a Department of Anthropology course more than two times without written permission of the instructor, the department chair and the dean.
3. Students may only “double-count” two courses for an additional major or minor.
Archaeological Studies Major (B.A.)
32-36 credit hours required.

Archaeology in recent years has become much more interdisciplinary than it has ever been in the past. Therefore, it is critical that students pursuing careers in archaeological studies receive interdisciplinary training. The program we offer provides many of the same components as the larger specialized university programs. The major requires introductory work in American archaeology (from the Department of Anthropology), survey of art and architecture from the ancient to modern periods (from the Department of Art) and physical and historical geology (from the Department of Geology). Upper-division requirements include courses dealing with Old World archaeology, New World archaeology and applied technical areas. Historical sciences, such as archaeology, deal with incomplete knowledge from the past. Successful archaeologists, therefore, must develop acute problem solving and critical thinking skills. The interdisciplinary nature of the proposed major assures that our students will be familiar enough with the appropriate related disciplines to accomplish this. The major will also provide the appropriate knowledge and skills for more specialized careers in conservation, museology and service in government agencies such as the National Park Service.

All courses are 3 credits unless noted. Credits are divided as follows:

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 204 Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ARTH 101 Survey of Art</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>ARTH 102 Survey of Art: Renaissance to Modern</td>
<td></td>
</tr>
<tr>
<td>ARTM/ANTH 270 Museum Studies</td>
<td></td>
</tr>
<tr>
<td>GEOL 103 Physical Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 204 Historical Geology</td>
<td></td>
</tr>
<tr>
<td>ANTH 417 Archaeological Procedures</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 315 Field Archaeology (3-6 credits)</td>
<td></td>
</tr>
<tr>
<td>or other field experience approved by</td>
<td></td>
</tr>
<tr>
<td>archaeological studies faculty</td>
<td></td>
</tr>
</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from each group. Additional courses may be used with approval from the Archaeological Studies Coordinator or Department Chair.</td>
<td>9-10</td>
</tr>
</tbody>
</table>

**Group A: The Old World**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 356 Neanderthals: Fact, Fiction &amp; Fantasy</td>
<td></td>
</tr>
<tr>
<td>ANTH 367 The Prehistory of Europe</td>
<td></td>
</tr>
<tr>
<td>ARTH 310 Greek Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 311 Roman Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 351 Late Antique Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 385 Art and Archaeology of the Classical World; same as ANTH 352</td>
<td></td>
</tr>
<tr>
<td>ARTH 451 Ancient Painting</td>
<td></td>
</tr>
<tr>
<td>HIST 301 Ancient and Medieval Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 321 Ancient Greece and Rome</td>
<td></td>
</tr>
<tr>
<td>HIST 322 Ancient Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 326 Egypt in Late Antiquity</td>
<td></td>
</tr>
<tr>
<td>HIST 463 Ancient Magic</td>
<td></td>
</tr>
</tbody>
</table>

**Group B: The New World**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 350 Archaeology of Mexico &amp; Central America</td>
<td></td>
</tr>
<tr>
<td>ANTH 359 African American Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 362 Historical Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 363 Archaeology of Eastern U.S.</td>
<td></td>
</tr>
<tr>
<td>HIST 311 Indians and Iberians</td>
<td></td>
</tr>
</tbody>
</table>

**Group C: Applied Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 316 Archaeological Laboratory Techniques</td>
<td></td>
</tr>
<tr>
<td>ANTH 319 Public and Private Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 347 Humans, Disease &amp; Death</td>
<td></td>
</tr>
<tr>
<td>ANTH 354 Environmental Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 365 Archaeology of Death</td>
<td></td>
</tr>
<tr>
<td>ANTH 380 Human Osteology</td>
<td></td>
</tr>
<tr>
<td>ANTH 402 Forensic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 410 Advanced Archaeological Research</td>
<td></td>
</tr>
<tr>
<td>ANTH 450 Zooarchaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 455 Cannibalism</td>
<td></td>
</tr>
<tr>
<td>ANTH 457 Dental Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 461 Material Culture</td>
<td></td>
</tr>
<tr>
<td>GEOL 301 Sedimentary Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 405 Structural Geology</td>
<td></td>
</tr>
<tr>
<td>GEOL 406 Hydrology-Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOL 407 Geophysics</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following required, with at least one course at the 100- or 200-level.</td>
<td></td>
</tr>
<tr>
<td>Archaeology: ANTH 204 preferred (3-4 credits)</td>
<td></td>
</tr>
<tr>
<td>Biological Anthropology: ANTH 201 preferred (3-4 credits)</td>
<td></td>
</tr>
<tr>
<td>Cultural or Linguistics Anthropology: ANTH 202 or 203 preferred (3-4 credits)</td>
<td></td>
</tr>
<tr>
<td>ANTH 393 Professionalism in Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-level and above</td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>ANTH 204 Archaeology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>ARTH 101 Survey of Art: Ancient to Renaissance</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>GEOL 103 Physical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 204 Historical Geology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>9-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>One from each group below. Additional courses may be used with approval from the Archaeological Studies Coordinator.</td>
<td></td>
</tr>
</tbody>
</table>

**Group A: Old World**

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 310</td>
<td>Greek Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 311</td>
<td>Roman Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 351</td>
<td>Late Antique Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 385</td>
<td>Art and Archaeology of the Classical World; same as ANTH 352</td>
<td></td>
</tr>
<tr>
<td>HIST 301</td>
<td>Ancient and Medieval Europe</td>
<td></td>
</tr>
<tr>
<td>HIST 321</td>
<td>Ancient Greece and Rome</td>
<td></td>
</tr>
<tr>
<td>HIST 322</td>
<td>Ancient Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 326</td>
<td>Egypt in Late Antiquity</td>
<td></td>
</tr>
</tbody>
</table>

**Group B: New World**

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 315</td>
<td>Field Archaeology (6 credits)</td>
<td></td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Archaeology of Ancient Mexico &amp; Central America</td>
<td></td>
</tr>
<tr>
<td>ANTH 359</td>
<td>African American Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 362</td>
<td>Historical Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 363</td>
<td>Archaeology of Eastern U.S.</td>
<td></td>
</tr>
</tbody>
</table>

**Group C: Applied Sciences**

<table>
<thead>
<tr>
<th>Group</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 316</td>
<td>Archaeological Laboratory Techniques</td>
<td></td>
</tr>
<tr>
<td>ANTH 319</td>
<td>Public and Private Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 347</td>
<td>Humans, Disease &amp; Death</td>
<td></td>
</tr>
<tr>
<td>ANTH 354</td>
<td>Environmental Archaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 355</td>
<td>Archaeology of Death</td>
<td></td>
</tr>
<tr>
<td>ANTH 380</td>
<td>Human Osteology</td>
<td></td>
</tr>
<tr>
<td>ANTH 402</td>
<td>Forensic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 410</td>
<td>Advanced Archaeological Research</td>
<td></td>
</tr>
<tr>
<td>ANTH 450</td>
<td>Zooarchaeology</td>
<td></td>
</tr>
<tr>
<td>ANTH 455</td>
<td>Cannibalism (4 credits)</td>
<td></td>
</tr>
<tr>
<td>ANTH 457</td>
<td>Dental Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 461</td>
<td>Material Culture</td>
<td></td>
</tr>
<tr>
<td>GEOL 301</td>
<td>Sedimentary Geology (4 credits)</td>
<td></td>
</tr>
<tr>
<td>GEOL 405</td>
<td>Structural Geology (4 credits)</td>
<td></td>
</tr>
<tr>
<td>GEOL 406</td>
<td>Hydrology-Geomorphology (4 credits)</td>
<td></td>
</tr>
<tr>
<td>GEOL 407</td>
<td>Geophysics (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

## 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>ANTH 201 Human Origins (4 credits)</td>
</tr>
<tr>
<td></td>
<td>ANTH 301 Issues in Physical Anthropology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four of the following. At least two courses must be upper division (300 or 400).</td>
<td></td>
</tr>
<tr>
<td>ANTH 150</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>ANTH 184</td>
<td>Primates</td>
</tr>
<tr>
<td>ANTH 345</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANTH 346</td>
<td>Human Sexuality 2: Evolving Sex Roles</td>
</tr>
<tr>
<td>ANTH 347</td>
<td>Humans, Disease and Death</td>
</tr>
<tr>
<td>ANTH 365</td>
<td>Archaeology of Death</td>
</tr>
<tr>
<td>ANTH 380</td>
<td>Human Osteology</td>
</tr>
<tr>
<td>ANTH 383</td>
<td>Genes and People</td>
</tr>
<tr>
<td>ANTH 402</td>
<td>Forensic Anthropology</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Advanced Biological Anthropology Research</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>Introduction to Human Genetics</td>
</tr>
<tr>
<td>BIOL 107</td>
<td>Human Biology</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Intro to Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>HLTH 385</td>
<td>Epidemiology and Biostatistics</td>
</tr>
<tr>
<td>SOCI 460</td>
<td>Population Studies</td>
</tr>
</tbody>
</table>
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**
- ANTH 202 Cultural Anthropology (4 credits)
- ANTH 345 Medical Anthropology (4 credits)
- ANTH 473 Humans, Disease, and Death (4 credits)

**Electives**
Students must take at least three of the following classes. Additional classes, including one from outside the Anthropology Department, may be substituted after consultation with your adviser.
- ANTH 321 Cross-cultural Aspects of Women's Health (4 credits)
- ANTH 322 Cross-cultural Aspects of Mental Health (4 credits)
- ANTH 365 Archaeology of Death (4 credits)
- ANTH 380 Human Osteology (4 credits)
- ANTH 390 Genes and People (4 credits)
- ANTH 411 Anthropology of AIDS (4 credits)

Museum Studies Minor
For more information, see page 95.

Certificate in Applied Anthropology
13-16 credit hours required.

The certificate, awarded by the department in recognition of significant applied scholarship, emphasizes the methodological skills and professional practices necessary for employment as an applied anthropologist. Students will learn about ethical considerations inherent in applied work, how to gather and analyze data, and how to write grants and proposals. In the applied internship, students design, research, and implement a project for a community-based organization, non-governmental organization, cultural resource management group or other public or private sector employer. Students will have the opportunity to present their projects at department colloquia and professional meetings.

*All courses are 3 credits unless noted. Credits are divided as follows:

**Required Courses**
- ANTH 305 Applying Anthropology* (4 credits)
- One of the following:
  - ANTH 319 Public & Private Archaeology (4 credits)
  - ANTH 393 Professionalism in Anthropology (4 credits)
  - ANTH 430 Applied Anthropology (4 credits)
  - ANTH 491 Internship in Applied Anthropology (3-6 credits)

*This course has a prerequisite of one of ANTH 201, 202, 203, 204 or 270.

**Anthropology Course Descriptions**

ANTH 195, 295, 395, 495 – Special Topics (1-12)

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

ANTH 100 – Riddles of the Past (3) Topics such as influence from outer space on rise of civilizations, prehistoric transoceanic contacts, and a variety of others are discussed. Central to the course is a discussion of how archaeology works and how it has changed through time. Gen Ed: PI credit. As warranted.

ANTH 104 – Great Discoveries in Art and Archaeology (3) Examines some great discoveries in the history of art and archeology. Cultures studied include those in Africa and the Americas, and ancient Egypt, Greece, and Rome. Topics include discovery of tomb of Tutankhamen, invention of photography, excavation of Teotihuacan Mexico, and Chinese Bronze technology. Prerequisite: an FS course. Gen Ed: XC and SI. Cross listed as ARTH 104. As warranted.

ANTH 106 – Ancient People and Places (3) This survey of world prehistory illustrates the varied perspectives and techniques of archaeology. Case studies highlight ancient places and the people who lived in them. Gen Ed: XC credit. Fall and Spring.

ANTH 107 – World Cultures (3) This course surveys the diverse cultures of the world using case studies in anthropology. We will pay particular attention to cultural relativism, the interconnections between different cultural systems, and culture change. Gen Ed: XC credit. Spring.

ANTH 111 – Introduction to Anthropology (3) This course focuses on the discipline of anthropology. We will learn about the different subdisciplines of anthropology: cultural, biological, linguistics, archaeology and applied anthropology and how each collects and analyzes data. We will learn about the similarities and differences between cultures and why they exist. We will learn how anthropology may be applied to future issues and how it may contribute to your future. Gen Ed: XC credit. Fall and Spring.

ANTH 120 – Evolution (3) From a scientific view, evolution itself simply means "change over time," and it is an observation of the world, not a theory. Charles Darwin hypothesized that the change in species he saw was caused by "natural selection." His ideas shook the scientific and religious world, and this upheaval continues today. In this course, we will explore the origins of evolutionary thought, the ways evolution occurs, and how natural selection and the other evolutionary forces have shaped the world around us. Gen Ed: SB credit. As warranted.

ANTH 130 – The Native Americans (3) A general survey class which examines Native American societies of North America. The diversity of Native American societies is studied from an anthropological perspective that includes language, kinship, political economy, oral tradition and religious belief both historically and currently. Gen Ed: XC credit. Fall.

ANTH 132 – Games People Play (3) Sport and leisure activities are more than idle play. Cultures around the world have produced a wide variety of ways for people...
to relax, exercise and compete. Looking closely at these activities we may see how closely these seemingly simple games are tied to other aspects of a culture such as religion, economy or gender roles. We will look at the origins of a number of games,past and present, from around the world, learn the rules that govern them, how they have changed and discuss how they reflect many facets of the cultures in which they take place. Gen Ed: XC credit. As warranted.

ANTH 135 – The Arab World (3) An introduction to the fundamental nature of the modern Arab World with examination of the broad, sweeping questions which U.S. students ask or need to ask about the contemporary realities and past of the Arab world. Lectures and discussion focus on topics such as the nature of Arab societies, religion, history/ geography, culture and politics. Problems of culture are examined in greatest detail. As warranted.

ANTH 140 – World Art and Culture (3) This course is an introduction to the expression of culture through art and visual display. We will explore how cultures throughout the world define identity through body decoration, painting, sculpture, film, museums, popular culture and other activities. The symbolic and visual meanings will be placed in the context of other categories such as religion, gender and ethnic identity. Gen Ed: XC & AC credit. Fall.

ANTH 150 – Human Sexuality (3) Biological, evolutionary and social aspects of human sexuality, examined from a cross-cultural perspective. Gen Ed: XC credit. Fall and Spring.

ANTH 155 – World Hunger (3) A multidisciplinary approach to explaining the prevalence of malnutrition worldwide. A variety of solutions to be examined critically. Students engage, singly or in groups, in action projects to confront the hunger problem. As warranted.

ANTH 160 – Exploring Language (4) We are, in undeniable ways, what we speak! Language lies at the heart of who we are and what we might be and it informs our conceptions of reality. In this course we explore how humans manipulate language and how we are manipulated by it. We will employ scholarly readings, fiction, poetry, and film to define language, explore it as a human attribute, and investigate its role in defining us as social beings. Gen Ed: FW credit. Fall.

ANTH 161 – Origins of Language (4) Perhaps no aspect of our behavior appears so uniquely human as language. But when did language appear? How is human language different from the communication of other creatures? How is the appearance of language related to tool use, evolving social structure, abstract thought, and self-awareness? Is there evolutionary continuity between animal and human minds? Recognizing that it is unlikely that a single factor is, in itself, responsible for the evolution of language, this course draws on research from such diverse areas as linguistics, biological anthropology, archaeology, cultural anthropology, psychology and neurology to explore ways of answering these questions. Gen Ed: FW credit. Spring.

ANTH 184 – The Primates (3) This class concentrates on the behavior, biology, and socioecology of primates, with special attention paid to the relationship between humans and the other primates. Fall.

ANTH 201 – Human Origins (4) An introduction to physical anthropology, which is the study of human variability and adaptation. We will study the concepts of evolution, genetics, primatology, skeletal biology, and demography using the scientific framework of how theory testing. These will build a foundation of knowledge that will allow us to explore human origins and evolution, and understand modern human diversity using the perspectives of different scientific fields. Gen Ed: SB & LB credit. Spring.

ANTH 202 - Cultural Anthropology (4) A survey of the subdiscipline of anthropology that uses the concept of culture to interpret human history and behavior in all societies and at all times. Introduction to the various research methods of cultural anthropology. Emphasis is placed on the application of social and cultural concepts when analyzing behavior. The lab component of the course will give students training in a number of ethnographic data collection and analysis techniques commonly used by cultural anthropologists. Labs will include informal and semi-structured interviews, ethno-semantic domains, genealogy, survey design, archival research, social networks, comparative analysis, and fieldwork ethics. Gen Ed: XC credit, some sections for FS credit. Lab section required. Fall and Spring.

ANTH 203 – Language and Culture (4) This course looks at language as a set of cultural practices. We will discuss the structure of language, language change, regional and social dialects, slang, gender and ethnicity. We will explore the function, nature and role of human language within cultural production, social institutions, and the construction of group and individual identities. The lab component will provide training in the collection and analysis of phonological, morphological, syntactic, semantic data from a variety of languages. Labs will include transcription of natural speech, comparative analysis of data to reconstruct proto forms, the analysis of gender influences on language, and the analysis of conversation and the effects of social attitudes on language use. Gen Ed: SA & XC credit. Lab section required. Fall.

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. Gen Ed: AC & XC credit. Fall.

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) analyses and their application in anthropological and literary research. Gen Ed: SA & WI. Spring, odd years.

ANTH 304 – Elements of Linguistic Analysis (3) Provides a systematic inquiry into human language, centering on the study of phonology, morphology, syntax and semantics. Additional topics may include the rapidly growing areas of pragmatics, sociolinguistics, and psycholinguistics. As warranted.

ANTH 305 – Applying Anthropology (3) Today, about one-half of all professional anthropologists work in non-academic settings. Applied, or practicing, anthropologists may be trained in any or all of the sub-fields of anthropology and work in various contexts. This course will build on the ways in which anthropological theory and method are used practically in occupations related to health and medicine, international development, environment, government, education and method are used practically in occupations related to health and medicine, international development, environment, government, business and education, immigration and poverty. Through an exploration of case studies, students will come to understand the ethical, financial, social, methodological and practical issues of applying anthropological theory to real-life situations. Prerequisite: ANTH 201, 202, 203, 204 or 270. Service Learning Course. Spring.

ANTH 306 – The Amish, The Mennonites and Anabaptism (3) Challenging the notion of a monolithic Eurocentric influence, this course explores the evolution of one dominant, western, Christian philosophy - Anabaptism - and investigates the way in which this philosophy has influenced widely varying responses to different environmental, cultural, political, and historic conditions. In investigating the cultures of the Amish, Hutterites, and Mennonites, the goal will be to understand better the ways in which a people's belief system is shaped by particular cultural, economic, and social situations and, in turn, shapes the way in which adherents deal with these situations. Gen Ed: WC & WI credit. Fall, even years.

ANTH 309 – Religion, Magic and Witchcraft (3) This course explores the natures and functions of religion, witchcraft and magic in various social and cultural contexts. Spring, even years.

ANTH 315 – Field Archaeology (6) Teaches basic principles and methods for locating, surveying and excavating sites, recording of archeological data, and preliminary processing, cataloging and analyzing of finds. Prerequisites: 100-level course in anthropology and permission of instructor. 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 of instructor. Spring.
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 profes-
sionally 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. Fall, even years.

ANTH 320 – Museum Archives and Exhibits (4) Advanced study in a course format,
this course gives students experience in working with and solving problems posed
by the basic functions of the museum, from administering collections (folklore, oral
history, material culture) to designing and building exhibits, planning lecture
series and developing public school programming. Spring.

ANTH 321 – Cross-cultural Aspects of Women's Health (3) An investigation of issues
affecting and concerning women's health cross-culturally through the life cycle.
Prerequisite: ANTH 202. Gen Ed: SA credit. Every third Fall.

ANTH 322 – Cross-Cultural Aspects of Mental Health (3) Mental health is defined and
discussed in terms of our human evolution, cultural mechanisms which promote
mental health and challenges to it. Gen Ed: XC credit. Every third Fall.

ANTH 325 – Environmental Anthropology (3) This course examines cross-cultural
evidence of the principal forms which the human-nature relationship has taken.
Ecological principles and environmental problems faced by our species today are
also addressed. Prerequisite: ANTH 201 or 202. Gen Ed: SI credit. As warranted.

ANTH 331 – Women in Native America (3) An examination of the various roles of
women in Native American cultures and how an anthropological and feminist
analysis of those roles has led to a re-examination of the development of gender
roles. As warranted.

ANTH 332 – Native American Religions (3) An examination of the diversity of religi-
sions, rituals, symbols, ceremonies and myths found among the Native American
populations of Mexico, Canada, and the United States. As warranted.

ANTH 333 – Indian Images (3) An examination of anthropological and other social
science theories concerning Native Americans and how these theories were influ-
cenced and interpreted by the general populations of Europe and the Americas.
Will examine journals, newspapers, books and films from 1492 to the present.
Spring, odd years.

ANTH 335 – Archaeology of the Wild West (3) The phrase “Wild West” conjures up
images of gun-slinging cowboys, saloons, and noble Indians living close to nature,
among many others. Although some of these notions may be accurate, many are
more the product of Hollywood than an actual reflection of past life in western
North America. In fact, the region has been romanticized to such an extent that
it is difficult to distinguish myth from reality. In this class, we will explore many
of the widely held ideas of the American West and examine what both prehistoric
and historical archaeology has revealed to either confirm or debunk these. In the
process, we will learn about the many different peoples who have occupied western
North America over the last 13,000 years, and better understand what the “West”
was really like for them. Prerequisite: ANTH 106 or 204. As warranted.

ANTH 340 – Anthropology of Gender (3) What does it mean to be male or female?
How do females and males learn their appropriate social roles? Particular atten-
tion paid to African and Native American cultures. Prerequisite: ANTH 150 or 202.
Fall, even years.

ANTH 342 – Language and Gender (3) This course examines critically the interaction
between language and gender. Beginning with an investigation of beliefs about
language and about gender and the interaction between the two, the course proceeds
to explore the research of male and female speech, seeking to understand the social,
psychological, and linguistic processes that underlie sex differences in language
use. Finally, in studying the role played by language, speech and communication
in defining notions of “male” and “female,” the goal will be to understand better
the way in which language reflects and reinforces social and cultural patterns of
behavior and identity. Cross-listed as LNGS 342. Gen Ed: WI, SA credit. Fall, odd years.

ANTH 345 – Medical Anthropology (3) Relationship among health, culture, individual,
and environment, cross-cultural look at healer-patient, relationships, western and
non-western perceptions of disease paleopathology, psychiatry and applied aspects
Gen Ed: XC credit. Spring.

ANTH 346 – Human Sexuality 2: Evolving Sex Roles (3) A continuation of ANTH 150
Human Sexuality 1. Looks at human sexuality across the life cycle from conception
through aging cross-culturally. Prerequisite: ANTH 150. Fall, odd years.

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. As warranted.

ANTH 352 – Art and Archaeology of the Classical World (3) Art and culture of ancient
Greece and Rome as reflected in the paintings, sculpture and architecture revealed
by archaeological excavation at the great sites of Troy, Knossos, Athens, Delphi,
Rome and Pompeii. Cross-listed as ARTH 385. Fall.

ANTH 353 – World & US Geography (4) All students EXCEPT elementary education
majors. Covers the nature of geography and its history, major theories and approaches
used by geographers, the various types of maps and tools, major concepts in the
fields of economic and political geography and how these systems interact on a
global scale across political boundaries, and the various ways in which humans
interact with environments around the world. Gen Ed: XC credit. Fall, odd years.

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, geoaarcheology, and behavioral
analysis. We combine lab exercises, case study discussions, and participation in
an on-going archaeological investigation using environmental archaeology tech-
niques. As warranted.

ANTH 355 – World Food (3) The cultural and technical aspects of producing and
distributing the world’s food supply are examined in their ecological and political
contexts. Gen Ed: SA credit, some sections for WI credit. As warranted.

ANTH 356 – Neanderthals: Fact, Fiction & Fantasy (3) This course will examine two
principal themes. The first theme will focus on Neanderthal biological evolution,
cultural behavior, disappearance, and the origins of anatomically modern humans.
Students will learn the basics of Neanderthal anatomy and behavior. The second
theme is the misconceptions that surround the Neanderthal phase of human evo-
lution. 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. Fall, even years.

ANTH 357 – Social Geography (4) This course introduces students to the physi-
cal 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 urbaniza-
tion, the effects of global market economies, environmental impacts, and others.
Examples will be drawn from contemporary, recent and past cultures from around
the world. As warranted.

ANTH 358 – Cross Cultural Approaches to Art (3) How can the term “art” be ap-
piled 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
anth, authenticity, aesthetics, tradition and modernity, art education, social memory, politics and creativity. fall.

anth 359 – african american archaeology (3) this course explores african-american history as it has been reconstructed from the archaeological record. focus will be on both contexts of slavery and freedom, and issues including race and representation will be highlighted. spring, even years.

anth 360 – cultures of mexico and central america (3) culture of mesoamerican from conquest to present day. emphasis on effects of conquest and colonial government systems on indigenous cultures. prerequisite: ANTH 202. as warranted.

anth 362 – historical archaeology (3) explores the field of historical archaeology, including the theories, methods and techniques by which it is guided. focuses primarily on archaeological sites in america from the colonial and contact period to the present. students will consider how historical documents, ethnographic and oral accounts, and material culture can be studied to offer alternative perspectives on the past. spring, odd years.

anth 363 – archaeology of eastern u.s. (3) this course explores native american lifeways of the eastern united states from paleoindian colonization through initial european contact. this course focuses on the archeological evidence and its interpretation. as warranted.

anth 364 – oral history (3) designed to familiarize the student with oral history as a method of inquiry concerning information about the past. grapples with issues surrounding oral history, such as its validity, possible bias, elite vs. democratic historical perspectives, etc. intellectual and technical aspects. cross listed with hist 450. fall, even years.

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 use the data collected as models for archaeological cemeteries. spring, odd years.

anth 367 – the prehistory of europe (3) this course is a survey of european prehistory that covers the time periods from the first peopling of europe to the centuries just after the roman conquest of significant territory on the continent. the focus of the course is on those societies beyond the borders of the well-known civilizations of the mediterranean, where only archaeological research, or the utilization of historical accounts checked against archaeological research, can inform us of their cultural histories. from time to time, our scope will broaden to situate events, such as the peopling of europe, the neolithic revolution and the rise of societal complexity in european prehistory, into a comparative, global context. prerequisites: ANTH 204 or 201 or equivalents. fall, even years.

anth 371 – anthropology of china (3) this course explores the complex culture of china from an anthropological perspective. issues concerning politics, gender, religion, economics, reputation, ethnicity and protest are considered in historical and contemporary contexts. as warranted.

anth 374 – food for thought: the anthropology of eating (3) the interplay between eating behavior and cultural institutions has had a tremendous impact on human behavior and behavior conversely influences anatomy and physiology. this course will look at the interrelationships between eating behavior, cultural institutions and human evolution. we will focus on scavengers, hunters and gatherers, pastoralists, 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. as warranted.

anth 375 – anthropology through film (3) this course explores the discipline of anthropology as it has been portrayed in film. special emphasis will be placed on critical analysis of a variety of films for anthropological content. as warranted.

anth 380 – human osteology (3) an introduction to the study of the human skeleton. will explore discriminating between human and animal bone, determining identification of bones from fragmentary pieces, and side identification, and using skeletal data for paleodemography. prerequisite: ANTH 201. fall, odd years.

anth 383 – genes and people (3) a forum for undergraduate students to learn to apply the concepts of genetics to anthropology, and to use genetic information to understand more about human evolution and diversity. as warranted.

anth 386 – folklore and folk culture (3) folklore includes everyone! we are all the folk, and we all participate in folklore practices in our lives in many different ways. this course explores folklore and its role in cultural expression, looking at different types of folklife and how folklorists collect and interpret material for public consumption. spring, even years.

anth 387 – advanced human paleontology (3) human fossil record to be carefully scrutinized, including both evidence of the fossil record and assumptions that have historically guided our interpretation of the record. prerequisite: ANTH 201. as warranted.

anth 390 – classics in anthropology (3) this course is an overview of classic ethnographies written at different historical points and from different theoretical perspectives. as warranted.

anth 391 – anthropological theory (3) this course examines historical and contemporary theories in anthropology. it focuses on the relationship between ethnography and social theory and traces the genealogies of central questions about the nature of society and culture. in the first part of the course, we will discuss the intellectual frameworks of 18th and 19th century societal theorists in europe and the emergence of anthropology as a discipline. we will then focus on the key theorists whose ideas shaped future anthropological inquiry into culture and humankind. we will also discuss how the works of these theorists have influenced contemporary paradigms in anthropology. prerequisites: anthropology majors/ minors only; junior or senior standing. gen ed: si credit. spring.

anth 392 – @anthropology teaching methods (3) anthropological teaching methods will be designed to give students practical teaching experience in anthropology including lecturing, exam preparation, and laboratory teaching. fall and spring.

anth 393 – professionalism in anthropology (3) this course covers both practical and theoretical aspects of the discipline. topics include ethics, careers, and preparation of resumes, graduate school and grant proposal applications. 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, odd years.

anth 403 – advanced biological anthropology research (3) this course offers an exciting opportunity for students to conduct in-depth research projects in biological anthropology under the class supervision of the instructor. students will be required to do background research, formulate hypotheses, test the hypotheses using hands-on data interpretation and analysis, and complete a final report (paper or poster) based on their findings. spring, even years.

anth 410 – advanced archaeological research (4) this course offers experience with an in-depth research and analysis of field and laboratory components of real archaeological research. experience the process of archaeological research from question formulation through data interpretation and presentation. prerequisite: junior or senior standing. spring.

anth 411 – anthropology of aids (3) hiv infection and aids examined from a cross-cultural, relativistic perspective which looks at epidemiological, medical and socio-cultural aspects of this phenomenon. gen ed: sa credit. prerequisite: ANTH 150. fall, even years.

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.

anth 415 – archaeological field techniques: supervision (3) participation in formulation of research goals and strategies and their implementation. students design and complete research project involving collection and preliminary analysis of field date. prerequisite: permission of instructor. summer.
ANTH 416 – Archaeological Lab Techniques: Supervision and Analysis (3) Advanced laboratory processing of archaeological data, with responsibility for supervision of the preliminary analysis of field data. Prerequisite: ANTH 316 or equivalent and permission of instructor. As warranted.

ANTH 417 – Archaeological Procedures (3) This course provides hands-on experience in and exposure to the methods and theories of data collection and analysis commonly used in archaeology. Prerequisite: ANTH 204. 1 credit Lab required. Gen Ed: Wi. Spring.

ANTH 430 – Applied Anthropology (4) This course will introduce students to the application of anthropological theory and methodology in real world situations. Field work experience will be an essential feature of this course. Fall, odd years.

ANTH 432 – Native American Cultures (3) A research seminar that will investigate the history of a Native American community, how it adapted to the changes brought on by European contact, and the community’s present social environment. Prerequisite: ANTH 130 or 202. As warranted.

ANTH 445 – Ethnographic Fieldwork (3) Field course in scientific method, data collection and analysis, record keeping, and ethics of human research. Prerequisite: ANTH 391. As warranted.

ANTH 450 – Zooarchaeology (3) Zooarchaeology introduces the student to the methods of animal bone identification. Using archaeological materials and computer-based instruction, it provides a basis for the interpretation and analysis of the complex animal-human relationship in the past. Prerequisite: ANTH 204 or BIOL 100. As warranted.

ANTH 455 – Cannibalism (4) Cannibalism has been a controversial topic in anthropology for many years. The debate about the extent of cannibalism in past and in modern groups, and its meaning, has recently been reignited by the publication of several studies in the past couple of years that provide evidence of cannibalism as far back as Neanderthals and from prehistoric Native American groups. This course is designed for upper division anthropology students to study the history of cannibalism, and to evaluate and debate the possibilities raised in the recent literature. Prerequisite: Junior or Senior standing. As warranted.

ANTH 457 – Dental Anthropology (3) The human dentition is useful in many ways to anthropologists. Teeth are constructed of the hardest substances in the body and are often the majority of remains that survive digenetic 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, odd years.

ANTH 461 – Material Culture (3) Thinking about objects and the ways that people make, use, understand, and engage their material worlds has become an increasingly interdisciplinary project involving cultural anthropologists, archaeologists, art historians, folklorists, literary critics, and historians, among others. In this course, students will consider the major ideas and approaches influencing this scholarship and will apply what they have learned in an original research project that explores the meaning of material culture. Special attention will be paid to how objects structure and are structured by human experience. Spring, even years.

ANTH 470 – Museum Internship (3) Student interns are placed either within the Museum or off campus in a nearby gallery, museum, or historical agency. They conceive and set up archival projects, works at organizing Museum and departmental research collections and coordinate the activities of beginning student assistants (registered in ANTH 270 and 320). Prerequisite: permission of instructor. Fall and Spring.

ANTH 475 – Senior Thesis (3) Preparation for completion of the Anthropology Senior Thesis requirement. Discussions on library research, the anthropological style and word processing to be included. As warranted.

ANTH 480 – Senior Seminar/PRACTICUM (4) Selected topics aimed at integrating anthropological concepts into future lives of graduates. Enables them to understand meanings of these concepts for personal, social, and career aspirations. Practicum provides students with the verbal and written opportunity to apply and elucidate anthropological concepts to their fieldwork and work experiences. Spring

ANTH 490 – Internship in Anthropology (3) Integration of anthropological concepts and methodology through work as research or administrative assistants with various local governmental agencies under supervision of a sponsoring faculty member. Prerequisite: 12 hours of anthropology and permission of instructor. As warranted.

ANTH 491 – Internship in Applied Anthropology (3-6) The intern will apply anthropological methods, theories, perspectives, and data to meet the needs of a public or private sector organization. Potential projects may include evaluating and resolving social problems, implementing and analyzing public policy, or addressing the practical needs of community organizations or businesses. Students will work under the direction of a faculty member and a representative of the sponsoring organization. Interns will be expected to present their project at a department colloquium and a professional meeting or conference. Prerequisite: permission of the instructor, ANTH 305, 430, and either ANTH 393 or 319. As warranted.

ANTH 495A – Special Topics in Museology (3) Individual students design and execute advanced projects under advisement as a capstone to their museological studies. This may involve undertaking research on collection objects, carrying out basic research and feasibility studies for future exhibits, writing grants for programmatic funding, or preparing scholarly papers on their work for publication in the Collegiate Anthropologist or presentation before scholarly groups such as the Northeastern Anthropology Association, New York Folklore Society, etc. Prerequisites: ARTH 370 or 270 and ARTM 420 or ANTH 320. As warranted.

ANTH 499 – Seminar (3) Selected topics in cultural anthropology, linguistics, physical anthropology, archaeology or applied anthropology. Typically involves student participation in research project. Prerequisite: 12 hours of anthropology and permission of instructor. As warranted.

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

SUNY Distinguished Service Professor: Joseph A. Hildreth
SUNY Distinguished Teaching Professor: Caroline Downing
Professors: Mark Huff, Mary Jo McNamara, Teresa Watts Marc Leuthold Amy Swartele
Associate Professors: Virginia Layne, Morgan Perkins, Douglass Schatz, Michael Yeomans
Adjunct Instructors: Linda Strauss, Daniel Johns, Laura Fair-Shultz

Visual Arts Major (B.F.A.)
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** |                      |
| ARTH 101 Survey of Art: Ancient to Renaissance |                      |
| ARTH 102 Survey of Art: Renaissance to Modern |                      |
| ARTH 464 Foundations of Modern Art |                      |
| ARTH 300 or 400 level Art History Elective |                      |
| ARTS 110 Foundations of Drawing I (4 credits) |                      |
| ARTS 120 Color and Design (4 credits) |                      |
| ARTS 311 Foundations of Drawing II (4 credits) |                      |

99
Four Studio Requirements 16
Including at least one three-dimensional course
ARTS 312 Drawing and Mixed Media I (4 credits)
ARTS 319 Digital Design I (4 credits)
ARTS 329 Painting I (4 credits)
ARTS 339 Printmaking I (4 credits)
ARTS 349 Sculpture I (4 credits)
ARTS 359 Ceramics I (4 credits)
ARTS 369 Video I (4 credits)
ARTS 379 Photography I (4 credits)

Electives 16
4 studio electives; at least one level 4 studio and one level 2 from another studio area. All studio courses are 4 credits.

Senior Experience 4-7
One additional Studio Elective (4 credits) or
ARTS 490 Senior Art Internship (6 credits) or
ARTS 491 & 492 Senior Art Thesis I & II (6 credits) and
ARTM 493 Senior Exhibition Seminar (1 credit)

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:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
<td>4</td>
</tr>
<tr>
<td>ARTH 102</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 120</td>
<td>4</td>
</tr>
<tr>
<td>ARTH xxx</td>
<td></td>
</tr>
</tbody>
</table>

Studio Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 312</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 319</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 329</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 339</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 349</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 359</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 369</td>
<td>4</td>
</tr>
<tr>
<td>ARTS 379</td>
<td>4</td>
</tr>
</tbody>
</table>

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 307 Literacy in the Arts Disciplines
- PSYC 350 Educational Psychology

The second is the Professional Sequence at St. Lawrence University that includes coursework in Professional Observation, Art Methods, Curriculum Development, Seminar, and Student Teaching.

Students who are interested in the Art Education program should meet with the 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
Art History Major (B.A.)  
32-34 credit hours required.

The purpose of the major program is to provide students with a fundamental experience in the most important art historical periods and achievements in art. This experience provides sufficient breadth to ensure a reasonable knowledge of the most significant art and monuments, artists and styles, as well as a basic understanding of the varying historical contexts within which these achievements have taken place.

To ensure adequate diversity and scope, a balance of courses in all areas is required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Courses</td>
</tr>
<tr>
<td>ARTH 101 Survey of Art: Ancient to Renaissance</td>
</tr>
<tr>
<td>ARTH 102 Survey of Art: Renaissance to Modern</td>
</tr>
<tr>
<td>One Studio Art course from the following:</td>
</tr>
<tr>
<td>ARTS 110 Foundations of Drawing I (4 credits)</td>
</tr>
<tr>
<td>ARTS 120 Color and Design (4 credits)</td>
</tr>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>Group A: Ancient (6 credits) two of the following:</td>
</tr>
<tr>
<td>ARTH 310 Greek Art and Architecture</td>
</tr>
<tr>
<td>ARTH 311 Roman Art and Architecture</td>
</tr>
<tr>
<td>ARTH 351 Late Antique Art</td>
</tr>
<tr>
<td>ARTH 385 Art and Archaeology of the Classical World</td>
</tr>
<tr>
<td>ARTH 451 Ancient Painting</td>
</tr>
<tr>
<td>Group B: Medieval through Renaissance (6 credits) two of the following:</td>
</tr>
<tr>
<td>ARTH 352 Art and Life in the Middle Ages</td>
</tr>
<tr>
<td>ARTH 356 History of World Architecture</td>
</tr>
<tr>
<td>ARTH 454 Early Italian Renaissance</td>
</tr>
<tr>
<td>ARTH 455 Northern Renaissance Art</td>
</tr>
<tr>
<td>ARTH 457 Baroque Art</td>
</tr>
<tr>
<td>ARTH 463 Italian High Renaissance</td>
</tr>
<tr>
<td>Group C: Baroque through Contemporary (6 credits) two of the following:</td>
</tr>
<tr>
<td>ARTH 355 Art in America</td>
</tr>
<tr>
<td>ARTH 458 Nineteenth Century Painting</td>
</tr>
<tr>
<td>ARTH 462 Impressionism</td>
</tr>
<tr>
<td>ARTH 464 Foundations of Modern Art</td>
</tr>
<tr>
<td>ARTH 465 Issues in Contemporary Art</td>
</tr>
<tr>
<td>The following courses, offered from time to time, may be used to replace courses from Groups A, B, and C, by advisement only:</td>
</tr>
<tr>
<td>ARTH 495 Special Topics in Art History</td>
</tr>
<tr>
<td>ARTH 498 Tutorial Study</td>
</tr>
<tr>
<td>Art History Elective</td>
</tr>
<tr>
<td>One course in non-western Art History</td>
</tr>
<tr>
<td>Required in Senior year</td>
</tr>
<tr>
<td>ARTH 492 Senior Seminar (1-3 credits)</td>
</tr>
</tbody>
</table>

Recommended Coursework Outside the Major

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTM 270 Museum Studies</td>
</tr>
<tr>
<td>ARTM 420 Gallery Practices</td>
</tr>
<tr>
<td>PHIL 320 Aesthetics</td>
</tr>
</tbody>
</table>

Special Notes

1. Art History majors have the option of completing 50 credit hours in the Art Department toward the 120 credit hours necessary for...
the B.A. degree. Students are required to complete 70 credit hours outside the Art Department. Students may elect to take supplemental art courses beyond the 50-semester hour maximum. These will be included on the transcript, but will not be counted toward the completion of the degree.

2. Art History majors must earn a minimum grade of 2.0 in all courses counted toward the major.

3. Students should be aware that most graduate programs in art history require a reading knowledge of French and German in order for a student to be admitted. Students wishing to pursue graduate school in art history should acquire a reading knowledge of French or German. Those wishing to apply directly to Ph.D. programs need to acquire a reading knowledge of both French and German.

4. Studying art works and architecture in person is crucial to understanding art history; students are strongly encouraged to take advantage of faculty-led Art Travel Seminars and field trips to Canada, the U.S., and abroad. ARTH 390 Art Travel Seminar is recommended.

### Art History Minor

18 credit hours required.

The art history minor is a sequence of art history courses designed to provide liberal arts students with core experiences in the history of art.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101 Survey of Art: Ancient to Renaissance</td>
<td>6</td>
</tr>
<tr>
<td>ARTH 102 Survey of Art: Renaissance to Modern</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three elective upper-division Art History courses from the following:</td>
<td></td>
</tr>
<tr>
<td>ARTH 310 Greek Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 311 Roman Art and Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 351 Late Antique Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 352 Art and Life in the Middle Ages</td>
<td></td>
</tr>
<tr>
<td>ARTH 355 Art in America</td>
<td></td>
</tr>
<tr>
<td>ARTH 356 History of World Architecture</td>
<td></td>
</tr>
<tr>
<td>ARTH 358 Cross-Cultural Approaches to Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 365 Art and Culture of China</td>
<td></td>
</tr>
<tr>
<td>ARTH 385 Art and Archaeology of the Classical World</td>
<td></td>
</tr>
<tr>
<td>ARTH 451 Ancient Painting</td>
<td></td>
</tr>
<tr>
<td>ARTH 454 Early Italian Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 455 Northern Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 457 Baroque Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 458 Nineteenth Century Painting</td>
<td></td>
</tr>
<tr>
<td>ARTH 463 Italian High Renaissance</td>
<td></td>
</tr>
<tr>
<td>ARTH 464 Foundations of Modern Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 465 Issues in Contemporary Art</td>
<td></td>
</tr>
</tbody>
</table>

### Museum Studies Minor

For more information, see page 87.

### Other Opportunities Available to Art Majors

#### Art Department Computer Labs

The student computer labs are located in Brainard 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>195, 295, 395, 495</td>
<td>Special Topics</td>
<td>1-12</td>
</tr>
<tr>
<td>198, 298, 398, 498</td>
<td>Tutorial (1-3)</td>
<td></td>
</tr>
</tbody>
</table>

### Art History

- **ARTH 101 – Survey of Art: Ancient to Renaissance (3)**
  - Major art styles and monuments of pre-Renaissance art; relationship between art and politics, religion, and economics in ancient societies. Course will also include some discussion of non-western art: the art of native peoples and of the east. Gen Ed: AC credit; 4 credit sections also receive FS credit. Fall and Spring.

- **ARTH 102 – Survey of Art: Renaissance to Modern (3)**

- **ARTH 103 – Landscape Art (3)**
  - Studies origins and development of landscape art, focusing on 19th century American landscape painting, and on Adirondack artists. Includes experiential component, consisting of landscape drawing and watercolor painting. Gen Ed: AC credit. As warranted.

- **ARTH 304 – Great Discoveries in Art and Archaeology (3)**
  - Examine some great discoveries in the history of art and archeology. Cultures studied include those in Africa and 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 warranted.

- **ARTH 310 – Greek Art and Architecture (3)**
  - Origins and development of the art of ancient Greece, from prehistory through the Hellenistic period. Emphasis on the Golden Age of Greek art, the painting, sculpture and architecture of the fifth and fourth centuries B.C. Fall, alternate years.

- **ARTH 311 – Roman Art and Architecture (3)**
  - Architecture, painting, sculpture and minor arts from their early derivation from the art of Greece and Etruria to their flowering in a powerful and original expression of Roman culture. Spring, alternate years.

- **ARTH 351 – Late Antique Art (3)**
  - Art forms and society of the late Roman Empire as represented by works of both pagan inspiration, based on artistic tradition of the Classical past, and those reflecting a newly evolving Christian iconography. Spring, alternate years.

- **ARTH 352 – Art and Life in the Middle Ages (3)**
  - Evolution of medieval art from late Roman period to Gothic. Special emphasis on influence of religious and cultural developments and on artistic and architectural styles. Fall, alternate years.

- **ARTH 355 – Art in America (3)**
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. Gen Ed: WC credit. As warranted.

ARTH 358 – Cross Cultural Approaches to Art (3) How can the term “art” be applied to a cross-cultural context? This course approaches the changing definitions of this category from both contemporary and historical perspectives. Our study will include material from four broad cultural areas in detail: Native American, Aboriginal Australian, African and Chinese. We will 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. Gen Ed: AC & XC credit. Spring.

ARTH 365 – Art and Culture of China (3) The course presents a critical approach to the relationship between art and culture in China. The course goal is to understand the forms, meanings and circulation of the Chinese arts from the perspective of its producers. The traditional arts of imperial China will be approached chronologically from within several thematic areas. The primary focus in these areas will be the relationship between art and culture, with particular attention paid to painting produced in the literati or amateur artist tradition. The course examines issues such as the transnational circulation of Chinese artists, the representation of China’s ethnic minorities, and the Western conceptions of Chinese tradition.

ARTH 381 – Classical Mythology in Art (3) Course studies stories from Ancient Greek mythology and how they are represented in art from ancient times through the present. Course is arranged thematically; each theme will be examined in its original form (as far as can be determined) and then the representation of that theme in art is discussed, moving chronologically up to the present. Emphasis will be placed on the role of myth in each society, and on myth’s contributions to the art of the times. Gen Ed: SI credit. As warranted.

ARTH 383 – Classical Mythology in Art (3) This course will study the stories from ancient Greek mythology and how they are represented in art from ancient times through the present. The course is arranged thematically; each theme will be analyzed in its original form (as far as can be determined) and then the representation of that theme in art will be discussed, moving chronologically up to the present. Emphasis will be placed on the role of the myth in each society, and its contributions to the art of the times.

ARTH 385 – Art and Archeology of the Classical World (3) Art and culture of ancient Greece and Rome as reflected in the paintings, sculpture and architecture revealed by archaeological excavations at the great sites of Troy, Knossos, Athens, Delphi, Rome and Pompeii. As warranted.

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 warranted.

ARTH 451 – Ancient Painting (3) A history of ancient painting techniques (encaustic, fresco, etc.) and styles, beginning with the prehistoric cave paintings of Spain and France and concluding with works created in the eastern Mediterranean during the early Byzantine period. As warranted.

ARTH 454 – Early Italian Renaissance (3) Proto-Renaissance in Florence and Siena. Style and effects of Black Death period; late 14th century and International style; and Renaissance of the 15th century, from Masaccio to Botticelli. Fall, alternate years.

ARTH 455 – Northern Renaissance Art (3) Development of northern European painting and sculpture in 15th and 16th centuries. Special emphasis on late Gothic masters of Flanders and Germany. Spring, alternate years.

ARTH 457 – Baroque Art (3) Baroque and Rococo art and architecture beginning in early 17th century Rome. Special emphasis on principal masters of Italy, the Lowlands, Spain, France and Germany. Fall, alternate years.

ARTH 458 – Nineteenth Century Painting (3) Development of 19th century European painting from Romanticism through impressionism and symbolism. Fall, alternate years.

ARTH 462 – Impressionism (3) Development of Realism and Impressionism in France with an equal emphasis on stylistic innovation and historical context. Fall, alternate years.

ARTH 463 – Italian High Renaissance (3) Italian High Renaissance, especially works of Leonardo, Raphael and Michelangelo; and Age of Mannerism. Emphasis on High Renaissance, particularly in Rome: painting, sculpture and architecture. Spring, alternate years.

ARTH 464 – Foundations of Modern Art (3) Principal stylistic inventions in visual arts beginning with Impressionist movement of 1870s and covering Expressionism, Cubism, Constructivism, Dadaism, Surrealism. Abstract art and related development to World War II. Emphasis on works by influential painters, sculptors and architects. Prerequisite: ARTH 102. Spring, alternate years.

ARTH 465 – Issues in Contemporary Art (3) Major premises and problems in development of post-modern visual arts since World War II. Emphasis on painting, sculpture and architecture, with attention to important innovations in other visual arts. Prerequisite: ARTH 464. Gen Ed: SI credit. Fall, alternate years.

ARTH 490 – Seminar: Art History and Criticism (3) Study and research on selected problems in history of art. Limited to art history majors. Prerequisite: permission. As warranted.

ARTH 492 – Senior Seminar (3) This course is a requirement for Art History Majors and must be taken in conjunction with the High Italian Renaissance course. Students will gain an understanding of the contributions of the principal figures in the development of Art History, during the Renaissance to the present. Students will learn about the main theoretical bases of Art History. Students will explore options for advanced education in the field of Art History. As warranted.

Museum and Gallery

ARTM 270 – Museum Studies (3) History and purposes of museums; types and varieties; organizations; role in culture and community; study of collections, curation, exhibition, research, grant writing, conservation and education. Gen Ed: AC & XC.

ARTM 420 – Museum Practices (3) Exhibition design and implementation. Students learn basic theory and methodology related to how a professional art museum functions, then apply this to organizing and installing temporary exhibitions, as assistants, in the Gibson Gallery.

ARTM 470 – Museum Internship (3) Students apply basic museum experience to an internship within the Gibson Gallery or off campus in a nearby gallery, museum or historical agency. Advanced independent study, with academic and experiential learning, is developed with instructor. Specialization may be in registration, curation, preparatory, interpretation, or research. Prerequisites: ARTM 370, ANTH 370, ARTM 420, or ANTH 420.

ARTM 495 – Special Topics in Museology (3) Individual students design and execute advanced projects under advisement as a capstone to their museological studies. This may involve undertaking research on collection objects, carrying out basic research and feasibility studies for future exhibits, writing grants for programmatic funding, or preparing scholarly papers on their work for publication or presentation. Prerequisites: ARTM 370, ANTH 370, or ARTM 420.

Art Studio

ARTS 107 – Introduction to Watercolor (3) 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. Gen Ed: AE credit. As warranted.

ARTS 109 – Introductory Studio Art (4) Provides non-art majors with hands-on experience in the studio areas of drawing, color and design. Introduces the concepts and processes necessary to make art. Theoretical, critical and historical issues of art majors addressed through regular group critiques and slide presentations of both historical and contemporary art work. Gen Ed: AE credit. Fall.

ARTS 110 – Foundations of Drawing (1) 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. Gen Ed: AE credit. Fall and Spring.

ARTS 120—Color and Design (4) Provides both art and non-art majors with hands-on experience in color and design. Introduces the basic visual elements and design principles used in art making including areas of painting, drawing, printmaking, photography, ceramics and sculpture. Theoretical, critical and historical issues of art making addressed through group critique and slide presentations of both historical and contemporary art work. Gen Ed: AE credit. Fall and Spring.

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. Gen Ed: AE credit. As warranted.

ARTS 141—Sculpture Survey (4) Non-majors only, no prerequisite. Introduces variety of materials and processes such as clay modeling, woodcarving, assemblage, casting methods and direct plaster work. Students select appropriate methods to pursue the realization of their creative concepts. Historical and theoretical issues addressed through lectures and slide presentations. Exposure to critical thinking and aesthetic analysis during regularly scheduled classroom critiques. Gen Ed: AE credit. As warranted.

ARTS 142—Basic Photography (4) No previous art training required. 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. Gen Ed: AE credit. As warranted.

ARTS 143—Desktop Publishing Design (3) Desktop Publishing Design is intended to introduce basic techniques and principles of producing computer generated publication design. This is accomplished by an introduction to a variety of software packages, lectures, and by creating publishing projects with the computer. The primary focus of instruction will be on functional applications such as brochures, packages, lectures, and by creating publishing projects with the computer. The primary focus of instruction will be on the functional application of script development, camera use, and editing principles of producing creative video projects. 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 the functional application of script development, camera use, and editing

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 2 (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 311. Fall and Spring.

ARTS 312—Drawing and Mixed Media 1 (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, create and complete original work. In depth exploration of techniques, themes and concepts. Lectures and slide presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 311. Fall and Spring.

ARTS 319—Digital Design 1 (3) Digital Design 1 introduces basic techniques and principles of producing computer generated design. This is accomplished by an introduction to a variety of software packages, lectures, and by creating visual images. The primary focus of instruction will be on functional applications of the digital medium with criticism, presentation, and analysis of projects. Fall and Spring.

ARTS 320—Digital Design 2 (4) Digital Design II introduces intermediate techniques and principles of producing computer generated design. A variety of software packages, lectures, and creating visual images are used for instruction. The focus of instruction is on vector drawing, photo manipulation, web design, and advanced page design with criticism, presentation, analysis of projects and portfolio development. Prerequisite: ARTS 319. Spring.

ARTS 329—Painting 1 (4) Materials, theories, and techniques of oil painting, with limited exploration of mixed media possible. Emphasis on perceptual painting will still life and figure work. Emphasis on color and composition. Lectures and slide presentations address relevant theoretical, historical and critical concepts. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 330—Painting 2 (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 1 (4) Materials, theories and techniques of intaglio printmaking. Emphasis on special qualities of intaglio printmaking aesthetics. Lectures and slide presentations address relevant theoretical, historical and critical concepts. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 340—Printmaking 2 (4) Extension and elaboration of ARTS 339 with increasingly more complex and mature individual projects. Continued development of individual aesthetic philosophy. Lectures and slide presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 339. Fall and Spring.

ARTS 349—Sculpture 1 (4) Introduces the use of sculptural form as a vehicle for a creative expression of personal ideas and contemporary concepts. Examines variety of 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 address both historical and theoretical concerns. Regular formal classroom critiques student set develop critical thinking skills. Regular formal classroom activities allow student to address historical and theoretical concerns and strengthen their abilities in aesthetic analysis. Prerequisites: ARTS 110 and 120. Fall and Spring.

ARTS 350—Sculpture 2 (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 castings. Additional options for materials, processes and concepts discussed. Theoretical and historical concerns addressed through lectures and slide presentations. Critical thinking and aesthetic analysis stressed in regular formal classroom critiques. Fall and Spring.

ARTS 359—Ceramics 1 (4) Design and creation of ceramic sculpture and wheel-thrown pottery, including preparation of clays, and introduction to glazing and firing of kilns. Lectures and slide presentations address theoretical, historical and critical concepts. Prerequisites: ARTS 110 and either ARTS 111 or 120. Fall and Spring.

ARTS 360—Ceramics 2 (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 1 (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. Fall

ARTS 379—Photography 1 (4) Creative problems in photography, using a diversity of photographic techniques. Camera instruction, photographic development and printing techniques introduced. Lectures and slide presentations address relevant theoretical, historical and critical concepts. 35 mm camera required. Prerequisites: ARTS 110 and 120. Fall and Spring.
ARTS 420 – Digital Design 4 (4) Digital Design 4 is intended to advance the conceptual and production skills of digital students. Advanced techniques and principles of producing digital art and design are used for instruction. Students develop individualized projects that incorporate a variety of techniques, software and methodologies. Students participate in the criticism, presentation, and analysis of projects and portfolio development. Prerequisite: ARTS 320. Spring.

ARTS 423 – Painting 4 (4) In depth development of one theme or idea determined by the student. Development of intellectual capacity and ability to conceive, initiate and complete original research. The student will investigate contemporary artists relevant to their own work. Movement towards increasingly complex and mature work. Broad exploration of the chosen subject of research. Critique based in contemporary visual arts practices and in a variety of other approaches will be applied. Lectures and presentations address relevant theoretical, historical and critical concepts. Prerequisite: ARTS 330. Fall and Spring.

ARTS 441 – Printmaking 3 (4) Comprehensive investigation of individual processes introduced in ARTS 339 and ARTS 340. Emphasis on thematic and individual approaches to printmaking. Prerequisite: ARTS 330 or 340. Fall and Spring.

ARTS 442 – Printmaking 4 (4) Advanced level investigation of problems and materials dealt with in ARTS 441. Prerequisite: ARTS 441. Fall and Spring

ARTS 451 – Sculpture 3 (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 4 (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 3 (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 4 (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 4 (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 warranted.

ARTS 485 – Special Problems (1-4) Individual program of work in student’s area of concentration, to be approved and supervised by a member of the art faculty. Prerequisite: successful completion of at least three semesters in chosen field. As warranted.

ARTS 486 – @Special Problems: Technical (1-4) Individual program of work in student’s area of concentration, emphasizing technical problems and skills. Program must be approved and supervised by member of art faculty. Prerequisite: successful completion of at least three semesters in chosen field. As warranted.

ARTS 490 – Senior Art Internship (3) The Senior Art Internship is a culmination experience available for each Bachelor of Fine 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
Proffessors: Walter Conley, Glenn Johnson, Laura Rhoads, William Romey, Jason Schreer
Associate Professors: Jan Trybula
Assistant Professors: Robert Ewy, Gordon Plague, 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 73 for more detailed information about course selection.
Procedures for Declaring the Major
A major should be registered with the Department of Biology as soon as possible, in order to ensure proper advisement. Biology majors will be assigned advisers from the biology faculty.

Special Notes for Biology Majors (B.A. and B.S.)
With approval of adviser and Department of Biology chair, no more than four credit hours from the combination of BIOL 475, 485, and biologically-based internships may be used as part of the departmental-semester-hour requirement. This restriction is not intended to discourage students from taking any of these courses, but to ensure adequate diversity and breadth in pursuit of the biology major.

All credits submitted for the minimum departmental credits for the biology major must be 2.0/S or higher. This does not assume a 2.0 average, but a 2.0 in each course.

No student may enroll more than two times in any course offered by the Department of Biology without written permission of the instructor, the department chair and the dean.

Consult with a departmental adviser for recommended coursework outside the major.

Biology Major (B.A.)
37 credit hours required. Plus 12 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>General Biology I (4 credits)</td>
</tr>
<tr>
<td>BIOL 152</td>
<td>General Biology II (4 credits)</td>
</tr>
<tr>
<td>BIOL 300</td>
<td>Ecology (4 credits)</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Genetics (4 credits)</td>
</tr>
<tr>
<td>BIOL 483</td>
<td>Current Topics in Biology</td>
</tr>
<tr>
<td>Physiology Component</td>
<td>4</td>
</tr>
<tr>
<td>Choose at least one of the following in consultation with adviser:</td>
<td></td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Plant Physiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 404</td>
<td>Human Anatomy and Physiology 2 (4 credits)</td>
</tr>
<tr>
<td>BIOL 407</td>
<td>Cell Physiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Human Physiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 413</td>
<td>Neurophysiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>Comparative Animal Physiology (4 credits)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>General Biology I (4 credits)</td>
</tr>
<tr>
<td>BIOL 152</td>
<td>General Biology II (4 credits)</td>
</tr>
<tr>
<td>BIOL 300</td>
<td>Ecology (4 credits)</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Genetics (4 credits)</td>
</tr>
<tr>
<td>BIOL 483</td>
<td>Current Topics in Biology</td>
</tr>
<tr>
<td>Physiology Component</td>
<td>4</td>
</tr>
<tr>
<td>Choose at least one of the following in consultation with adviser:</td>
<td></td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Plant Physiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 404</td>
<td>Human Anatomy and Physiology 2 (4 credits)</td>
</tr>
<tr>
<td>BIOL 407</td>
<td>Cell Physiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>Human Physiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 413</td>
<td>Neurophysiology (4 credits)</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>Comparative Animal Physiology (4 credits)</td>
</tr>
</tbody>
</table>

Concentration Courses | 16
Please note that concentrations are primarily used as a tool to better advise students within the various subdisciplines of Biology. Students are not required to take the courses listed under each concentration.

Ecology and Evolutionary Biology Concentration
Recommended for everyone taking this concentration:

| BIOL 319 | Evolutionary Biology |

Recommended at least 12 hours from the following concentration specific electives:

| BIOL 305 | Comparative Anatomy of the Vertebrates (4 credits) |
| 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 Biology (4 credits) |
| BIOL 375 | Behavioral Evolution (4 credits) |
| BIOL 400 | Field Ecology (4 credits) |
| BIOL 402 | Conservation Biology |
| BIOL 409 | Fresh Water 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 |
Cognate Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-28</td>
<td>MATH 151</td>
<td>Calculus I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 105</td>
<td>General Chemistry I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106</td>
<td>General Chemistry II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 341</td>
<td>Organic Chemistry I (4 credits)</td>
</tr>
</tbody>
</table>

Anatomy and Physiology Concentration
Recommended for everyone taking this concentration:

- BIOL 305 Comparative Anatomy of the Vertebrates (4 credits)
- BIOL 403 & 404 Human Anatomy and Physiology 1 & 2 (8 credits)

Recommended at least 12 hours from the following concentration specific electives:

- BIOL 320 Microbiology (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 (4 credits)
- 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 Immunobiology
- 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.

For more information, please contact Dr. Walter Conley or visit the GCRL Web site: www.usm.edu/gcrl/summer_field/index.php.

Elective Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 151</td>
<td>Calculus I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 105</td>
<td>General Chemistry I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106</td>
<td>General Chemistry II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 341</td>
<td>Organic Chemistry I (4 credits)</td>
</tr>
</tbody>
</table>

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:

Required Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>BIOL 151</td>
<td>General Biology I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>BIOL 152</td>
<td>General Biology II (4 credits)</td>
</tr>
</tbody>
</table>

Elective Courses

Must be selected from biology major offerings.

The following courses cannot be counted among the 15 elective hours:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIOL 475</td>
<td>Biology Laboratory Techniques (1 credits)</td>
</tr>
<tr>
<td></td>
<td>BIOL 485</td>
<td>Research in Biology (1-3 credits)</td>
</tr>
<tr>
<td></td>
<td>BIOL 480</td>
<td>Advanced Topics in Biology (1-3 credits)</td>
</tr>
</tbody>
</table>
Biology Course Descriptions

Courses are offered each semester unless otherwise designated.

BIOL 195, 295, 395, 495 – Special Topics (1-12)

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

BIOL 100 – Principles of Biology (4) Three hours lecture and one two-hour lab weekly. One semester course providing an understanding of biological systems from the cellular to ecosystem level. Emphasis is placed on how biology plays a role in students’ lives. For non-majors. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 101 – Evolution and Ecology (3) Most introductory biology courses focus on cellular processes or human anatomy and physiology. Topics of ecology, evolution, and biodiversity are not explored in detail or omitted altogether. Evolution and Ecology helps students understand major biological concepts through the lens of evolutionary principles. This course takes a different approach to understanding biology, emphasizing concepts over details and scientific reasoning over terminology. Topics include natural and sexual selection, genetics, evolution of sex and mating strategies, population ecology, community ecology, macroevolution. For non-majors. Gen Ed: SB credit. Fall or Spring.

BIOL 105 – Introduction to Human Genetics (3) Human genetics, including transmission of genes, genetic ratios, chromosomal defects, sex determination, population considerations, introduction to DNA and gene functions, and moral dilemmas facing society. For non-majors. Gen Ed: SB credit. Fall and Spring.

BIOL 106 – Environmental Biology (3) Concepts related to the physical and biological environments, populations and communities, current environmental problems. Laboratory and field experiences are an integral part of the course. For non-majors. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 107 – Human Biology (3) Emphasis on cellular function, nutrition, reproduction and other aspects of the body under normal and abnormal conditions. For non-majors. Gen Ed: SB credit. Fall and Spring.


BIOL 111 – Adirondack Ecology (3) General ecological principles including energy flow, biogeochemical cycling, population dynamics and community ecology using the Adirondack region as a backdrop. Natural history and identification of Adirondack plants and animals will be incorporated. Laboratory and field experiences are integral components of this course. For non-majors. Gen Ed: SB & LB credit. Spring.

BIOL 112 – Connections in Biology (3) Connections in Biology is a learning experience that connects the major concepts in biology to the life of the student. The connections will vary but will likely include issues related to human health, populations, genetics, and ecology. For non-majors Gen Ed: SB credit.

BIOL 116 – Behavioral Ecology (3) Animal Behavior from the internal mechanisms to the evolutionary causes which led to them. No prerequisites. For non-majors. Gen Ed: SB credit. Spring.

BIOL 120 – Microbes and Human Welfare (4) Three hours lecture and one two-hour lab weekly. Morphology and physiology of microorganisms, their important in the cause of disease and their role in important industrial processes. For non-majors. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 125 – Biological Concepts (2) Two hours lecture and one two-hour lab weekly. Biological Concepts is designed for students who are not science majors and plan to enter the teaching profession. There is an accompanying laboratory, which is required. The course is designed to provide students an in depth understanding of the major themes and concepts of biology including cell structure and function, genetics, evolution, biodiversity and ecology. Gen Ed: SB & LB credit. Fall and Spring.

BIOL 145 – Biotechnology and Society (3) An exploration of the science and history of biotechnology, with applications ranging from identifying genes to modifying the genetic material of whole organisms. For non-majors. Gen Ed: SB & LB credit. Spring.

BIOL 148 – Biodiversity Conservation (3) Conservation biology is a multidisciplinary science with a focus on preserving the diversity of species and ecosystems. The Biodiversity Conservation course uses the Adirondacks as a case study to explore contemporary issues of climate damage, habitat loss, invasive species, pollution, population, and over-population. Conservation efforts in the Adirondacks provide a local and in depth understanding of the global issues and strategies to protect biological diversity on Earth. For non-majors. Spring.

BIOL 151 – General Biology I (4) The focus of this course is on cellular processes. Topics include cell structure, photosynthesis and respiration, cell division and genetics, and evolution. Lab required. Gen Ed: SB & LB credit. Fall.

BIOL 152 – General Biology II (4) Evolutionary processes and resulting biodiversity, animal and plant morphology and physiology, and ecological relationships. Lab required. Gen Ed: SB & LB credit. Spring.

BIOL 209 – Winter Ecology (3) Interdisciplinary course which looks at all aspects of winter. At first the physics of seasons, snow crystals, glaciers, and temperature will be examined. Then plant and animal adaptations to the cold will be considered. Laboratory experiments will include: how plants and insects survive freezing and animal tracking. The last part of the course will cover human adaptations to winter including local customs and Eskimo cultures. Trips to Ottawa and the Adirondacks are planned. Prerequisite: FW credit. For non-majors. Gen Ed: WI credit. Spring.

BIOL 210 – Intro to Anatomy & Physiology (4) Basic principles of human anatomy and physiology with special emphasis on the mechanisms of homeostasis and the interrelationships of structure and function. Lab required. For non-majors. Gen Ed: SB & LB credit. Fall.

BIOL 300 – Ecology (3-4) Physical environment of terrestrial and fresh-water ecosystems, interspecific and intraspecific relationships, speciation, demography, growth and regulation of populations, energy flow, community organization and development. Prerequisites: BIOL 151 or BIOL 125, and BIOL 152. Lab required for Biology Majors. Gen Ed: WI credit with lab. Fall.

BIOL 303 – Plant Physiology (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. Lab required. Prerequisites: BIOL 151 or 125, and 152. Lab required. Fall.

BIOL 304 – Plant Protection and the Environment (3) Plant biology as it relates to agricultural practices of the present and the past. Prerequisites: BIOL 151 or 125, and 152. Summer.

BIOL 305 – Comparative Anatomy of the Vertebrates (4) Similarities and differences in structural organization of vertebrate animals. Laboratory work includes detailed dissections of various systems of lamprey, spiny dogfish shark and cat. Lab required. Prerequisites: BIOL 151 or 125, and 152. Spring.

BIOL 309 – Marine Mammals and Seabirds (3) This is an 18 day field course starting at the beginning of August at the Huntsman Marine Science Centre, St. Andrews, New Brunswick. Marine mammals and seabirds will be observed under natural conditions through frequent field trips at sea and shore. Passamaquoddy Bay and the Bay of Fundy are excellent locations for sighting harbor and grey seals, harbor porpoises, minke, fin, and humpback whales, and numerous avian species including Atlantic puffins, razorbills, black guillemots, and northern gannets. Further, a three day trip to Grand Manan Island will allow us to observe the incredibly rare northern right whale (there are only 300 in the world). There is a strong emphasis on field research and each student will complete an independent research project. Lectures and labs will introduce the evolution, zoogeography, morphology, ecology, physiology, and behavior of diving air-breathing vertebrates. Estimated cost is approximately $1,000 which includes travel to and from New Brunswick (from Potsdam), food, lodging, access to an on-site aquarium, and more than four whale and bird watching boat trips. For more info contact Dr. Jason Schreer (SUNY Potsdam), schreerj@syr.edu, 315-276-2290. Summer.

BIOL 311 – Genetics (4) Principles of genetics, including classic Mendelian studies, chromosomal considerations and biochemical approaches to understanding the genetic material and how it functions. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring.

BIOL 312 – Insect Ecology (4) Study of insects: anatomy, physiology, development, behavior; social insects; and insect control. Systematic coverage of major insect groups. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring, alternate years.
BIOL 315 – Ornithology (3) Study of birds with emphasis on field identification. Prerequisites: BIOL 151 or 152, and 152. Field trips required. Spring.

BIOL 319 – Evolutionary Biology (3) Evolutionary Biology examines the mechanisms that have resulted in the rich diversity of life. Students will explore connections between natural selection and genetics, population biology, form and function, sexual selection, development, the fossil record and human evolution. Prerequisites: BIOL 151 or 125, and 152. Spring.

BIOL 320 – Microbiology (4) Morphological, physiological genetic, and biotechnological concepts of bacteria, fungi and viruses. Laboratory emphasizes sterile culture techniques and current technology. Prerequisites: BIOL 151 or 125, and 152. Spring.

BIOL 321 – Cell Structure (3) Consideration of cells from standpoint of morphology at level of light and electron microscopes, cytodifferentiation, histochemistry and recent advances in cytological techniques. Prerequisites: BIOL 151 or 125, and 152. Spring or Fall.

BIOL 325 – Morphology of Lower Plants and Algae (4) Evolutionary trends, life cycles and economic importance of nonflowering plants. Recent changes in classification and systematics are presented. Prerequisites: BIOL 151 or 125, and 152. Lab required. Fall.

BIOL 326 – Morphology of Higher Land Plants (3) Interrelationships, life cycles, and economic significance of seed plants. Role of plant cells, tissues and organs in relation to biological processes of plants. Modern techniques in plant systematics are presented. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring.

BIOL 330 – Natural History of Lower Vertebrates (4) Life histories, systematics, behavior, ecological relationships, distribution, reproduction, and evolution of protochordates, fish, amphibians, and reptiles. Emphasis on species of the northeastern United States and Canada. BIOL 151 or 125, and 152. Lab required. Fall.

BIOL 331 – Natural History of Higher Vertebrates (4) Life histories, systematics, behavior, distribution, reproduction and evolution of birds and mammals. Emphasis on species of the northeastern United States and Canada. Prerequisites: BIOL 151 or 125, and 152. Lab required. Spring.

BIOL 333 – Biogeography (3) Biomes of the world past and present. Emphasis on evolutionary, ecological and geographic factors and principles which determine distribution of plants and animals. Prerequisites: BIOL 151 or 125, and 152. Gen Ed: SI credit. Fall.

BIOL 334 – Biology of Woody Plants (3) Identification and ecological and silvicultural characteristics, natural history, distribution and economic uses of native and introduced woody plants (trees, shrubs and vines). Laboratory exercises and field trips will include visits to diverse natural habitat types in the area, as well as the Botanical Gardens in Montreal and some private lands. BIOL 151 or 125, and 152. Fall.

BIOL 336 – Biology of the St. Lawrence River (4) A basic course in river biology. Topics will include aquatic and semi-aquatic plant and animal life, habitat composition and variation and various physical aspects of the aquatic environments. Emphasis will be placed on field projects. Summer.

BIOL 350 – Biotic Communities of South Florida (3) Two week field trip to south Florida over Winterim to visit unique biotic communities including subtropical hardwood forests, pine-palmetto scrub, mangroves, coral reefs, and several freshwater wetland communities such as cypress domes, wet sawgrass prairie and deepwater sloughs. Participants will see first-hand the ecological problems that beset this part of the country, including water diversion for agriculture, intense urbanization, and the introduction of numerous exotic plants and animals, and will meet with scientists and agency officials charged with management responsibilities for this unique region. Limit to 14 students. Prerequisites: BIOL 300 or permission of instructor. Fall.

BIOL 351 – Biology of Northern Ecosystems (3) Intensive primer on the structure and function of ecological communities, focusing on ecosystems occurring in the northern forest and coastal regions of North America. The course will include an extended field trip to visit terrestrial, wetland, and aquatic biotic communities from northern New York through northern New England and the Canadian Maritime Provinces. Methods of sampling plants, invertebrates and vertebrates will be demonstrated. Individual plant collections will be required. Prerequisites: BIOL 151 or 125, and 152. Summer.

BIOL 355 – Invertebrate Biology (4) A survey of the invertebrate animals: their form, function, ecology, behavior and evolution. Lab required. Prerequisites: BIOL 151 or 125, and 152. Spring, alternate years.

BIOL 360 – Neurobiology (3) Morphology of neurons, synapses, spinal cord and brain stem; physiological factors: neurotransmitters, reex pathways, neuoendocrinology and biological rhythms. Prerequisites: BIOL 151 or 125, and 152. Fall or Spring.

BIOL 375 – Behavioral Evolution (4) Upper level animal behavior course with a laboratory. Primary literature and independent laboratory projects will help students understand the scientific process. Prerequisites: BIOL 151 or 125, and 152. Fall, alternate years.

BIOL 400 – Field Ecology (4) A field-oriented course utilizing local terrestrial, wetland and aquatic ecosystems to illustrate and apply concepts presented in BIOL 300. This course emphasizes making observations of the natural world, recording them systematically and generating hypotheses to be tested experimentally. Methods of collecting data will be presented and will include identification of local plants and animals. Prerequisites: BIOL 300. Gen Ed: WI credit. Fall.

BIOL 402 – Conservation Biology (3) The application of scientific principles to understanding and solving the conservation problems facing most of the Earth's ecosystems and species. This discipline is both derived from and nested within such areas of biological science as ecology, wildlife and fisheries management, zoology and botany and draws heavily on expertise from physiologists, microbiologists, molecular biologists and population geneticists. This course will be a mix of lecture, discussions, field trips, lab and classroom exercises and one large project. Prerequisite: BIOL 300 or permission of instructor. Spring, alternate years.

BIOL 403 – Human Anatomy and Physiology I (4) Detailed structure and function of human cells, tissues, organs, and organ systems. The lab will focus on the anatomy of each system and on physiological experiments relating to several systems. BIOL 403 will focus on an introduction to human anatomy and physiology, cells, tissues, integument, and the skeletal, muscular, and nervous systems. Lab required. Prerequisites: BIOL 151 and 152. Fall.

BIOL 404 – Human Anatomy and Physiology II (4) Detailed structure and function of human cells, tissues, organs, and organ systems. The lab will focus on the anatomy of each system and on physiological experiments relating to several systems. BIOL 404 will focus on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive systems. Lab required. Prerequisite: BIOL 403. Spring.

BIOL 407 – Cell Physiology (4) Metabolic reactions and physiology of plant and animal cells together with studies of molecular, biochemical, and histological aspects of these cells. Lab required. Prerequisites: BIOL 151 or 125, and 152, and CHEM 341. Fall.

BIOL 409 – Fresh Water Ecology (4) Adaptations and ecological relationships of freshwater organisms. Physical and chemical properties of water will also be examined. Emphasis will be placed on local ecosystems such as Adirondack lakes, streams, and the St. Lawrence River. Pre-requisite BIOL 151 or 125, and 152. Lab required. Fall, alternate years.

BIOL 410 – Human Physiology (4) Basic principles of human physiology, locomotion, digestion, respiration, circulation, endocrine and neural control mechanisms, reproduction, and biological rhythms. Lab required. Pre-requisite BIOL 151 or 125, and 152. Spring.

BIOL 413 – Neurophysiology (4) Structure and function of nervous system including neural transmission, neurotransmitters, sensory and motor systems, the brain, behavior, and memory. Lab required. Pre-requisite BIOL 151 or 125, and 152. Fall.

BIOL 415 – Virology (3) Basic physical, chemical and biological properties of plant, animal and bacterial viruses. Prerequisite: BIOL 320. Fall or Spring.

BIOL 420 – Medical Microbiology (3) Principles of immunity, pathogenesis, prevention and control of bacterial, fungal, viral and protozoan diseases. Prerequisite: BIOL 320. Spring.

BIOL 425 – Techniques in Molecular Biology (3) Experimental approach to structure and function of biologically active molecules in living systems and their integration. Prerequisites: BIOL 151 or 125, 152, CHEM 341, 342, and permission. Spring.

BIOL 426 – Immunobiology (3) Higher vertebrates immune response. Structure of immune system, cellular phagocytosis, antigen-antibody interaction, regulation of
3-2 Double Degree Program in Chemistry and Engineering
This program prepares students who have educational and career interests in both chemistry and engineering. The student spends the first three years enrolled at SUNY Potsdam. During the second and third years the student’s course load includes engineering courses cross-registered at Clarkson University. The fourth and fifth years are full-time at Clarkson University. At the end of the fifth year the student receives both a B.A. degree from SUNY Potsdam in chemistry and a B.S. degree from Clarkson University in the engineering field of his or her choice, explained on page 71.

First-year students must register for PHYS 103, MATH 151 and CHEM 105 during the first semester in order to complete all requirements in three years.

Chemistry Major (B.A.)
33 credit hours required. Plus 16 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>General Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>General Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td>CHEM 311</td>
<td>Quantitative Analysis: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td>CHEM 341</td>
<td>Organic Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td>CHEM 342</td>
<td>Organic Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td>CHEM 308</td>
<td>Chemistry Topics (1 credit)</td>
</tr>
<tr>
<td>CHEM 309</td>
<td>Seminar in Chemistry (1 credit)</td>
</tr>
<tr>
<td>CHEM 451</td>
<td>Physical Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td>CHEM 452</td>
<td>Physical Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
</tbody>
</table>

Elective Course 3
Under advisement from the department’s elective course offerings.

Cognate Requirements 16
<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 151*</td>
</tr>
<tr>
<td>MATH 152</td>
</tr>
<tr>
<td>PHYS 103**</td>
</tr>
<tr>
<td>PHYS 204**</td>
</tr>
</tbody>
</table>

*Completion of both MATH 141 & 142 may be substituted for MATH 151.

**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Recommended Coursework Outside the Major
Consult with a department adviser.

Special Notes
1. Students graduating with a chemistry major (B.A.) must complete 30 credit hours in the major with at least a 2.0 in each course.
2. Students interested in the Chemical Engineering Double Degree Program should initiate contact with the Chemistry Department as soon as possible.
3. Since both calculus and physics are prerequisites for CHEM 451 and 452, students considering chemistry, biochemistry, medicine and related fields are urged to start the cognate sequences as soon as possible.
4. Students may not double major in chemistry and biochemistry.
5. Recitations cannot be counted as the elective course.
Chemistry Major (B.S.)
48-49 credit hours required. Plus 19-20 credits of cognates.
All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 308 Chemistry Topics (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CHEM 309 Seminar in Chemistry (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 342 Organic Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 415 Instrumental Analysis: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 425 Biochemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 433 Inorganic Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHEM 434 Inorganic Chemistry Laboratory (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 497 Research Problems</td>
</tr>
</tbody>
</table>

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 19-20

MATH 151* Calculus I (4 credits)
MATH 152 Calculus II (4 credits)
One of the following:
MATH 253 Multivariate Calculus (4 credits)
PHYS 370 Mathematical Physics
PHYS 103** University Physics I: Lecture and Lab (4 credits)
PHYS 204** University Physics II: Lecture and Lab (4 credits)
*Completion of both MATH 141 & 142 may be substituted for MATH 151.
**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Special Notes
1. Students graduating with a chemistry major (B.S.) must complete 45 credit hours in the major with at least a 2.0 in each course.
2. The Chemistry major (B.S.) fulfills the requirements for an American Chemical Society (A.C.S.) certified degree.
3. Students interested in the Chemical Engineering Double Degree Program should initiate contact with the Chemistry Department as soon as possible.
4. Since both calculus and physics are prerequisites for CHEM 451 and 452, students considering chemistry, biochemistry, medicine and related fields are urged to start the cognitive sequences as soon as possible.
5. Students may not double major in Chemistry and Biochemistry.
6. Recitations cannot be counted as Advanced Chemistry Electives.

Biochemistry Major (B.S.)
40 credit hours required. Plus 32 credits of cognates.
All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 308 Chemistry Topics (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CHEM 309 Seminar in Chemistry (1 credit)</td>
</tr>
<tr>
<td></td>
<td>CHEM 311 Quantitative Analysis: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 341 Organic Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 342 Organic Chemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 425 Biochemistry 1: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 426 Biochemistry 2: Lecture and Lab (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 451 Physical Chemistry 1: Lecture and Lab (4 credits)</td>
</tr>
</tbody>
</table>

Electives: chosen from the following 6

BIOL 407 Cell Physiology: Lecture and Lab (4 credits)
BIOL 410 Human Physiology (4 credits)
BIOL 420 Medical Microbiology
BIOL 426 Immunobiology
BIOL 483 Current Topics in Biology (2-3 credits)
BIOL 485 Research in Biology (1-3 credits)
CHEM 415 Instrumental Analysis: Lecture and Lab (4 credits)
CHEM 433 Inorganic Chemistry
CHEM 434 Inorganic Chemistry Lab (1 credit)
CHEM 444 Advanced Organic Chemistry
CHEM 452 Physical Chemistry 2: Lecture and Lab (4 credits)
CHEM 495 Special Topics
CHEM 497 Research Problems (1-3 credits)

Cognate Requirements 32

BIOL 151 General Biology I: Lecture and Lab (4 credits)
BIOL 152 General Biology II: Lecture and Lab (4 credits)
BIOL 311 Genetics: Lecture and Lab (4 credits)
BIOL 320 Microbiology, Lecture and Lab (4 credits)
MATH 151* Calculus I (4 credits)
MATH 152 Calculus II (4 credits)
PHYS 103** University Physics I: Lecture and Lab (4 credits)
PHYS 204** University Physics II: Lecture and Lab (4 credits)
*Completion of both MATH 141 & 142 may be substituted for MATH 151.
**With the permission of the chair, PHYS 101, 202 may be substituted for PHYS 103, 204.

Recommended Coursework Outside the Major
Consult with a departmental adviser.

Special Notes
1. Students graduating with a major in biochemistry must complete 52 hours in the required chemistry and biology courses with at least a 2.0 in each course.
2. Students majoring in biochemistry should plan on taking CHEM 425 and 426 during their junior year. They are also encouraged to take BIOL 151, 152, 311 and 320 prior to Biochemistry 1: Lecture and Lab.
3. Since both calculus and physics are prerequisites for CHEM 451, students are encouraged to start the cognate sequences as soon as possible.
4. Students may not double major in chemistry and biochemistry.
5. Recitations cannot be counted as elective courses.

Chemistry Minor
22 credit hours required. Closed to Chemistry and Biochemistry majors.

The chemistry minor represents a valuable complementary field of study especially for students majoring in biology, geology, criminal justice and physics or experimental psychology. It is also possible that students in non-scientific areas of the liberal arts will find this minor a very rewarding and valuable part of their general education.

Special Note: Students must maintain an average grade of 2.0 in courses counted toward the minor.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105 General Chemistry 1: Lecture and Lab (4 credits)</td>
<td>8</td>
</tr>
<tr>
<td>CHEM 106 General Chemistry 2: Lecture and Lab (4 credits)</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under advisement from the department's elective course offerings. Only one non-major chemistry course may be counted towards the chemistry minor. Recitations cannot be counted as elective courses.</td>
<td></td>
</tr>
</tbody>
</table>

Chemistry Course Descriptions

CHEM 195, 295, 395, 495 – Special Topics (1-12)
CHEM 198, 298, 398, 498 – Tutorial (1-3)

CHEM 100 – Chemistry (3-4) Selected chemical topics of biological, consumer and environmental importance. For students who need a firm base in the sciences, but who will not major in the sciences. Gen Ed: SP credit; also FS credit for 4 hour section. Fall and Spring.

CHEM 105 – General Chemistry 1: Lecture (3) An introductory chemistry course for students majoring in a science curriculum or for students who wish to study additional science. Experience in high school science and mathematics is recommended. Laboratory required. Recitation offered at instructor’s discretion. Gen Ed: SP & LB credit. Fall.

CHEM 106 – General Chemistry 2: Lecture (3) Continuation of CHEM 105. Prerequisite: CHEM 105 or equivalent. Laboratory required. Recitation offered at instructor’s discretion. Gen Ed: SP & LB credit. Spring.

CHEM 125 – Matter and Energy: Lecture (2) This lecture course is designed for Early Childhood and Childhood Education majors. Matter and Energy is a physical science course which addresses the properties of matter, both physical and chemical, the various forms of energy and the interconnectedness of matter and energy. Laboratory required. Gen Ed: SP & LB credit. Spring.

CHEM 301 – Fundamentals of Environmental Science (3) A one-semester, non-majors lecture course. After an overview of some science and environment fundamentals, a few issues of current interest are covered in depth. Issues recently covered include stratospheric ozone depletion, global warming, air & water pollution, and acid rain. Prerequisite: one semester of college science. Gen Ed: SP credit. Fall and/or Spring.

CHEM 304 – Chemical Laboratory Techniques (1-2) Practical experience in assisting in teaching the chemistry laboratories. Prerequisites: one or two years of college chemistry and permission. Fall and Spring.

CHEM 308 – Chemistry Topics (1) The emphasis is on the use of the chemical literature, writing a scientific paper and participating in seminars given by invited speakers from academe and industry. Prerequisites: two years of college chemistry or permission. Fall.

CHEM 309 – Seminar in Chemistry (1) Continuation of CHEM 308. The emphasis is on presenting a seminar from the chemical literature. Prerequisite: CHEM 308 or permission. Gen Ed: S1 credit. Spring.

CHEM 311 – Quantitative Analysis: Lecture (2) Classical and modern methods of chemical quantitative analysis relevant to biology, chemistry, geology, environmental science, and physics. Prerequisite: CHEM 106 or equivalent. 2 credit laboratory required. Recitation offered at instructor’s discretion. Fall.

CHEM 315 – Forensic Science (3) The basic concepts and principles of forensic science are introduced. The purpose of the course is to teach the student some of the fundamental experimental skills as well as to be a theory behind them. In addition, some of the principles discussed in lecture are illustrated such as fingerprinting, fiber analysis, arson, explosives, glass analysis, and soil analysis. Gen Ed: SP credit. Spring.

CHEM 321 – The Sustainable World (3) This course will examine sustainability and sustainable development from a scientific perspective. It will consider how we manage our resources, and the role of science and technology in moving towards a sustainable world. Prerequisite: One semester of college science. Summer or Winter.

CHEM 341 – Organic Chemistry 1: Lecture (3) Emphasis is on structure, reactions and reaction mechanisms of organic molecules. Various functional groups are considered while incorporating discussion of experimental methods. Prerequisite: CHEM 106. Laboratory required. Recitation offered at instructor’s discretion. Fall.


CHEM 411 – Instrumental Analysis: Lecture (2) Instruments and their use in chemical analysis, materials characterization, identification and imaging. Course is of great importance not only for Chemistry majors, but also for Biology, Geology and Physics majors. Laboratory required: experiments involve hands-on experience with spectroscopic, chromatographic, electrochemical and microscopic methods including Scanning Electron Microscopy, Atomic Force Microscopy, Scanning Tunneling Microscopy and Friction Force Microscopy. Gen Ed: lab section receives WI credit. Spring.


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, nucieic acids, and amino acids, integrated with the production and utilization of cellular energy. Other advanced topics may be included as time permits. Prerequisites: CHEM 425. Laboratory required. Spring.


CHEM 444 – Advanced Organic Chemistry (3) Modern methods of organic synthesis, including synthesis design, experimental aspects, and the total synthesis of natural products and other complex molecules.

CHEM 448 – Advanced NMR Spectroscopy: Lecture (2) The basic principles of Nuclear Magnetic Resonance (NMR) spectroscopy will be introduced and discussed and selected experiments will be used to teach the basic skills needed to operate the instrument and to interpret data. More advanced topics, skills and experiments will follow. Laboratory required.

CHEM 451 – Physical Chemistry 1: Lecture (3) Application of fundamental physical laws and theories to the study of chemistry, concentrating on gas properties,
thermodynamics and electrochemistry. Prerequisites: PHYS 104, 204, MATH 151, and 152. Prerequisite or Corequisite: CHEM 311. Laboratory required. Recitation offered at instructor’s discretion. Gen Ed: lab section receives WI credit. Fall.


CHEM 462 – Chemical Spectroscopy and Reaction Dynamics (3) An advanced physical chemistry course which focuses on photochemistry, chemical kinetics, spectroscopy and reaction dynamics. Prerequisite: CHEM 452. As warranted.

CHEM 480 – Advanced Analytical Chemistry: The objective of this course is to introduce the theoretical and experimental bases of new, modern analytical techniques including Scanning Tunneling Microscopy (STM), Atomic Force Microscopy (AFM), Friction Force Microscopy (FFM), advanced voltammetric techniques, the Electrochemical Quartz Crystal Nanobalance (EQCN), Stripping Voltammetry, Photoelectrochemistry and Spectroelectrochemistry. Practical applications of these techniques will be discussed as they apply to the following topics: measurements of forces between molecules, including antigen/antibody interactions, DNA hybridization, defective gene detection, characterization of new nanostructured materials, solar cells, corrosion studies and detection of heavy metals and pesticides. Prerequisite: CHEM 311.

CHEM 497 – Research Problems (1-3) Laboratory research problem with direction of faculty member. Prerequisite: Permission. Fall and Spring.

Department of Computer Science, Organizational Leadership & Technology

Contact Person: Timothy Fossum, Chair
307 Dunn, 315-267-2056, fossumtv@potsdam.edu

Professors: Anthony Betrus, Timothy Fossum, Susan Haller, Alan Januszewski
Associate Professor: Brian Ladd, Christopher Lanz, Edward Schneider

The Computer Science Department offers a Bachelor of Science degree in Computer Science and a Bachelor of Arts degree with two tracks: Computer Science and Information Systems. In addition, we offer a minor in Computer Science.

Our curriculum continues to respond to advances in technology and the needs of business and industry. A Board of Advisers, drawn in part from over 3,500 alumni, meets twice a year to review and support initiatives and to help shape the department’s future. Students benefit from practical experience through internships or senior projects.

Computer Science Major (B.S.)

46 credit hours required. Plus 22-23 credits of cognates.

The B.S. degree option in Computer Science is appropriate if you want to pursue a career as a computing professional or to enter graduate school. This degree option includes coursework in software design, the theory of computation, algorithms, computer systems, networks, programming languages, and software engineering. The B.S. degree option also includes required courses in mathematics and a science sequence.

Computer Science Major (B.A.)

39-40 credit hours required. Plus 11 credits of cognates.

The Computer Science track in the CS major (B.A. Degree option) is designed for general study of the principles and practice of computing and is appropriate if you want to keep your career options open, if you want to combine your study of computer science with a second major in another field, or if you are starting out your study of computer science later in your college career. This track includes coursework in theory of computation, computer systems hardware and software, programming, algorithms, networks, and software engineering. The Computer Science track includes required courses in mathematics.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 201</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 203</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Foundations of Computer Science*</td>
<td>4</td>
</tr>
<tr>
<td>CIS 301</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CIS 303</td>
<td>Algorithm Analysis and Design</td>
<td></td>
</tr>
</tbody>
</table>

Cognate Requirements in Mathematics

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Probability and Statistics I*</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Cognate Requirements in Science

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 &amp; 152</td>
<td>General Biology I &amp; II</td>
<td>(2 @ 4 credits)</td>
</tr>
<tr>
<td>CHEM 105 &amp; 106</td>
<td>General Chemistry I &amp; II</td>
<td>(2 @ 4 credits)</td>
</tr>
<tr>
<td>PHYS 103 &amp; 204</td>
<td>University Physics I &amp; II</td>
<td>(2 @ 4 credits)</td>
</tr>
</tbody>
</table>

Computer Science Track

39-40 credit hours required. Plus 11 credits of cognates.

The Computer Science track in the CS major (B.A. Degree option) is designed for general study of the principles and practice of computing and is appropriate if you want to keep your career options open, if you want to combine your study of computer science with a second major in another field, or if you are starting out your study of computer science later in your college career. This track includes coursework in theory of computation, computer systems hardware and software, programming, algorithms, networks, and software engineering. The Computer Science track includes required courses in mathematics.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 201</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CIS 203</td>
<td>Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>CIS 300</td>
<td>Foundations of Computer Science*</td>
<td>4</td>
</tr>
<tr>
<td>CIS 301</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CIS 303</td>
<td>Algorithm Analysis and Design</td>
<td></td>
</tr>
</tbody>
</table>
One of the following:
CIS 310 Operating Systems
CIS 356 Assembly Language and Computer Architecture
(4 credits)

All of the following:
CIS 380 Professional Practice
CIS 405 Software Engineering
CIS 410 Computer Networks
CIS xxx CIS Elective (3xx or 4xx)
CIS xxx CIS Elective (3xx or 4xx)

Capstone Experience (see information below) 3
One of the following:
CIS 480 Senior Project
CIS 490 Computer Science Internship

Cognate Requirements in Mathematics 11
MATH 125 Probability and Statistics I**
MATH 151 Calculus I (4 credits)
MATH 152 Calculus II (4 credits)

Information Systems Track
30 credit hours required. Plus 25 credits of cognates.

The Information Systems track in the CS major (B.A. Degree option) is appropriate if you are interested in the design and deployment of business and e-commerce applications, in information technology project management, and in computing or networking infrastructure support. This track includes coursework in computer systems software, programming, networks, database systems, and software engineering, as well as basic courses leading to a minor in Business Administration.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses 27
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 Computer Science Internship

Cognate Requirements in Mathematics 7
MATH 125 Probability and Statistics I**
MATH 151 Calculus I (4 credits)

Notes for Computer Science Majors and Minors
*MATH 340 may be used to fulfill the CIS 300 requirement for double majors in Mathematics and Computer Science only.

**MATH 461 may be used to meet the MATH 125 requirement.

No courses other than CIS 201, CIS 480, or CIS 490 can be taken for S/U credit and applied toward the requirements for the major in Computer Science.

A student must have a GPA of at least 2.0 in the Computer Science major requirements to register for CIS 480 (Senior Project) or 490 (CS Internship).

3-2 Double Degree Program in Computer Science and Engineering
This program prepares students who have educational and career interests in both computer science and engineering. The first three years are spent enrolled at SUNY Potsdam, but during the second and third year, the student is a part-time student at Clarkson University. The fourth and fifth years are full time at Clarkson University. At the end of the fifth year the student receives both a B.A. from SUNY Potsdam in Computer Science and a B.S. degree from Clarkson University in the engineering field of his or her choice. First-year students must register for PHYS 103, MATH 151 and CIS 201 during their first semester in order to take subjects in sequence. See page 72.

Information Technology Minor
18 credits required.

Note: The Information Technology Minor is undergoing changes that are incomplete as of this writing. Please contact the Department Chair for up-to-date information about this minor.

Computer Science Course Descriptions
Note: CMPT and IT courses listed below do not meet Computer Science major or minor requirements.
CIS 195, 295, 395, 495 – Special Topics (1-12)
CIS 198, 298, 398, 498 – Tutorial (1-3)
CIS 105 – Introduction to Computing (3) An introduction to computing and problem solving, including software productivity tools, computing fundamentals, and an
introduction to programming. Laboratory work included. Gen Ed: FM credit. Fall and Spring.

CIS 125 – Statistics (3) Variability, uncertainty, description of data, sampling, hypothesis testing, correlation and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent. Gen Ed: FM credit. As warranted.

CIS 201 – Computer Science I (4) Introduction to computer science and information systems. Data types, control structures, arrays, and objects. Introduction to software engineering. Laboratory required. 1 credit hour FS Recitation option. Prerequisite: MATH 141 or 151 or concurrent registration. Gen Ed: FS credit, FS credit for course if taken with Recitation option. Fall and Spring.

CIS 203 – Computer Science II (4) Data and mathematical structures: algorithms, basic data types, arrays, linear lists, linked lists, stacks, queues, trees. Introduction to object-oriented programming. Recursion. Laboratory required. Prerequisite: CIS 201. Fall and Spring.

CIS 217 – Language and Symbolic Logic (3) Relation of language, logic and theory of logical analysis; axiomatic development of elementary logistic system; consistency, completeness and independence. Cross-listed as PHIL 217. As warranted.

CIS 280 – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 280A – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 280B – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 280C – Selected Languages (1) Topics not normally covered by regular course offerings. Emphasis on selected languages. May be repeated for up to 3 credits with different languages. Prerequisite: CIS 203. Graded S/U only. As warranted.

CIS 300 – Foundations of Computer Science (4) An introduction to the logical and quantitative foundations of computer science. Topics include introductions to: formal proof techniques; logic, sets, relations, partial order, number systems, combinatorics, graphs and trees, and matrix arithmetic. Prerequisite: CIS 201. Spring.

CIS 301 – Theory of Computation (3) Regular and context-free languages, turing machines, and the halting problem. Prerequisites: CIS 203, CIS 300. Fall.

CIS 303 – Algorithm Analysis and Design (3) Analysis and design of algorithms on data structures, including algorithms for processing graphs, trees and strings. Introduction to the theory of algorithm complexity. Prerequisites: CIS 203 and 300. Spring.

CIS 310 – Operating Systems (3) Principles of operating systems concurrency, scheduling, virtual memory, device management, security and protection, deadlocks, introduction to networking. Prerequisite: CIS 203. Fall.

CIS 326 – Computer Simulation (3) Computer sampling from probability distributions, queueing theory, data collection and manipulation, computer programming techniques and organization in simulation analysis and validation, and simulation languages. Emphasis on simulation in systems analysis. Prerequisite: CIS 203 and MATH 152. As warranted.


CIS 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 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. Fall.

CIS 410 – Computer Networks (3) Digital communications, computer networks, protocol families; client-server architecture, network security. Prerequisite: CIS 203. Spring.

CIS 411 – Advanced Operating Systems (3) Design objectives of operating systems. Sequential processes, resource allocation, concurrent process control and communication, processor and memory management, virtual storage, program protection, effect of computer architecture on system design. Human factors interface. Prerequisite: CIS 310. As warranted.

CIS 420 – Database Systems (3) Information and storage and retrieval, data base systems, data modeling and the relational model, normalization, data description languages and SQL. Prerequisite: CIS 203. As warranted.

CIS 421 – Artificial Intelligence (3) Knowledge representation, searching and heuristics. Game and goal trees; graphs. Applications to game playing, theorem proving, pattern recognition and natural language processing. Prerequisite: CIS 203. As warranted.

CIS 428 – Real Time Programming (3) Techniques of interfacing real-world devices with computers and process control programming. Prerequisite: CIS 356. As warranted.

CIS 443 – Programming Languages (3) Comparative study of programming languages. Functional, logic and object-oriented paradigms. Syntaxic and semantic issues in language design. Prerequisites: CIS 203. Spring.

CIS 461 – Computer Graphics (3) Two- and three-dimensional computer graphics and graphics systems including command languages and system design. Prerequisites: CIS 203 and 300. As warranted.

CIS 463 – Compiler Construction (3) Constructing translators for computer programming languages. Organization of a compiler, symbol tables, lexical scan, storage allocation, object code generation, error diagnostic and code optimization. Top-down and bottom-up parsing. Compiler generation tools. Prerequisite: CIS 443. As warranted.


CIS 468 – @Computer Systems Management (3) Seminar. Management and maintenance of networked systems. Configuration, installation, security. As warranted.

CIS 475 – Introduction to Cryptography (3) Mathematical tools for modern cryptography and cryptanalysis including elementary number theory, algebra, and probability theory. Survey of contemporary cipher systems, their security and complexity. Work includes programming projects and mathematics problems appropriate for the subject and level of the student. Prerequisite: CIS 300 or MATH 340. As warranted.

CIS 480 – Senior Project (3-6) Students perform a research project or substantial programming project under supervision of faculty. Project proposals, journals and formal reports are expected. Team projects are encouraged. Prerequisite: Upper division status; minimum GPA in CS Major requirements of 2.0. Graded S/U only. As warranted.

CIS 485 – @Senior Seminar (3) Current practices and future developments in the broad field of Information Technology. Course will be managed by students under the supervision of a faculty member. Students will be responsible for identifying and inviting presenters, for selecting reading material for the class, and for summarizing and documenting information after the presentation. Prerequisite: Upper-division status. As warranted.

CIS 490 – @Computer Science Internship (1-6) Students work in a real-world environment with business and industry or in conjunction with a member of the CS faculty. A program proposal must be prepared, regular measures of progress taken and reported upon, and a final report developed for presentation. Team projects may be undertaken. Prerequisite: Upper division status; minimum GPA in CS Major requirements of 2.0. Graded S/U only. As warranted.
Computing and Technology Course Descriptions

Note: These courses do not meet Computer Science major or minor requirements.

CMPT 210 – @Introduction to Information Technology (3) This course will introduce students to the concepts and technologies that make up the modern information revolution. It introduces the fundamental concepts of hardware and software as a foundation for treating the computer as a general information-processing tool. The class will explore the basic parts of a personal computer and the major types of application software. Students will be introduced to the role of computers in education, medicine, business, government, humanities, sciences and art. As warranted.

CMPT 301 – @Introduction to Business Applications (3) This course covers the uses of productivity applications in a business environment at the basic and intermediate levels. It includes the use of word-processing, spreadsheets, databases, and presentation graphics. Prerequisite: CMPT 210 or CIS 100. As warranted.

CMPT 320 – @Networking and Computer Communications (3) This course will explore how computer users experience a local area network. Elements of both a peer-to-peer and a client-server structure will be discussed. Topics will include network components and design, network access, network environments, network security, and the role of the network administrator. Prerequisite: CMPT 210 or CIS 100. As warranted.

CMPT 330 – @Database Management (3) This course will introduce the technologies used to develop and implement database systems. It covers the implementation of logical design specifications in a database environment. It provides an understanding of how database information technology contributes to organizational data management. Data modeling concepts and principles of good database design will be used to illustrate the construction of integrated databases. Students will be required to complete a project that incorporates good database design concepts. This course also includes lab instruction in Microsoft Access, Visual database, and Paradox. Prerequisite: CMPT 210 or CIS 100. As warranted.

CMPT 410 – @Visual Programming Basics (3) This class will explore structured programming in a visual environment. Primary focus will be given to Visual Basic and its use in productivity applications. Students will be introduced to the concept of object-oriented programming, structured procedures and the use of function libraries. Students will have the opportunity to develop a program that incorporates good database design concepts. This course also includes lab instruction in Microsoft Access, Visual database, and Paradox. Prerequisite: CMPT 210 or CIS 100. As warranted.

CMPT 420 – @Web Page Design (3) This course shows students how to create web pages using HTML, JavaScript, Active Server Pages and web server management. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. As warranted.

CMPT 491 – @Internship (1-12) Students who wish to obtain workplace experience can complete an internship where they provide assistance to users of personal computers. The internship is a structured academic program. During the internship, a student will develop skills for solving user problems, techniques for providing users with assistance and training methods for computer applications. In addition, students will work on term projects such as analyzing the uses of computers in specific fields, the impact of computers on the workplace, or the psychological or social impact of information technology. Prerequisites: CMPT 210 and 310. As warranted.

Information and Communication Technology

Course Descriptions

Note: These courses do not meet Computer Science major or minor requirements.

IT 502 – @Organizational Development (3) The purpose of this course is to look at the principles and the nature of the organizational development field and dominant methods, models and perspectives taken to conduct the work.

IT 503 – @Team Building (3) This course focuses on working closely with colleagues in productively academic and business environments. Effective team leadership and membership principles will be covered. Psychodynamic and organizational inhibitors and facilitation of effective team functioning also will be reviewed. Fall.

IT 505 – Organizational Communications (3) This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination.

IT 506 – Small Group Communication (3) The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Fall, odd years.

IT 514 – Computer Applications for Content Area Teaching (3) This course presents an introduction to computer applications used to support instruction in an instructional setting. Students gain experience with software suites, using the internet and electronic communications, and various other software applications. The emphasis in this course is on conveying teaching strategies for use when applying computers to instruction, as well as using technology to support current learning standards. Introductory course for secondary education students. Fall and Spring.

IT 515 – Managing Innovation (3) This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

IT 518 – @Computers in Education (3) This course presents an introduction to varied microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, database, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary classrooms. No previous computer experience is required. This is an introductory course for elementary and secondary education students. Summer, Fall and Spring.

IT 529 – Computer Applications/Performance Improvement (3) Students will explore the use of computers as a tool for instructional applications in education. Word processing, database management, spreadsheet creation, and presentation software will all be covered. Internet based communications tools will also be emphasized. Emphasis will be placed on developing practical applications for education settings in a cross-platform environment. (Prerequisite: basic word processing, mouse skills, some internet experience, to be augmented by jumpstart classes if these skills are lacking). Intermediate-level course.

IT 544 – Desktop Publishing (3) The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory Course. Summer.

IT 545 – Preparing and Delivering Professional Presentations (3) The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered. Summer.

IT 546 – Preparing Performance Support Materials (3) This course provides a comprehensive overview of the computer-based preparation of instructional materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and 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.
The 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.

**Department of Economics**

**Contact Person:** Michael Nuwer, Chair  222 Dunn, 315-267-2077, nuwermj@potsdam.edu

**Professor:** Michael Nuwer  
**Associate Professor:** Martha Campbell  
**Assistant Professor:** Alla Semenova

The department offers majors in economics and business economics and a minor in economics.

**Economics Major (B.A.)**

31 credit hours required. Plus 7 credits of cognates.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 105 Principles of Microeconomics</td>
<td>13</td>
</tr>
<tr>
<td>ECON 110 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 355 Intermediate Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 360 Intermediate Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 492 Senior Seminar (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take at least six courses</td>
<td>18</td>
</tr>
<tr>
<td>ECON 490 (Legislative Internship) and ECON 491 (Internship) may not be used to fulfill elective requirement.</td>
<td></td>
</tr>
<tr>
<td>A list of qualified electives is kept in the department office.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 100, MATH 125 or equivalent statistics course</td>
<td>7</td>
</tr>
<tr>
<td>COMP 201 Writing Arguments (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Special Notes**

1. Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required, elective and cognate courses).
2. Students do not have to take ECON 105 and 110 in sequence. Students must receive a grade of 2.0 or higher in each appropriate prerequisite before taking upper-division economics courses.
3. Students may not count more than three lower-division courses toward the 31 credit hour requirement for the Economics major. These include ECON 105 and 110. Cognate requirements are excluded from this rule.
4. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and the Department of Business Administration. Cognate requirements are excluded from this rule.
5. Transfer students are expected to meet the same major requirements as non-transfer students. Fifteen hours of the major work must be completed at Potsdam.
6. Students may not double major in Economics and Business Economics.

**Business Economics Major (B.A.)**

37 credit hours required. Plus 7 credits of cognates.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 105 Principles of Microeconomics</td>
<td>7</td>
</tr>
<tr>
<td>ECON 110 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 492 Senior Seminar (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group I (Microeconomics)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 355 Intermediate Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 450 International Economics</td>
<td></td>
</tr>
<tr>
<td>ECON 460 Industrial Organization</td>
<td></td>
</tr>
<tr>
<td>ECON 470 Economics of the Public Sector</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II (Macroeconomics)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 360 Intermediate Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECON 441 Money and Banking</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take at least three electives from Economics (ECON).</td>
<td></td>
</tr>
<tr>
<td>Students must take at least two electives from ACCT, MGMT, and/or FINA.</td>
<td></td>
</tr>
<tr>
<td>ECON 490 (Legislative Internship) and ECON 491 (Internship) may not be used to fulfill elective requirement.</td>
<td></td>
</tr>
<tr>
<td>A list of qualified electives is kept in the department office.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Requirements</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 100, MATH 125 or equivalent statistics course</td>
<td></td>
</tr>
<tr>
<td>COMP 201 Writing Arguments (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Special Notes**

1. Business Economics majors must earn a minimum grade of 2.0 in every course counted toward the major (required, elective and cognate courses).
2. Students need not take ECON 105 and 110 in sequence. Students must receive a grade of 2.0 or higher in each appropriate prerequisite before taking upper-division economics courses.
3. A minimum of 15 credit hours in the major must be at the upper-division level.
4. Students may not double-count more than two common courses between any majors and minors in the Department of Economics and the Department of Business Administration. Cognate requirements are excluded from this rule.
5. Transfer students are expected to meet the same major requirements as non-transfer students. Eighteen hours of the major course work must be completed at Potsdam.
6. Students may not double major in Business Economics.

**Economics Minor**

15 credit hours required. Closed to Economics and Business Economics majors.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 105 Principles of Microeconomics</td>
<td>6</td>
</tr>
<tr>
<td>ECON 110 Principles of Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose any three additional ECON courses</td>
<td>9</td>
</tr>
</tbody>
</table>
Economics Course Descriptions
ECON 195, 295, 395, 495 – Special Topics (1-12)
ECON 198, 298, 398, 498 – Tutorial (1-3)

ECON 105 – Principles of Microeconomics (3) This course examines theory of prices, efficient allocation of resources, distribution of income, and practices of business, labor organizations, and government. Gen Ed: SA credit. Students need not take ECON 105 and 110 in sequence. Fall and Spring.

ECON 110 – Principles of Macroeconomics (3) This course focuses on government finance, money and banking, income and employment, international economics and growth theories. Gen Ed: SA credit. Students need not take ECON 105 and 110 in sequence. Fall and Spring.

ECON 120 – The Modern Economy (3) The development of capitalism is traced from its origins in medieval society to the present day. The transitions examined include: the transformation from traditional to market based economy, the industrial revolution, economic crises, such as the Great Depression, and the expanded role of government. The course is concerned with these events themselves and with how economists explain them. It concludes with contemporary economic issues such as underdevelopment, globalization and the ecological overload created by the expanding economy. Gen Ed: SA credit. Fall, odd years.

ECON 302 – The Global Economy (3) A policy-oriented examination of current events in international economic relations. Topics include global economic interdependence; the politics and economics of U.S. trade policy; regional trading blocs; European monetary union; reform in transitional economies; U.S.-Japan and U.S.-E.U. economic relations; roles of the International Monetary Fund, World Bank, and World Trade Organization; and debt burdens of developing countries. A background in economics is not required. Prerequisite: Sophomore standing. Formerly Changing World Economy. Fall.

ECON 306 – United States Economic History (3) The course examines the transformation of economic institutions over the course of United States history. Topics include industrialization and technological change, the development of the financial system, the evolution of business and labor organizations, the business cycle of prosperity and depression, the changing roles of government in the economy and of the United States in the world economy. Prerequisite: Sophomore standing. Gen Ed: AH credit. Spring, even years.

ECON 311 – European Economic History (3) This course examines the economic development of Europe from the Middle Ages to the early twentieth century, with primary emphasis on the Industrial Revolution to World War I in Britain, France and Germany. It also studies the organization of economic activity; the role of the state and entrepreneurs; workers and labor institutions; commercial policy, monetary systems; property rights; and the process of capital accumulation. Prerequisite: sophomore standing. Gen Ed: WC credit. As warranted.

ECON 316 – Comparative Economic Systems (3) The course examines different forms of Economic Organization including major types of advanced capitalism, different transition paths of former socialist countries and alternative approaches to development. These are considered both theoretically and empirically. Prerequisite: Sophomore standing. As warranted.

ECON 320 – Economy and Environment (3) The course compares different economic explanations of environmental degradation. It shows how these alternative theories provide the foundation for alternative approaches to environmental policy. Finally, it evaluates the environmental impact of specific areas of economic activity, such as agriculture, energy use and international trade. Prerequisite: Sophomore standing. Spring.

ECON 321 – Economic Development of Nations (3) This course analyzes theories of economic development and planning. It also covers other economic factors such as population growth, labor, capital, and technology. Prerequisite: ECON 105 and 110. As warranted.

ECON 326 – Current Economic Policy (3) This course examines major economic problems facing the United States. It also focuses on policy proposals for dealing with these economic challenges. Prerequisite: ECON 105 and 110. Gen Ed: WI credit. As warranted.

ECON 340 – Health Economics (3) This course studies how to apply microeconomic tools to analyze health and medical care issues. It starts with the special features of healthcare as a commodity, the demand for health and medical care services, and the functioning of insurance markets. Then the course turns to the economic explanations for the behavior of medical care providers such as hospitals and physicians, the special features of the health care labor market, and the behavior of the pharmaceutical industry. The course also examines the role of and economic justification for government involvement in the medical care system. Finally, it uses economic tools to compare different healthcare systems in the world and review and analyze various proposals for health care reform in US. Prerequisite: ECON 105. Formerly ECON 303. As warranted.

ECON 335 – 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 336 – 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 336 – History of Economic Thought (3) This course deals with major economists and schools of economic thought from the earliest economic theorists to the present. It also describes how some economists have influenced the development of various economic systems. Prerequisite: Junior standing. Gen Ed: PI & SA credit. Fall, even years.

ECON 338 – Introduction to Econometrics (3) This course discusses basic statistical and mathematical concepts used in economic modeling. It covers two variable regression methods, multiple-variable regression methods and simultaneous-equation methods. Topics covered include: regression estimation, classical normality assumption, non-linear randomness, interval estimation, hypothesis testing, econometric inferences, the goodness of fit, and econometric model specifications. Prerequisite: ECON 105 and 110. As warranted.

ECON 401 – Financial Economics (3) The objective of this course is the study of theoretical foundations of modern financial economics. The course provides a survey of financial resource allocation over time under conditions of risk and uncertainty. The course will cover the general principles of modern finance including the time value of money, risk, insurance, capital market equilibrium and asset valuation, and asset pricing theory. Prerequisite: ECON 105 or 110. As warranted.

ECON 420 – Labor Economics (3) This course examines the demand and supply of human resources including labor force participation trends, compensation and wage determination, investments in human capital, worker mobility, union and collective bargaining in the private and public sectors. Prerequisite: ECON 105. As warranted.

ECON 431 – Urban and Regional Economics (3) This course explores the way in which a city is analyzed from an economic perspective. It considers economic theories of location and spatial distribution. The course also draws on these theories to analyze the economic aspects of urban problems such as neighborhood decay, poverty, substandard housing, urban sprawl, housing segregation, traffic congestion, and crime. Prerequisite: ECON 105 and 110. As warranted.

ECON 441 – Money and Banking (3) This is a study of the theory of money and its role in the modern economy. It also focuses on determinants of the supply of money and credit. Finally, it evaluates monetary and stabilization policies. Prerequisite: ECON 105 and 110. Spring, even years.

ECON 450 – International Economics (3) This course examines international trade theories, the mechanics of international trade payments, the determination of
exchange rates, and methods and objectives of trade control. Prerequisite: ECON 105 and 110. As warranted.

ECON 460 – Industrial Organization (3) This course includes analysis and case study applications of the structure, behavior and social performance of industries. Topics include industrial concentration, entry barriers, price fixing, advertising and technology. Prerequisite: ECON 105 and 110. Fall, even years.

ECON 470 – Economics of the Public Sector (3) This course evaluates the government budget according to criteria of efficiency, equity, and ease of administration. It also explains expenditures and taxes as tools for economic stabilization and growth. Prerequisite: ECON 105 and 110. Fall, 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, while the work experience will be monitored by a supervisor at the work site. The type of work may be initiated by either an instructor or by the student. Credit hours do not count toward the major. Prerequisite: ECON 105 and 110, and Senior standing at the time of internship. For application deadlines and additional information see your major advisor.

ECON 492 – Senior Seminar (1) Individual investigations of economics and the economy that are selected to help students to integrate the subfields, skills and perspectives of the major. Students are engaged in gathering, interpreting and presenting relevant economic knowledge. Prerequisites: ECON 105 and 110, Senior standing, and permission.

ECON 499 – Junior/Senior Seminar (3) This course includes individual and group investigations of economic problems that are selected to meet the interests and needs of the class. Students practice gathering, interpreting and presenting relevant economic knowledge. Prerequisites: ECON 105 and 110 and Junior or Senior standing.

**Department of English and Communication**

**Contact Person:** Lisa M. Wilson, Chair
120 Morey, 315-267-2043, wilsonlm@potsdam.edu

**Professors:** David Fregoe, Judith Funston, Richard Henry, Alan Steinberg

**Associate Professors:** E. Victoria Levitt, Derek Maus, Donald McNutt, Jennifer Mitchell, Jennifer Richardson, Lisa Wilson, John Youngblood

**Assistant Professors:** James Donahue, Christine Doran, James Hall, Christina Knopf, Karen Springsteen, Liberty Stanavage, Sharman van Blommestein

**Lecturers:** Nancy Berbrich, Stephanie DeGhett

**Adjunct Instructors:** Karen Gibson, Deborah Lewis, Linda Merschell, Tom Nesbitt, Judith Rich, Donna Smith-Raymond, Terry Tiernan, Louise Tyo, Karen Wilson

The department offers B.A. majors in Communication (Speech), English: Creative Writing, English: Literature, English: Literature/Writing, and English: Writing as well as a B.F.A. in Creative Writing. Qualifying students may receive Departmental Honors by completing Honors requirements, including writing a thesis.

Special opportunities are available to complete part of the requirements for the major or a minor through programs of study abroad and summer studies. The Office of International Education provides

**Notes for Majors and Minors**

Ordinarily, no more than two courses may be used to satisfy the requirements for both the English and the Communication majors. No more than 6 credits in the minor can be used to satisfy other college major or minor requirements. No more than one online course and no more than one reduced-time course (e.g., a Winterim course or a summer session course lasting fewer than six weeks) may be used to satisfy the requirements for the major. A minimum grade of 2.0 is required for all courses counted toward the major, minor, or specialization.

**Communication (Speech) Major (B.A.)**

37-40 credits required.

The Communication Major provides a liberal arts orientation to the study of human communication. Graduates of the communication program often pursue careers in education, management, public relations, business, or government, or continue on for graduate study in communication or law.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Department Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td>COMM 105 Survey of Human Communication (3-4 credits)</td>
</tr>
<tr>
<td></td>
<td>1 credit recitation optional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Communication Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>COMM 106 Basic Principles of Speech</td>
</tr>
<tr>
<td></td>
<td>COMM 465 Communication Theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Distribution Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Five courses chosen from the following areas:</td>
</tr>
</tbody>
</table>

| dv Each of these fulfills the Diverse Voices (dv) category. |

Rhetoric and Public Address: select two

| COMM 324 | Persuasive Speaking |
| COMM 370 | Contemporary Political Communication |
| COMM 372 | Rhetoric of the Black Church |
| COMM 415 | Rhetoric of Social Movements dv |
| COMM 416 | Voices of American Women dv |
| COMM 417 | Women/Men and Elections dv |
| COMM 470 | African American Rhetoric dv |

Business and Professional Communication: select one

| COMM 311 | Small Group Communication |
| COMM 325 | Professional Speaking |
| COMM 340 | Public Relations |
| COMM 430 | Employment Seeking and Communication |
| COMM 455 | Organizational Communication |
| COMM 475 | Research Methods in Communication |

Information about overseas study and assists students with planning their programs abroad.

**Notes for Majors and Minors**

Ordinarily, no more than two courses may be used to satisfy the requirements for both the English and the Communication majors. No more than 6 credits in the minor can be used to satisfy other college major or minor requirements. No more than one online course and no more than one reduced-time course (e.g., a Winterim course or a summer session course lasting fewer than six weeks) may be used to satisfy the requirements for the major. A minimum grade of 2.0 is required for all courses counted toward the major, minor, or specialization.
Mass Communication: select one
COMM 108 Introduction to Mass Communication
COMM 201 Mass Media and Society dv
COMM 212 Principles of Journalism
COMM 301 Media Law and Media Ethics
COMM 308 Writing for Mass Communication
COMM 320 Film Studies: Form and Culture
COMM 321 Form and Expressive Techniques in Film
COMM 408 Visual Communication

Relationships: select one
COMM 245 Interpersonal Communication dv
COMM 350 Family Communication
COMM 390 Topics in Communication: Gay and Lesbian Issues dv
COMM 445 Intercultural Communication dv
COMM 460 Language and Social Interaction

Communication Electives: select two 6-8

Notes
1. Internships do not fulfill the distribution requirements but are highly recommended electives and will count for the communication electives requirement.
2. New courses and special topics courses will be categorized when introduced.

English: Creative Writing Major (B.A.)
32 credit hours.

The Creative Writing Major hones students’ abilities to write and think imaginatively and critically. Students select workshops in creative nonfiction, drama, fiction, poetry, and screenwriting. Students learn strategies for crafting original expression while courses in literary study further allow them to contextualize their art. Students are expected to attend and give public readings of creative works, assist with literary publications, read extensively in her/his chosen genre(s), and complete a senior portfolio of polished pieces.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

Gateway Courses 8
COMP 201 Writing Arguments (4 credits)
COMP 202 Introduction to Creative Writing (4 credits)

Creative Writing Courses: select three 12
COMP 302 Fiction Workshop I (4 credits)
COMP 303 Poetry Workshop I (4 credits)
COMP 306 Playwriting: Short Plays (4 credits)
COMP 307 Creative Nonfiction Workshop I (4 credits)
COMP 308 Writing Fiction for Children (4 credits)
COMP 309 Screenwriting Workshop I (4 credits)
COMP 310 Playwriting: Full-length Plays (4 credits)
COMP 395, 495 Special Topics (Creative Writing) (4 credits)

Literature Courses 6
LITR 200 Literary Traditions OR
LITR 201 Patterns of Literature
LITR 300 Literary Elective at the 300- or 400 level

Theory Course 3
LITR 300 Literary Analysis & Research

Senior Writing Course 3
COMP 490 Writing Supervision

In addition to formal instruction, each student in the Creative Writing Major will be expected to attend public readings of creative works, give public readings of creative works, assist with literary publications, and read extensively in her/his chosen genre(s).

*Note: May substitute one applied writing course from the Writing Major for one upper-division creative writing course with adviser approval.

English: Literature Major (B.A.)
30 credit hours.

The Literature Major provides students with a liberal arts background through coursework emphasizing literature, literary analysis, and critical writing. Some graduates have continued on with careers in publishing, business, or government. Others continue with graduate or professional school in Education, Law, Library and Information Science, and Literature.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

Literature Core
LITR 200 Literary Traditions
LITR 201 Patterns of Literature
LITR 300 Literary Analysis & Research

Geographic Distribution: select two 6
LITR 301 American Writers*
LITR 302 British Writers*
LITR 303 World Writers*

*May substitute other 300-level Literature courses from appropriate geographic distribution as designated by department.

Upper-division LITR courses: select five 15
At least three of these must be at the 400- or 500-level.
At least two of these must have a primary focus on works published before 1900.

English: Literature/Writing Major (B.A.)
41-42 credit hours.

The Literature/Writing Major is required of all students seeking secondary education certification (in conjunction with a teacher certification program in the School of Education and Professional Studies). Courses focus on literature, rhetoric, creativity, and professional practice while introducing students to common forms in a variety of contexts.

All courses are 3 credits unless noted. Credits are divided as follows:

Credits

Department Core
LITR 100 Introduction to Literature
COMP 201 Writing Arguments (4 credits)
COMM 105 Survey of Human Communication (3-4 credits)
1 credit recitation optional

Literature Core 9
LITR 200 Literary Traditions
LITR 201 Patterns of Literature
LITR 300 Literary Analysis & Research
Advanced Courses

*Note: At least two of these three courses must be at the 400-500 level. Students may select from a limited number of courses designated by the literature faculty.

Linguistics Perspective
LNGS 301 Language and Structure

Composition Perspective
COMP 202 Introduction to Creative Writing (4 credits)
COMP 402 Theory of Composition

Communication Perspective
COMM 408 Visual Communication

English: Writing Major (B.A.)
30-32 credit hours.

The Writing Major deepens capacity for thought and prepares students to reach audiences through artful and purposeful use of the written word. Courses focus on rhetoric, creativity, and professional practice while introducing students to common forms in a variety of contexts. This liberal arts program encourages students to read widely, to complete internships, and to consider a double major/minor. All graduating seniors submit a portfolio of polished pieces.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Gateway Courses</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 201 Writing Arguments (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 301 Advanced Research Writing (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applied Writing: select three</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 304 Technical Writing (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 305 Editing and Revising (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 307 Creative Nonfiction Workshop I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 311 Writing in a Digital Age (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 316 Magazine Article Writing (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 318 Writing for the Arts (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 395, 495 Special Topics (Applied Writing) (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMM 308 Writing for Mass Communication</td>
<td></td>
</tr>
<tr>
<td>COMM 321 Form &amp; Expressive Technique in Film (with Documentary Film focus)</td>
<td></td>
</tr>
<tr>
<td>COMM 412 or INTD 491 Internship* (Applied Writing) (3+ credits)</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Only one internship can count towards Applied Writing credit.

May substitute an upper-division creative writing course or a second theory elective with adviser permission for one applied writing course.

<table>
<thead>
<tr>
<th>Language Course: select one</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNGS 301 Language and Structure</td>
<td></td>
</tr>
<tr>
<td>LNGS 302 Language and Meaning</td>
<td></td>
</tr>
<tr>
<td>LNGS 309 History of English Language</td>
<td></td>
</tr>
<tr>
<td>LNGS 310 American English Grammar</td>
<td></td>
</tr>
<tr>
<td>LNGS 320 Theories of Language</td>
<td></td>
</tr>
</tbody>
</table>

Elective: select one

| Literature course at the 300- or 400-level | |
| Communication course at the 200-, 300- or 400-level | |

Theory Course: select one

| COMP 402 Theory of Composition | |
| COMP 405 Writing Center Theory | |
| COMP 430 Theory of Rhetoric | |
| COMP 505 Rhetorical Criticism | |
| COMP 507 Theory of Composition | |
| COMP 530 Theory of Rhetoric | |

Senior Writing Course (Required):

| COMP 401 Directed Professional Writing | |

In addition to formal instruction, each student in the Writing Major will be expected to present a portfolio of representative course papers prior to graduation, assist with professional/academic publications, read extensively in literature and in a variety of discourse communities.

Creative Writing Major (B.F.A.)
59-60 credit hours.

The B.F.A. in Creative Writing is a pre-professional degree that offers students intensive training in the writing of fiction, poetry, drama, creative nonfiction, and screenplays. In addition to courses in creative writing, students are required to write a senior thesis, to take courses in literature, to complete a writing-related internship, and to present their work in a solo reading during their final year.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 201 Writing Arguments (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 202 Introduction to Creative Writing (4 credits)</td>
<td></td>
</tr>
<tr>
<td>LITR 200 Literary Traditions OR LITR 201 Patterns of Literature</td>
<td></td>
</tr>
<tr>
<td>LITR 300 Literary Analysis and Research</td>
<td></td>
</tr>
<tr>
<td>INTD 491 Internship (Writing)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Courses: select four</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 302 Fiction Workshop I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 303 Poetry Workshop I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 306 Playwriting: Short Plays (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 307 Creative Nonfiction Workshop I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 308 Writing Fiction for Children (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 309 Screenwriting Workshop I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 310 Playwriting: Full-length Plays (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 395 Special Topics (Creative Writing) (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Courses: select two</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 412 Fiction Workshop II (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 413 Poetry Workshop II (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 416 Playwriting Workshop II (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 417 Creative Nonfiction Workshop II (4 credits)</td>
<td></td>
</tr>
<tr>
<td>COMP 419 Screenwriting Workshop II (4 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Project</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 490 Writing Supervision</td>
<td></td>
</tr>
</tbody>
</table>
Applied Writing Course: select one  
COMP 301 Advanced Research Writing (4 credits)  
COMP 304 Technical Writing (4 credits)  
COMP 305 Editing and Revising (4 credits)  
COMP 311 Writing in a Digital Age (4 credits)  
COMP 316 Magazine Article Writing (4 credits)  
COMP 318 Writing for the Arts (4 credits)  
COMP 395 Special Topics (Applied Writing) (4 credits)  
COMP 401 Directed Professional Writing  
COMP 308 Writing for Mass Communication  

Literature Electives  
Four LITR courses at the 300/400/500-level*  
*May substitute one 300/400/500-level LNGS course for one literature course  

Note: Students are required to give a solo reading during their final year. In addition to formal instruction, all students are expected to attend public readings of creative works, assist with literary publications, and read extensively in her/his chosen genres.

Communication Minor  
18-19 credit hours.  

All courses are 3 credits unless noted. Credits are divided as follows:  

<table>
<thead>
<tr>
<th>Credits</th>
<th>Communication Core</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 105 Survey of Human Communication (3-4 credits)</td>
<td>6-7</td>
</tr>
<tr>
<td></td>
<td>1 credit recitation optional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 106 Basic Principles of Speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Distribution Requirements</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four courses chosen from the following areas. See Communication Major for course options.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rhetoric and Public Address: select one</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Business and Professional Communication: select one</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mass Communication: select one</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Relationships: select one</td>
<td>1</td>
</tr>
</tbody>
</table>

Film Studies Minor  
18-23 credit hours.  

All courses are 3 credits unless noted. Credits are divided as follows:  

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Course</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM/LITR 120 Film Foundations</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives: select five</th>
<th>15-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 320 Film Studies: Form and Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 321 Form and Expressive Techniques in Film</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMP 309 Screenwriting Workshop I (4 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMP 330 The Rhetoric of Film</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LITR 130 Film and Fiction (4 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LITR 330 Topics in Film (4 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LITR 430 Advanced Topics in Film (4 credits)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LITR 530 Advanced Topics: Film</td>
<td>3</td>
</tr>
</tbody>
</table>

Language and Linguistics Minor  
19-21 credit hours.  

All courses are 3 credits unless noted. Credits are divided as follows:  

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHIL 355 Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ANTH 203 Language and Culture (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>LNGS 301 Language and Structure</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives: select three</th>
<th>9-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANTH 160/LNGS 110 Exploring Language (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ANTH 161/LNGS 111 Origins of Language (4 credits)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ANTH 303 Issues in Linguistic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ANTH 342/LNGS 342 Language and Gender</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ANTH 395 Special Topics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMM 460 Language and Social Interaction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COMP 430 Theory of Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FREN 301 Oral and Written French II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FREN 483 Structure of the French Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 302 Language and Meaning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 309 History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 310 American English Grammar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 320 Theories of Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 408 Topics in Language as a Formal System</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 409 Topics in Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 411 Topics in Language and Cognition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>LNGS 412 Topics in Language and Social Interaction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL 217 Language and Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL 373 Metaphor</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPAN 301 Current Idiomatic Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

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 & Research

**Credits**
12

**Electives**
Two LITR courses numbered 301 or higher

6-7

Writing Minor
18-19 credit hours.

*All courses are 3 credits unless noted. Credits are divided as follows:*

**Departmental Core:** select one
- COMP 201 Writing Arguments (4 credits)
- COMP 202 Introduction to Creative Writing (4 credits)

**Specialized Writing Courses:** select three
- COMP 301 Advanced Research Writing (4 credits)
- COMP 302 Fiction Workshop I (4 credits)
- COMP 303 Poetry Workshop I (4 credits)
- COMP 304 Technical Writing (4 credits)
- COMP 305 Editing and Revising (4 credits)
- COMP 306 Playwriting: Short Plays (4 credits)
- COMP 307 Creative Nonfiction Workshop I (4 credits)
- COMP 308 Writing Fiction for Children (4 credits)
- COMP 309 Screenwriting Workshop I (4 credits)
- COMP 311 Writing in a Digital Age (4 credits)
- COMP 316 Magazine Article Writing (4 credits)
- COMP 401 Directed Professional Writing
- COMP 412 Fiction Workshop II (4 credits)
- COMP 413 Poetry Workshop II (4 credits)
- COMP 416 Playwriting Workshop II (4 credits)
- COMP 417 Creative Nonfiction Workshop II (4 credits)
- COMP 495 Special Topics in Writing (4 credits)

**Credits**
11-12

**Language/Theory Courses:** select one
- LITR 200 Literary Traditions
- LITR 201 Patterns of Literature
- LITR 300 Literary Analysis and Research
- LITR 380 Literary Criticism
- LNGS 301 Language and Structure
- LNGS 302 Language and Meaning
- LNGS 309 History of English Language
- LNGS 310 American English Grammar
- COMP 402 Theory of Composition
- COMP 405 Writing Center Theory
- COMP 430 Theory of Rhetoric
- COMP 505 Rhetorical Criticism
- COMP 507 Theory of Composition
- COMP 530 Theory of Rhetoric

3

Notes: Courses must be completed with a 2.0 or higher to satisfy minor requirements. No more than 6 credits in the minor may be used to satisfy other college major or minor requirements.

English and Communication Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

195, 295, 395, 495, 595 – Special Topics (1-12)
198, 298, 398, 498, 598 – Tutorial (1-3) Independent study in speech communication, composition, literature or linguistics with faculty supervision. Plans for specific program must be approved by department chair and Dean of Arts and Sciences.

Communication

**Note:** Upper-division COMM courses have an introductory COMM course or permission of the instructor as prerequisite.

COMM 105 – Survey of Human Communication (3) Various communication theories and applications. Topics: human and interpersonal communication, small group decision-making, public communication and the role of communication in professional settings. Gen Ed: SA credit; four credit option (with recitation) for FS credit. Fall and Spring.

COMM 106 – Basic Principles of Speech (3) An introductory course in public speaking. It is a skills course informed by speech communication theory. Skills include analyzing the speaking situation, choosing appropriate topics, conducting research, organizing ideas, utilizing evidence and delivering speeches effectively. Special emphasis is given to developing critical thinking and listening abilities. Gen Ed: F5 credit. Fall and Spring.


COMM 120 – Film Foundations (3) An introductory course that looks at aspects of film history, criticism and production. It provides an overview of the moving picture as both popular culture and serious art form, and looks at its various elements. Students will have a chance to view and critique films and to participate in a creative project related to filmmaking. Gen Ed: AC credit. Cross listed as LITR 120. Fall and Spring.

COMM 201 – Mass Media and Society (3) Explores the reciprocal influence between mass media and society. Focuses on understanding and applying media analysis techniques; arguing positions on controversial issues related to mass media. Gen Ed: SA & SI credit. Fall and Spring.

COMM 206 – Business and Professional Communication (3) Introduces students to several business and professional speaking opportunities that they are likely to encounter in business and community. Through a combination of lecture, skills development exercises, assignments, and presentations students will not only develop a variety of communication techniques required in professional situations but also learn that communication ability and leadership are closely related. Gen Ed: SI credit. As warranted.


COMM 245 – Interpersonal Communication (3) Theoretical understanding and practical skills for examining and altering interpersonal communication. Gen Ed: SA & WI credit. Yearly.

COMM 301 – Media Law and Media Ethics (3) This course examines the legal and ethical dimensions of modern mass media. Students are introduced to various ethical theories and models, which provide a basis for the critical and systematic analysis of case studies and arguments. Students study current, relevant mass media law, emphasizing precedent-setting court cases in the United States. Topics addressed include: libel, slander, defamation, sedition, pornography, indecency, blasphemy, obscenity, privacy, intellectual property, copyright, propaganda, and commercial speech. Gen Ed: PI credit. As warranted.

COMM 308 – Writing for Mass Communication (3) Focuses on ethical practices in research, writing and editing for various media and purposes. Basic news writing is emphasized. Intended to help students develop portfolios of published (or publishable) work. Gen Ed: PI & WI credit. Yearly.
COMM 311 – Small Group Communication (3) Development of individual skills in decision-making groups. Focus on conclusions emerging from small group research concerning leadership, cohesion, roles and norms. Topics: analysis of controversy and group presentational skills. Oral class presentations required. Gen Ed: SA, SL, & WI credit. Fall and Spring.

COMM 320 – Film Studies: Form and Culture (3) Involves viewing a variety of classic and contemporary films while reading theoretical, critical and technical approaches to aesthetic, communicative, psychological, and sociological aspects of film in our history and contemporary experience. Some experience in aspects of pre-production is also provided. Gen Ed: AC credit. Yearly.

COMM 321 – Form and Expressive Techniques in Film (3) Involves viewing a variety of classic and contemporary films analytically and critically, based on students’ developing understanding of expressive techniques in film production. Readings are drawn from many branches of films studies and approach film as art, text, and mode of communication. In addition to tests, course requirements will include: viewing all films and film excerpts shown in class, viewing one or more films in theaters, writing analytical responses and critical essays, and participating in class exercises. Some pre-production exercises (storyboarding, scriptwriting) will be required. Prerequisite: COMM 120 or LITR 120. As warranted.


COMM 325 – Professional Speaking (3) This course is professional preparation. The central focus is on the role of public speaking in business and industry. Gen Ed: SI credit. As warranted.

COMM 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 warranted.

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 mimicures with unique histories, communication codes, and social realities whose grip on members is strong and enduring. Gen Ed: SA & WI credit. Yearly.

COMM 370 – Contemporary Political Communication (3) An examination of domestic (U.S.) politics in order to understand better how ‘political reality’ is constructed through communication. To that end, the course will examine communication during particular political events, acts of governance, and particular campaigns. Gen Ed: SI credit. As warranted.

COMM 372 – Rhetoric of the Black Church (3) This course explores from a rhetorical standpoint the roles and impact of Black churches in and on U.S. societies. Particular attention will be paid to the multiple and unique methods of preaching, praying, speaking and singing found in U.S. Black churches. Finally, we focus a great deal of our efforts on understanding church-led social movements in the United States. As warranted.

COMM 375 – Environmental Communication (3) In relation to an era of mounting environmental crisis, this course examines how we use language to construct, describe, and test environmental issues, and to consider how rhetoric can help to resolve environmental disputes. To understand how environmental communication that addresses a broad public audience must draw upon the rhetorical resources of more than one kind of discourse, the genres considered will range from scientific studies and public policy documents to journalism, nonfiction essays, and word-and-image rhetoric in film, graphic arts, and commercial advertisement. As warranted.

COMM 390 – Topics in Communication (1-4) Various topics and inquiries not covered by regular course offerings. Topic and prerequisites determined by instructor. Students may elect to take this course again for credit each time a different topic is offered. As warranted.

COMM 408 – Visual Communication (3) In this approach to visual communication, relevant concepts (artistic, communicative, psychological and semiotic) are applied to understand how our minds process images and how we create meaning through visual phenomena. Through various exercises and activities, we sharpen our awareness and develop our analytical abilities in our pursuit of visual literacy. Gen Ed: FW credit. As warranted.

COMM 412 – @Journalism Internship (2-9) Advanced reporting and feature-writing with local newspaper (upon availability). Permission from department chair required. Every semester.

COMM 415 – Rhetoric of Social Movements (3) Practice in and rhetorical analysis of speeches of information, persuasion and eulogy. Emphasis on theory and delivery. Every other year.

COMM 416 – Voices of American Women (3) The course considers how history is revealed in women’s public discourse as well as how our history may have been shaped by that discourse. Major foci include: 1) Early America: Winning the Right to Speak, 2) 19th Century Reform Movements, 3) Woman Suffrage, 4) The Depression and World Wars, 5) The Contemporary Women’s Movement. Gen Ed: SI credit. Every other year.

COMM 417 – Women/Men and Elections (3) This class acquaints students with important issues dealing with women, politics, and public communication. The goal of this course is to engage students in a discussion of the variety of ways gender issues intersect with American politics in terms of leaders, voters, and the symbolic roles of women. Gen Ed: AH credit. As warranted.

COMM 430 – Employment Seeking and Communication (3) This seminar examines the communication (both theory and skills) utilized in employment seeking. The premise of the course is that success or failure in this important endeavor depends on communication strategies. We begin with finding and researching current jobs. We then move to theories of interpersonal communication and persuasion as they apply to cover letters, thank you letters, resumes and interviews. Offered as SI during Winterim and Summer only. Yearly.

COMM 445 – Intercultural Communication (3) An introduction to the study of culture, human communication and the special challenges of intercultural communication. Students also have the opportunity to apply intercultural communication models and theories in a variety of ways. Gen Ed: XC & SI credit. Yearly.

COMM 455 – Organizational Communication (3) Introduces students to an advanced level of communication theory, as well as organizational theory and its implications for communication as it occurs in organizations. 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 warranted. Cross listed as LNGS 412.

COMM 465 – Communication Theory (3) A high-level and demanding examination of theoretical perspectives in the discipline of communication. Yearly.

COMM 470 – African American Rhetoric (3) This course has a dual focus. First, it is an examination of the rhetorical strategies employed by African Americans from the early 19th century to the present. This examination covers the chronological span from Nat Turner (1800 - 1831) to Louis Farrakhan. Second, an analysis of the rhetorical strategies employed, using methods of rhetorical criticism ranging from neo-Aristotelian criticism to Burkeian analysis. Gen Ed: WI credit. As warranted.

COMM 475 – Research Methods in Communication (3) An investigation into research methods used by social scientists in the study of communication. Further investigation into research methods used by practitioners in the communication industry. The focus of the course is on quantitative methods. Gen Ed: WI credit. As warranted.

COMM 490 – @Public Relations Internship (3) Integration of communications concepts and methodology through research, administrative, or production work with various local agencies and offices under the supervision of faculty. Prerequisites: permission and preparatory coursework appropriate to internship experience. Subject to availability of positions 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. Gen Ed: FW credit. Fall and Spring.
COMP 201 – Writing Arguments (4) Practice in composing written arguments about complex issues. Attention to research methods. Students match creative thinking about ideas with enhanced clarity in communicating those ideas. Since readers often hold competing views on significant issues, special attention is given to developing rhetorical strategies for reaching those readers. Prerequisite: COMP 101. Gen Ed: WI credit Fall and Spring.

COMP 202 – Introduction to Creative Writing (4) Orient writers to the craft of writing in a variety of genres. Introduces terminology, explores techniques, and fosters a sense of individual voice. Prerequisite: COMP 101. Gen Ed: AE & WI credit. Fall and Spring.

COMP 230 – Introduction to Rhetoric (3) Introduction to Rhetoric provides a basic overview of the traditions, theories, and practices of rhetoric and rhetorical studies. Beginning in Ancient Greece, moving into the current day, we will read both primary texts and analytical or interpretive texts in order to inform our critical and systematic reflection of rhetorics and their histories. The essential purpose of this course is to demonstrate how rhetoric shapes the world(s) in which we live. Prerequisite: COMP 101 or LTR 110. Gen Ed: WC credit. As warranted.

COMP 301 – Advanced Research Writing (4) Instruction in advanced research, rhetorical strategies, and composition, culminating in a major essay crafted for particular audiences. Introduction to professional portfolio. Prerequisite: COMP 201. Gen Ed: WI credit. Yearly.

COMP 302 – Fiction Workshop I (4) Training in the writing of fiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 303 – Poetry Workshop I (4) Training in the writing of poetry, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Yearly.


COMP 306 – Playwriting: Short Plays (4) Training in the writing of drama, particularly the one-act play, with attention as well to the history and current state of the genre. Prerequisite: COMP 202. Gen Ed: AE & WI credit. Every other year.

COMP 307 – Creative Nonfiction Workshop I (4) Training in the writing of creative nonfiction, with attention as well to the history and current state of the genre. Prerequisite: COMP 201 or COMP 202. Gen Ed: AE & WI credit. Yearly.

COMP 308 - Writing Fiction for Children (4) Training in the writing of imaginative literature for children. While attention is paid to the visual and poetic aspects of Children's Literature, the focus will be on storytelling. Strategies and techniques from both the traditional and contemporary canons will be examined. Prerequisite: COMP 202. Gen Ed: AE & WI credit. As warranted.


COMP 310 – Playwriting: Full-length Plays (4) Training in the writing of drama, particularly full-length plays of either two or three acts with a 75- to 90-minute playing time. Prerequisite: COMP 202. Gen Ed: AE & WI credit. As warranted.


COMP 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. Gen Ed: WI credit. As warranted.

COMP 318 – Writing for the Arts (4) Practice in the kinds of writing found in the professional art worlds, with careful attention to the ways in which we describe and analyze works of art, dance, theater, fiction, poetry, and music, and how those works are part of an ongoing dialogue with other works, with their viewers, and with society at large. Prerequisite or concurrently taking COMP 201. Gen Ed: WI credit. As warranted.

COMP 330 – The Rhetoric of Film (3) Rhetorical approach to film analysis, including consideration of narrative, audience, argument, composition, and rhetorical perspective. Films studied will reflect diverse perspectives and genres. Prerequisite COMP 201. As warranted.

COMP 401 – Directed Professional Writing (3) Practice in the polishing of a manuscript suitable for publication. This will be a continuation of original work in the genre chosen by each student. Students will research markets and prepare manuscripts accordingly. Non-writing majors concentrate on the discipline and subject matter of their major. Prerequisite: COMP 301. Yearly.

COMP 402 – Theory of Composition (3) Examination of composition studies: its pivotal debates, research efforts, disciplinary movements, and pedagogical shifts. Prerequisite: COMP 201 and junior or senior standing. As warranted.

COMP 405 – Writing Center Theory (3) Writing Center theory and history, with emphasis on approaches to one-on-one instruction by peer tutors. Prerequisite: COMP 201 and junior or senior standing. As warranted.

COMP 406 – @Tutoring Practicum (1) Strategies for responding to peers' written works in progress, applied as apprentice peer tutors in the College Writing Center. Prerequisite: COMP 301 and junior standing preferred. Fall and Spring.


COMP 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 419 – Screenwriting Workshop II (4) Advanced training in the writing of screenplays. Prerequisite: COMP 309. Yearly.


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. While publication per se is not a requirement, the student will be expected to research market needs and prepare the manuscript accordingly. In addition, the student will be expected to give a public performance of the edited work. B.A. or B.F.A. Creative Writing major and senior standing. Yearly.

COMP 505 – Rhetorical Criticism (3) This class aims to develop your critical abilities and sensibilities as a scholar of rhetoric and rhetorical messages in our increasingly information-saturated society. Throughout the semester you will become acquainted with various approaches to rhetorical criticism, survey landmark pieces of criticism produced in the field, and develop your skills as a critic through the application of critical methods of analysis to selected rhetorical artifacts. Prerequisite: COMP 201 and junior, senior or graduate standing. As warranted.

COMP 507 – Theory of Composition (3) Examination of composition studies: its pivotal debates, research efforts, disciplinary movements, and pedagogical shifts. Prerequisite: COMP 201 and junior, senior, or graduate standing. Yearly.

COMP 530 – Theory of Rhetoric (3) Study of major theories of rhetoric. Emphasis on the perspectives those theories offer on texts from contemporary U.S. culture. Practice in advanced rhetorical analysis. Prerequisite: COMP 201 and junior, senior, or graduate standing. As warranted.
Literature

LITR 100 – Introduction to Literature (3) Introduction to elements of literature through the study of its various forms: poetry, drama, and fiction. Practice in writing about literature and in techniques of close reading and critical thinking. This course cannot be taken if credit has been received for LITR 110. Gen Ed: FC credit. Fall and Spring.

LITR 110 – Writing About Literature (4) Introduction to elements of literature through the study of its various forms. This course differs from LITR 100 in that there is extensive attention to writing, revising, and the use of information resources. This course cannot be taken if credit has been received for LITR 100. Gen Ed: FW credit. As warranted.

LITR 120 – Film Foundations (3) An introductory course that looks at aspects of film history, criticism, and production. It provides an overview of the moving picture as both popular culture and serious art form, and looks at its various elements. Students will have a chance to view and critique films and to participate in a creative project related to filmmaking. Gen Ed: AC credit. Cross listed as COMM 120. Fall and Spring.

LITR 130 – Film and Fiction (4) Interrelationships between film and literature, particularly novels, which have been adapted for use on the screen. Gen Ed: FS credit. As warranted.

LITR 200 – Literary Traditions (3) Provides an introductory survey of some of the major works, writers, and periods of Western literary history. The course covers classical works of Mediterranean origins through literature of the present day, and may include examples from British, American, and Western European cultures. Fall and Spring.

LITR 201 – Patterns of Literature (3) Provides experience in recognizing and responding critically to one or more common narrative (or other structural) strategies, including topics, plot structures, character types, and other recurrent patterns used in literature across historical, linguistic, and geographic boundaries. Examples include (but are not restricted to): quest/hero narratives, travel narratives, lyric poems, captivity/ liberation narratives, coming-of-age stories, formal comedy, formal tragedy, star-crossed lovers, “Cinderella” stories, etc. Fall and Spring.

LITR 300 – Literary Analysis & Research (3) Provides an introduction to advanced literary criticism. In addition to reviewing the basics of literary criticism (e.g., interpretation supported by close reading), the course will introduce and examine a number of different methods of reading, analyzing, and writing about literature, including feminist, Marxist, post-colonial, and new historical approaches. The course will also focus on using scholarly research to write about literature, and it will introduce students to the specialized terms that scholars use when talking about literature. Fall and Spring.

LITR 301 – American Writers (3) Studies in American literature. Authors, themes, periods and/or regions vary from semester to semester. Gen Ed: AC credit. Yearly.

LITR 302 – British Writers (3) Studies in British literature. Authors, themes, periods and/or regions vary from semester to semester. Gen Ed: AC credit. Yearly.

LITR 303 – World Writers (3) Studies in World literature. Authors, themes, periods, and/or cultures vary from semester to semester. No knowledge of a foreign language is necessary. The literature under investigation is written in or translated into English. Gen Ed: AC credit. Yearly.

LITR 304 – Literary Nonfiction (3) Studies various types of nonfiction, e.g., biography, informal essay, new journalism. Gen Ed: AC credit. As warranted.

LITR 305 – Short Story (3) Studies in the short story as a literary genre. Readings from a wide variety of authors and critical perspectives. Gen Ed: AC credit. As warranted.

LITR 306 – Drama (3) Studies in the drama as a literary genre. Readings from a wide variety of authors and critical perspectives. Gen Ed: AC credit. As warranted.

LITR 307 – Poetry (3) Studies in poetry as a literary genre as defined by its forms, techniques, and devices that distinguish poetry as a genre. Readings from a wide variety of authors and critical perspectives. Gen Ed: AC credit. As warranted.


LITR 309 – Topics in Literary Genres (3) Studies in literary genres other than literary nonfiction, the short story, drama, poetry or the novel. May include traditional genres such as the epic or new genres such as hypertext fiction or the graphic novel. Gen Ed: AC credit. As warranted.

LITR 321 – Topics in Literary Sub-Genres (3) Readings from any of a variety of literary sub-genres such as horror, the Gothic novel, or the historical novel. Topics vary. Gen Ed: AC credit. As warranted.


LITR 323 – Young Adult Literature (3) Selection and study of literature appropriate for secondary English classrooms. Intensive and extensive reading of contemporary young adult literature and classic literary texts. Some attention to critical approaches used in studying texts and secondary literature curriculum. Fall and Spring.

LITR 324 – Crime/Detective Fiction (3) Interrogates crime and detective fiction in terms of type, “hard-boiled detective” fiction, “white-glove drawing room” fiction, film noir; and in terms of time period, nineteenth-century antecedents, early-twentieth-century proliferations, later-twentieth-century reworkings. This course may also examine specific authors in depth, including Agatha Christie, Raymond Chandler, Dorothy Sayers, Dashiell Hammett, Georges Simenon, James Ellroy, and others. Gen Ed: AC credit. As warranted.

LITR 325 – Utopian Literature (3) Examines the development of the utopia as a literary genre through a broad sampling of works that fit into the utopian tradition, including examples of positive utopias (or eutopias), negative utopias (or dystopias), and works that critically examine the viability of utopian philosophies (meta-utopias). Gen Ed: AC credit. As warranted.


LITR 328 – Science Fiction (3) Examines science fiction as literature, examined with techniques of literary analysis. Development of valid working definitions of science fiction. Gen Ed: AC credit. As warranted.

LITR 330 – Topics in Film (4) Various topics relating to film history, directors, actors, genres. Prerequisite: LITR 120. Gen Ed: AC credit. As warranted.


LITR 346 – Satire (3) A broad survey of satire as a literary technique, looking both at a wide range of examples of satirical texts as well as at critical works that discuss how satire functions. The goal of the course is to differentiate satire from other closely related literary concepts such as humor, irony, parody, invective, etc. As warranted.

LITR 347 – Metaphor (3) Surveys the rich landscape of metaphor and other types of figurative language, including simile, metonymy, synecdoche, allegory, personification, etc., as they are found in literature as well as in ordinary conversation. As warranted.

LITR 348 – Irony (3) Irony plays with contradictions between appearances and reality. We examine the many ways in which irony has been described as well as how literature has been shaped by these descriptions from the Greeks to contemporary writers. As warranted.

LITR 351 – Nature and Literature (3) Explores the varied ways nature is represented in art and literature and the ways those representations express the cultural values of the times in which they were created. Gen Ed: AC credit. Yearly.

LITR 352 – Nationality and Literature (3) Examines ways in which themes associated with national identity have been expressed in or otherwise have affected works of literature. This course may focus on a specific time period and/or group (e.g., nationalism in British Restoration drama) or may more generally survey the ways in which a nationalist perspective can affect both the construction and reception of literary texts. Gen Ed: AC credit. As warranted.

LITR 353 – Social Movements and Literature (3) Surveys of literature’s rhetorical function, specifically as it examines literatures associated with social movements and activism. The course may focus on a specific time period and/or group and may overlap with other themed courses in which movements promoting racial- or gender-equity are developed, or in which national or cultural identities are asserted. Gen Ed: AC credit. As warranted.
LITR 354 – Psychology and Literature (3) Examines the ways in which literature is influenced by psychoanalytic thought or emphasizes the psychological states of characters and/or authors. Gen Ed: AC credit. As warranted.


LITR 356 – Race and Literature (3) Examines the ways in which race and issues surrounding race (e.g., how the notion of race originated and developed; how race differs from ethnicity or cultural tradition, etc.) have been expressed in or otherwise have affected works of literature. The course may focus on a specific time period and/or group (e.g., race and the Harlem Renaissance) or may more generally survey the ways in which so-called racial marking can affect both the construction and reception of literary texts. Gen Ed: AC credit. As warranted.

LITR 358 – Class and Literature (3) Examines the ways in which social class issues have been expressed in or otherwise have affected works of literature. The course may focus on a specific time period and/or group (e.g., the American Proletarian Novel of the 1930s) or may more generally survey the ways in which particular issues related to economics and/or social status can affect both the construction and reception of literary texts. Gen Ed: AC credit. As warranted.

LITR 359 – Literary Themes (3) Development and variation of important themes in literature. Course content will vary from semester to semester. Gen Ed: AC credit. As warranted.

LITR 371 – Classical Heritage (3) The literature of Greece and Rome with consideration of how that heritage has continued in English and American literature. Attention to critical approaches and practice in writing about literature. Gen Ed: AC & WI credit. Yearly.

LITR 372 – Biblical Heritage (3) The literature of the Bible and medieval Christendom with consideration of how that heritage has continued in English and American literature. Attention to critical approaches and practices in writing about literature. Gen Ed: AC & WI credit. Yearly.

LITR 373 – Mythical Heritage (3) The folkloric and mythic tradition in literature, such as the legends of King Arthur, from a variety of sources, including contemporary treatments of the tradition. Gen Ed: AC & WI credit. As warranted.

LITR 374 – Classical Literature (3) An introduction to the literature of classical Greece and Rome: a broad sample for the student otherwise unacquainted with ancient literature and culture. As warranted.

LITR 380 – Literary Criticism (3) History and methods of literary and aesthetic theory and practices from the ancient Greeks to the present. As warranted.

LITR 405 – Greek and Roman Literature (3) Explores literature written by the ancient Greeks and Romans. Topics and authors vary. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 407 – Medieval Literature (3) Examines the major works and authors of the period in Europe from AD 500 to the 15th century and will also focus on its culture of Christianity, Arthurian Legends, and the Crusades. Students will explore Old English poetry with works like Beowulf, Caedmon's Hymn, and the Elegies, and will also read works by major authors such as Chaucer, Christine de Pizan, Julian of Norwich, and Margery Kempe. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 408 – Chaucer (3) Reading of Chaucer's major works, consideration of the works in their cultural setting, examinations of various critical approaches to Chaucer, discussion of his place in English literary history. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 410 – Shakespeare I: Comedies (3) Examines the major plays, including attention to genre and to Shakespeare's artistic development. Does not overlap with LITR 411. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 411 – Shakespeare II: History and Tragedies (3) Examines the major plays, including attention to genre and to Shakespeare's artistic development. Does not overlap with LITR 410. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 412 – British Renaissance Literature (3) Examines major works of the 16th and 17th century, including the period during and after Elizabeth I, the fifth and last monarch of the Tudor Dynasty. Students will read works by major authors such as Shakespeare, Marlowe, Milton, Jonson, Aphra Behn, and Anne Bradstreet via exploring major historical movements of the period such as the Renaissance, Humanism and Idealism. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 413 – British Enlightenment Literature (3) Readings in the “long” century (1660-1780), including the so-called Age of Reason, and the origins of the British Novel. Authors or focus may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 414 – British Romanticism (3) An era of dramatic contrasts as well as unsettling social and literary change, this period saw the French and American Revolutions, Napoleon's war with Britain, and heated debate over women's rights, sexual mores, and the rights of slaves. Readings in a wide range of Romantic-era texts: satirical & satirical, narrative & lyric poetry; a Romantic novel & a play; nonfiction prose including literary manifestoes, political essays & social commentary, travel journals, diaries & memoirs, literary reviews, portraits & political cartoons. Writers studied may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 419 – Victorian Literature (3) Queen Victoria reigned from 1837-1901 and gave her name to an age. The nineteenth century saw massive changes in many areas—technology, population migrations, science, religion, nationalism, sexuality, and class—and the course will consider how literature reflected, and sometimes shaped, those changes. Authors or focus may vary from semester to semester. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 421 – British Modernism (3) Examines texts produced during the height of modernism (roughly 1910 to 1940), focusing on how social, cultural, and economic factors influenced modernist authors and their texts. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 422 – Contemporary British Literature (3) Examines literature written from 1950 to the present. The course may be focused on the works of particular writers or groups of writers, themes, genres/sub-genres, etc., or may present a general overview of the period. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 423 – Commonwealth and Post-Colonial Literature (3) Examines the disparate voices of contemporary British literature: white, brown, Christian, Muslim, Hindu, working class, queer, straight, and combinations thereof as they negotiate the legacies of imperialism and colonialism. Authors and focus may vary from semester to semester. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 429 – Topics in British Literature (3) This course is designed to engage in inquiry on a special topic, either generic, period-specific, or themed. Authors and focus will vary from semester to semester. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 430 – Advanced Topics in Film (4) Various topics relating to film theory, aesthetics, national cinemas. Prerequisite: LITR 330. As warranted.

LITR 434 – Colonial American Literature (3) Examines literary and non-literary texts produced by European explorers, early American settlers, and Native Americans during the periods of cultural contact and colonization. Focusing on contact narratives, promotional tracts, religious sermons and poetry, as well as the discourses that shaped and justified colonialism, the seminar also gives special attention to what constitutes American literature as the concepts of both “American” and “literature” evolved from the age of exploration through the eighteenth century. Prerequisites: LITR 200 or 201 and LITR 300. As warranted.

LITR 435 – American Romanticism (3) Focuses specifically on American literary romanticism throughout the 1800s. We consider the early manifestations of romanticism, the glory days of the American Renaissance, and the often cynical aftermath of romanticism as seen through realism and naturalism. Prerequisites: LITR 200 or 201 and LITR 300 or permission of instructor. As warranted.

LITR 436 – American Realism and Naturalism (3) Starts in the aftermath of the Civil War and considers the movement away from romanticism, the restraints upon character choice, the increased attention to middle class and lower class life, the development of psychological complexity in character, and the formalist techniques for representing mimesis, especially fragmentation and perspectivism. Prerequisites: LITR 200 or 201, and LITR 300. Yearly.
LITR 437 – American Modernism (3) Representative texts of early 20th-century American literature. The course may be focused on the works of particular writers or groups of writers, themes, genres/sub-genres, etc., or may present a general overview of the period. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 438 – Post-War American Literature (3) Examines literature written between 1945 and the early 1980s. The course may be focused on the works of particular writers or groups of writers, themes, and genres/sub-genres. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 439 – Contemporary American Literature (3) Examines American literature written in the past forty years. The course may be focused on the works of particular writers or groups of writers, themes, and genres/sub-genres. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 440 – American Women Writers (3) Examines selected American women writers. Works may be studied within historical contexts; course may also survey critical responses to literature written by women. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 441 – African American Writers (3) Examines the diversity of writing by African Americans. May include slave narratives, autobiography, poetry, plays, and novels. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 442 – Native American Literature (3) Examines and interprets the span of genres, from oral myths to contemporary novels and poetry, through which Native American literary artists have created and sustained tribal identities, responded to historical change, and explored issues of community and sovereignty. The course situates writers in their cultural contexts to emphasize the variety of peoples and voices that shape traditions of Native American literature. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 443 – World Literature: Places (3) Examines literature from a particular ethnic, geographic area—potentially as small as a city or as large as a continent—outside the US and Great Britain. The course may be organized around a specific time period, genre, or theme. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 444 – World Literature: Themes (3) Provides an in-depth analysis of a particular theme that transcends the periods into which American literary history is usually divided. The intention of the course is to isolate and survey the development of a particular theme, literary convention, social/political issue, etc., as expressed in American literary works over a substantial range of time. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 445 – American Women Writers (3) Examines selected American women writers. Works may be studied within historical contexts; course may also survey critical responses to literature written by women. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 446 – African American Writers (3) Examines the diversity of writing by African Americans. May include slave narratives, autobiography, poetry, plays, and novels. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 447 – Native American Literature (3) Examines and interprets the span of genres, from oral myths to contemporary novels and poetry, through which Native American literary artists have created and sustained tribal identities, responded to historical change, and explored issues of community and sovereignty. The course situates writers in their cultural contexts to emphasize the variety of peoples and voices that shape traditions of Native American literature. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 448 – North Country/Adirondack Literature (3) Examines literature written by residents of the North Country/Adirondacks who wrote the majority of a given work there or who set a major portion of a literary work in the area. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 449 – Topics in American Literature (3) Provides an in-depth analysis of a particular topic that transcends the periods into which American literary history is usually divided. The intention of the course is to isolate and survey the development of a particular theme, literary convention, social/political issue, etc., as expressed in American literary works over a substantial range of time. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 450 – World Literature: Peoples (3) Examines literature from a particular ethnic, national, religious, or otherwise shared cultural tradition, irrespective of geographic boundaries. This course may be organized around a specific time period, genre, or theme. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 451 – World Literature: Places (3) Examines literature from a particular geographic area—potentially as small as a city or as large as a continent—outside the US and Great Britain. The course may be organized around a specific time period, genre, or theme. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 452 – World Literature: Themes (3) Provides an in-depth survey of a particular theme in literary works from cultures other than those of the United States and Great Britain. The course may either focus on a specific culture, language, period, and/or region in examining its particular theme, or it may broadly survey instances of the theme across such boundaries. Works originally written in languages other than English will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 453 – Canadian Literature (3) Examines Canadian literature. Periods, genres, regions, and authors may vary from one semester to the next. Works written in French will be read in translation. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 454 – Irish Literature (3) Examines Irish literature and its sometimes contentious, always significant impact on European culture. The course may be either an historical overview, with texts from the Book of Kells to Joyce’s Ulysses, or a genre study with particular emphasis on Irish drama, poetry, or novels. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.

LITR 455 – Irish Literature (3) Examines Irish literature and its sometimes contentious, always significant impact on European culture. The course may be either an historical overview, with texts from the Book of Kells to Joyce’s Ulysses, or a genre study with particular emphasis on Irish drama, poetry, or novels. Prerequisites: LITR 200 or 201, and LITR 300. As warranted.
conceptions of reality. In this course we begin to explore not only how human beings manipulate language, but also how they are manipulated by it. Throughout the semester we will employ not only serious reading on scholarly questions, but also fiction, poetry, and film to define language, explore language as a human attribute, and investigate the role of language in defining us as social beings. Gen Ed: FW credit. Cross listed as ANTH 161. Yearly.

LNGS 111 – Origins of Language (4) Perhaps no aspect of our behavior appears so uniquely human as language. But when did language appear? How is human language different from the communication of other creatures? How is the appearance of language related to tool use, evolving social structure, abstract thought, and self-awareness? Is there evolutionary continuity between animal and human minds? Recognizing that it is unlikely that a single factor is, in itself, responsible for the evolution of language, this course draws on research from such diverse areas as linguistics, biological anthropology, archaeology, cultural anthropology, psychology and neurology to explore ways of answering these questions. Gen Ed: FW credit. Cross listed as ANTH 161. Yearly.

LNGS 203 – Language and Culture (3) An introduction to language as a tool in the analysis and description of human populations and their behavior, and a study of the ways in which languages, cultures, and people relate to one another. Gen Ed: SA & XC credit. As demand warrants

LNGS 301 – Language and Structure (3) Explores the structures of sounds, words and phrases. Analyzes the evolution of structural differences among Old, Middle, and Modern Englishes. Examines behaviorism and universal grammar and their implications for the acquisition of language. Yearly.

LNGS 302 – Language and Meaning (3) Explores the meaning of words, sentences, symbolic systems, and how people use language. Includes discussions about linguistics reference (literal meaning, metaphor, implication), speech acts and conversation analysis, and semiotics. As warranted.

LNGS309 – History of the English Language (3) Presents the historical development of English in such a way as to emphasize the interaction between the internal history of the language (phonological and grammatical evolution) and the external history (ambient social and intellectual factors). As warranted.


LNGS 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, Sapiir, Austin, Chomsky, and others with particular attention to how these theories contribute to contemporary discussions about language and its relation to symbolic systems, linguistic structures and change, the mind/brain problem, human behavior and interaction, rhetoric, first and second language acquisition, and aesthetics. As warranted.

LNGS 342 – Language and Gender (3) This course examines critically the interaction between language and gender. Beginning with an investigation of beliefs about language and about gender and this interaction between the two, the course proceeds to explore the research of male and female speech, seeking to understand the social, psychological, and linguistic processes that underlie sex differences in language use. Finally, in studying the role played by language, speech and communication in defining notions of “male” and “female,” the goal will be to understand better the way in which language reflects and reinforces social and cultural patterns of behavior and identity. Cross listed as ANTH 342. Fall.

LNGS 390 – Honors Linguistic Seminar (1-12) This seminar is an introductory course in the description and analysis of language. We will be looking at language from four perspectives: structure, meaning, acquisition, and historical variation. In the Honors section, we will explore a variety of approaches to language and linguistics, including those of Saussure, Sapiir, Boas, Jakobson, Labov, Chomsky, and Cameron, to consider how different theoretical frameworks shape the way in which language is studied and our understanding of how language works. Corequisites: LNGS 301, 302, 310, or 320. As warranted.

LNGS 408 – Language as Formal System (3) Examination of language with emphasis in one or more of the following areas: phonology, morphology, syntax, semantics, pragmatics, stylistics, or semiotics. Prerequisite: 300-level LNGS course or approved equivalent. As warranted.

LNGS 409 – Topics in Applied Linguistics (3) Application of linguistics to language teaching and language learning. Topics may include second language acquisition, second and foreign language teaching, study and treatment of language loss and speech disorders, and the teaching and learning of reading and writing. Prerequisite: 300-level LNGS course or approved equivalent. As warranted.

LNGS 411 – Topics in Language and Cognition (3) Examination of language as a cognitive process. Topics may include: language and mind, language and brain, psycholinguistics, language acquisition. Prerequisite: 300-level LNGS course or approved equivalent. As warranted.

LNGS 412 – Topics in Language and Social Interaction (3) Examination of language as a social phenomenon. Topics may include: conversation and discourse analysis, sociolinguistics, bilingualism and multilingualism, pidgins and creoles, dialects, registers, and language variation and change. Prerequisite: 300-level LNGS course or approved equivalent. Cross listed as COMM 460. As warranted.
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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>GEOL 100, 101, 103, 125, or 195</td>
</tr>
<tr>
<td></td>
<td>GEOL 204 Historical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 301 Sedimentary Geology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 302 Principles of Paleontology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 311 Mineralogy (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 321 Optics and Petrology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 405 Structural Geology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 407 Geophysics</td>
</tr>
<tr>
<td></td>
<td>GEOL 420 Geochemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Research Component:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>one or a combination of the following</td>
</tr>
<tr>
<td></td>
<td>GEOL 480 Geology Research (2 @ 3 credits)</td>
</tr>
<tr>
<td></td>
<td>INTD 491 Geology Internship (2 @ 2 credits)</td>
</tr>
</tbody>
</table>

Under advisement, 6 additional credits of coursework may be substituted for the research/internship component.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives: from the following, selected by advisement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>GEOL 300 Field Geology (2 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 303 Geologic Maps and Cross Sections (2 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 306 Geology of our National Parks</td>
</tr>
<tr>
<td></td>
<td>GEOL 340 Geographic Information Systems (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 370 Science in Society</td>
</tr>
<tr>
<td></td>
<td>GEOL 395 Hydrology &amp; Hydrogeology</td>
</tr>
<tr>
<td></td>
<td>GEOL 409 Seismology and Plate Tectonics</td>
</tr>
<tr>
<td></td>
<td>GEOL 440 Economic Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 450 Geology of the Great Basin</td>
</tr>
<tr>
<td></td>
<td>GEOL 452 Geology of Nova Scotia – Field Trip (2 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 453 Geology of Nova Scotia - Research (2 credits)</td>
</tr>
<tr>
<td></td>
<td>PHYS 330 Meteorology</td>
</tr>
<tr>
<td></td>
<td>PHYS 335 Astronomy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Cognate Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>CHEM 105 General Chemistry 1 (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106 General Chemistry 2 (4 credits)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>GEOL 100, 101, 103, 106, 125, or 195</td>
</tr>
<tr>
<td></td>
<td>GEOL 204 Historical Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 301 Sedimentary Geology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 302 Principles of Paleontology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 311 Mineralogy (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 321 Optics and Petrology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 405 Structural Geology (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 407 Geophysics</td>
</tr>
<tr>
<td></td>
<td>GEOL 420 Geochemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives: from the following, selected by advisement</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>GEOL 300 Field Geology (2 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 303 Geologic Maps and Cross Sections (2 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 306 Geology of our National Parks</td>
</tr>
<tr>
<td></td>
<td>GEOL 340 Geographic Information Systems (4 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 370 Science in Society</td>
</tr>
<tr>
<td></td>
<td>GEOL 395 Hydrology &amp; Hydrogeology</td>
</tr>
<tr>
<td></td>
<td>GEOL 409 Seismology and Plate Tectonics</td>
</tr>
<tr>
<td></td>
<td>GEOL 440 Economic Geology</td>
</tr>
<tr>
<td></td>
<td>GEOL 450 Geology of the Great Basin</td>
</tr>
<tr>
<td></td>
<td>GEOL 452 Geology of Nova Scotia – Field Trip (2 credits)</td>
</tr>
<tr>
<td></td>
<td>GEOL 453 Geology of Nova Scotia - Research (2 credits)</td>
</tr>
<tr>
<td></td>
<td>PHYS 330 Meteorology</td>
</tr>
<tr>
<td></td>
<td>PHYS 335 Astronomy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Cognate Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>CHEM 105 General Chemistry 1 (4 credits)</td>
</tr>
<tr>
<td></td>
<td>CHEM 106 General Chemistry 2 (4 credits)</td>
</tr>
</tbody>
</table>

Grade Requirements
Minimum grade of 2.0 is required for all courses in the major and for cognates.

Environmental Technology Minor
18 credit hours required.

The minor degree is in conjunction with SUNY Canton. It permits SUNY Potsdam Geology majors to earn an Environmental Technology minor degree by cross registering for courses at SUNY Canton. The Environmental Technology Minor would be granted at SUNY Potsdam (to SUNY Potsdam students) and would require coursework in the Geology Department at SUNY Potsdam and in the Canino School of Engineering at SUNY Canton. The minor is open to all SUNY Potsdam students and requires 18 credits in core courses plus 12 credits in prerequisite courses. Only six credits of overlap between the Environmental Technology minor and the Geology major are permitted (GEOL 103 and GEOL 340). Interested students should contact Dr. Michael Rygel, rygelmc@potsdam.edu, 315-267-3401.
Courses that are to be taken at SUNY Canton are noted below.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Course Required Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 103 Physical Geology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONS 101 Elementary Surveying (4 credits, SUNY Canton, Fall)</td>
<td>15</td>
</tr>
<tr>
<td>GEOL 340 Geographic Information Systems (4 credits) OR CONS 350 Introduction to GIS (SUNY Canton, Spring)</td>
<td></td>
</tr>
<tr>
<td>CONS 314 Soil Mechanics (SUNY Canton, Fall)</td>
<td></td>
</tr>
<tr>
<td>CONS 385 Hydrology and Hydrogeology (4 credits, SUNY Canton, Fall)</td>
<td></td>
</tr>
<tr>
<td>CONS 386 Water Quality (4 credits, SUNY Canton, Fall)</td>
<td></td>
</tr>
<tr>
<td>CONS 388 Environmental Law (2 credits, SUNY Canton, Fall)</td>
<td></td>
</tr>
<tr>
<td>CONS 387 Water and Wastewater Treatment (SUNY Canton, Spring)</td>
<td></td>
</tr>
<tr>
<td>CONS 485 Solid Waste Management (SUNY Canton, Spring)</td>
<td></td>
</tr>
<tr>
<td>CONS 486 Soil and Groundwater Remediation (SUNY Canton, Spring)</td>
<td></td>
</tr>
<tr>
<td>CONS 487 Water Resources Management, Analysis and Design (SUNY Canton, Spring)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the courses listed above, Potsdam students must take the following prerequisites (which are already required as part of the Geology curriculum): CHEM 105 General Chemistry 1 (4 credits) CHEM 106 General Chemistry 2 (4 credits) MATH 151 Calculus 1 (4 credits)</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geology Minor</th>
<th>19 credit hours required. Closed to Geology majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 100, 101, 103, 125, or 195</td>
<td>6</td>
</tr>
<tr>
<td>GEOL 204 Historical Geology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any combination of 300-400 level Geology courses upon advisement.</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All credits submitted for the geology minor must be at a grade of 2.0 or higher.</td>
<td></td>
</tr>
</tbody>
</table>

---

3-2 Double Degree Program in Geology, Civil and Environmental Engineering

This program prepares students who have educational and career interests in both geology and civil engineering. The first three years are spent at SUNY Potsdam where courses in chemistry, physics, mathematics (calculus and differential equations) and basic engineering courses are included with the regular geology course sequence. The student becomes a part-time engineering student at Clarkson University during the second and third years and full-time during the fourth and fifth years. Graduation occurs at the end of the fifth year with a B.A. or B.S. from SUNY Potsdam and a B.S. from Clarkson University. See page 71.

Incoming first-year students in this program should register for GEOL 103, MATH 151, CHEM 105 and PHYS 103 in the fall semester in order to take subjects in sequence.

Procedure for Declaring a Geology Major or Minor

Students who are interested in the geology major, the geology minor, an interdepartmental major (geology plus another science), or the 3-2 Double Degree program (geology and civil and environmental engineering) should contact Dr. Robert Badger, 216 Timerman, 315-267-2624, as early in their college career as possible. Geology majors will be assigned advisers from the geology faculty.

Geology Course Descriptions

Note: Some Geology courses include or require co-registration with a laboratory component. See descriptions for details.

| GEOL 195, 295, 395, 495 – Special Topics (1-12) | |
| GEOL 198, 295, 395, 495, 598 – Tutorial (1-3) | |

| GEOL 101 – Environmental Geology (3) A study of geology and the human environment. Topics begin with the basics of geology: minerals and rocks, the earth’s internal structure, earthquakes, volcanoes and plate tectonics. Surface processes affecting the environment include stream behavior and flooding, groundwater, and air pollution. The course examines laws governing the extraction and use of water, as well as energy sources and environmental concerns. Laboratory includes field trips in the Potsdam area and the use of geological and topographic maps. Gen Ed: SP & LB credit. Spring, even years. | |
| GEOL 102 – Ancient Life (3) This is a survey course designed to describe the countless forms of organisms that have lived on the Earth since it formed 4.6 billion years ago. We will explore how and why those organisms evolved and why many went extinct, and also the ecological interactions between organisms and with the physical environment. Other major topics are: understanding evolution, tracing evolutionary relationships, and interpreting the behavior of extinct organisms. Fall | |
| GEOL 103 – Physical Geology (3) Minerals, rocks, rock deformation, aerial photos, maps, geological processes that shape the land, environmental geology. Lab required. Gen Ed: SP & LB credit. Fall and Spring. | |
| GEOL 125 – Dynamic Earth (3) This course covers topics in earth systems science including geology, earth history, plate tectonics, the hydrosphere, the atmosphere, energy and the environment. The intent is to provide exposure to a wide variety of topics in the earth sciences. The course will be supplemented with discussions of current events and discoveries related to the earth sciences, and local geological features. Lab included. Gen Ed: SP & LB credit. Fall and Spring. | |
| GEOL 204 – Historical Geology (3) Historical Geology is the second course in the geology sequence and builds upon the basic geologic principles introduced in 100-level courses. The first half of the course focuses on the methods and principles that geologist 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 or 101 or 103 or 125 or 195. Lab required. Gen Ed: SP & LB credit. Fall and Spring.

GEOL 300 – Field Geology (2) Field studies in northern New York stressing mapping, data collection, field descriptions, note taking, and use of GPS. Prerequisite: GEOL 204. 1st eight weeks of fall semester. Lab.

GEOL 301 – Sedimentary Geology (4) Study of sediment transport and deposition, classification and description of clastic and carbonate sedimentary rocks, depositional environments, and an introduction to stratigraphy (emphasis is on lithostratigraphy, biostratigraphy, and sequence stratigraphy). Mandatory weekend field trip to southern New York. Prerequisite: GEOL 204. Lab required. Fall.

GEOL 302 – Principles of Paleontology (4) Topics covered in this class include: paleoecology, systematics, evolutionary development, functional morphology, biogeography, diversity, and extinction. Labs focus on invertebrate organisms and their use as environmental indicators and in stratigraphic correlation. Prerequisite: GEOL 301 or permission for Biology majors or minors. Lab required. Spring.

GEOL 303 – Geologic Maps and Cross Sections (2) A comprehensive introduction into the use of geologic maps and cross sections as tools for understanding the geologic history of an area. Specific topics include the relationships between geology and topography, interpretation of geologic structures, quantifying the attitude and position of geologic units, and temporal relationships between units and structures. Course complements the field-based techniques emphasized in Field Geology (GEOL 300) and provides students with exposure to regional mapping problems. Prerequisite: GEOL 204. 2nd half of fall semester. Lab.

GEOL 306 – Geology of our National Parks (3) Study of geologic processes using national parks as examples. Processes studied include sedimentology, stratigraphy, volcanology, glaciology, cave formation and tectonics. National parks studied include Grand Canyon, Arches, Mt. Rainier, Zion, Yellowstone, Carlsbad Caverns, Mammoth Caves, Acadia and Shenandoah. Prerequisite: GEOL 101, 103 or 125. Gen Ed: SP credit. Spring, odd years.

GEOL 311 – Mineralogy (4) The identification, classification and study of minerals including their atomic make-up and conditions under which they form. Review of the principles of chemistry and physics that govern the structure, formation and geological occurrence of minerals with emphasis on the rock-forming silicates. Laboratory includes the study of Adirondack minerals and ores, x-ray procedures, and the symmetry and classification of crystals. Field trips to the St. Lawrence Valley and Adirondack Mountains. Prerequisites: GEOL 104, 204 and CHEM 105. Lab required. Fall.


GEOL 340 – Geographic Information Systems (4) Lecture/Lab. Introduction to basic cartographic principles (projections, datums, etc.), theory and applications of global positioning systems, design and interpretation of maps. ArcGIS software will be used to introduce the theory and applications of GIS, create and edit maps and databases, and perform spatial analysis. Spring.

GEOL 370 – Science in Society (3) This course is designed to guide students through the process of asking questions, finding reliable sources of information and formulating informed opinions about important, timely issues that are rooted in science. Issues for discussion are those that are not widely well understood, have a broad impact on our society and tend to be polarizing. Prerequisite: junior or senior standing. Spring.

GEOL 405 – Structural Geology (4) Study of folds, faults and shear zones in the Earth's crust on macroscopic and microscopic scale. Lab. Field studies in northern New York. Prerequisites: GEOL 204 and junior or senior standing. Lab required. Gen Ed: WI credit. Fall.

GEOL 406 – 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, and 405. Not currently offered.


GEOL 440 – Economic Geology (3) Study the genesis and geology of ore deposits including base- and precious-metals, gems, coal, petroleum, and industrial rocks and minerals. Discuss how society uses each material, the environmental implications of doing so, and the remediation steps necessary to minimize the associated environmental impact. Prerequisite: GEOL 311. Corequisite: GEOL 321. Lab required. Spring.

GEOL 450 – Geology of the Great Basin (3) An overarching study of the geology and geological evolution of the Great Basin province of the western United States; specific topics include geologic resources, hydrology, volcanism, stratigraphy, paleontology, structural geology, karst, and geomorphology as related to the Great Basin. Lecture during spring semester and multi-day field trip following the semester is required. Prerequisite: GEOL 103 (or equivalent) and GEOL 204.

GEOL 452 – Geology of Nova Scotia – Field Trip (2) Students will learn about the geology of Nova Scotia via a mandatory field trip (summer). Field trip involves strenuous hikes over irregular terrain in variable weather. Specific stops include the fossil forests of the Joggins Fossil Cliffs World Heritage Site, Triassic rift basin deposits (desert deposits, dinosaurs, and basalt flows), Mississippian lake deposits with some of the oldest terrestrial tephras, an upside down angular unconformity at Rainbow Cove, and many others. Following the trip, students may complete a research project (GEOL 453) on one of the areas visited. Prerequisite: GEOL 204 and permission of instructor. Offered every second or third year.

GEOL 453 – Geology of Nova Scotia – Research (2) This course is the academic follow up to the Geology of Nova Scotia field trip. Students will build upon their field experiences and select a semester-long research topic related to one of the destinations visited on the summer field trip. Students will learn about the fundamentals of research and scientific writing in the geosciences via discussions and exercises that explore plagiarism, citation styles and conventions, the structure of research papers, the peer-review process, style and composition. Final projects include a fully-referenced review paper and a poster presentation. Prerequisite: GEOL 452.

GEOL 475 – Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204 and permission of instructor. Tutorial. Graded S*/U*. Fall and Spring.

GEOL 480 – Geology Research (3) Original research designed to give practical experience in any area of geology. Open primarily to upper-division geology majors and only on advisement. Research conducted in cooperation with a geology professor. May not be taken as an overload. Graded S*/U*. Fall and Spring.

GEOL 575 – eGeology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204, graduate standing, permission of instructor. Tutorial. Graded S*/U*. Fall and Spring.
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, Shiho Imai, Sheila McCall McIntyre, Kevin D. Smith, Steven M. Stannish
Assistant Professors: Axel Fair-Schulz, Libbie Freed

History Major (B.A.)
30-33 credit hours required.
All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101, 102, or 106 (4 credits)</td>
<td>3-4</td>
</tr>
<tr>
<td>HIST 201, 202, 203 (4 credits), 204 (4 credits) or 205 (4 credits)</td>
<td>3-4</td>
</tr>
<tr>
<td>Additional 100 or 200 level HIST course (3-4 credits)</td>
<td>3-4</td>
</tr>
<tr>
<td>HIST 302 Fighting Words: History &amp; Story</td>
<td>3</td>
</tr>
<tr>
<td>Any 300 or 400 level North American History Course</td>
<td>3</td>
</tr>
<tr>
<td>Any 300 or 400 level European History Course</td>
<td>3</td>
</tr>
<tr>
<td>Any 300 or 400 level African, Asian, or Latin American History Course</td>
<td>3</td>
</tr>
<tr>
<td>Any two additional 300 or 400 level History courses (2 @ 3 credits)</td>
<td>6</td>
</tr>
<tr>
<td>HIST 480 Senior Seminar in History</td>
<td>3</td>
</tr>
</tbody>
</table>

History Minor
18-20 credit hours required. Closed to History majors.
All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any two 100 or 200 level history courses</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any four 300 or 400 level history courses</td>
</tr>
</tbody>
</table>

Note: Students must earn a minimum grade of 2.0 in courses counted toward the major.

HIST 302 and seminar are open only to History majors. Students must take HIST 302 and a prerequisite upper-division course for the seminar.

History Course Descriptions

HIST 195, 295, 395, 495 – Special Topics (1-12)
HIST 198, 298, 398, 498 – Tutorial (1-3)
HIST 100 – World History (3) Applying a cross-cultural, comparative approach to understanding social, political, economic, and cultural developments, this course surveys significant themes in historical development from ancient to modern times. Gen Ed: XC credit. Fall and Spring.
HIST 101 – Europe from 1500 to 1815 (3) Major developments and issues in European history from 1500 to 1815. Gen Ed: WC credit. Fall and Spring.
HIST 102 – Europe since 1815 (3) Major developments and issues in European history from 1815 to present. Gen Ed: WC credit. Fall and Spring.

HIST 106 – Europe Since 1815 (4) Major developments and issues in European History from 1815 to present. Emphasizes speaking, reasoning and research. Gen Ed: FS & WC credit. Fall and Spring.
HIST 110 – Europe since 1500 (3) This hybrid course is a comprehensive, thematically organized overview of European history from the sixteenth century to the present. It is designed to meet the needs of students in the General Education Program. Gen Ed: WC credit. Fall. Spring as needed.
HIST 120 – Survey of American History (3) This course is a comprehensive, thematically organized overview of American history. It is designed to meet the needs of students in the General Education Program. Gen Ed: AH credit. Fall and Spring.
HIST 121 – U.S. History and Geography (3) This hybrid course is a comprehensive overview of American history and geography from pre-Columbian times to the present. It is designed to meet the needs of students in the Childhood Education Program. Gen Ed: AH credit. Fall.
HIST 201 – United States to 1877 (3) Major developments and issues in American History to 1877. Equivalent to HIST 203 and 205. Gen Ed: AH credit. Fall and Spring.
HIST 202 – United States Since 1877 (3) Major developments and issues in American History since 1877. Equivalent to HIST 204. Gen Ed: AH credit. Fall and Spring.
HIST 203 – United States to 1877 (4) Major developments and issues in American history to 1877. Equivalent to HIST 201 and 205. Emphasizes writing, reasoning and research. Gen Ed: AH & FW credit.
HIST 225 – East Asian History (3) Introduction to the history of East Asia from the emergence of ancient cultures to the present. Its main focus will be on the political, cultural, and social developments of China and Japan, with some attention to Korea and Taiwan. Gen Ed: XC credit.
HIST 226 – East Asian History (4) Introduction to the history of East Asia from the emergence of ancient cultures to the present. Emphasizes writing, reasoning and research. Gen Ed: FW & XC credit. As warranted, every other semester.
HIST 230 – Introduction to Africa (3) Introduces students to Africa by exploring the continent’s diverse history, geography, politics and cultures through lectures, novels, and film. Gen Ed: XC credit.
HIST 301 – Ancient and Medieval Europe (3) Emergence of western values, ideas, and institutions in classical Greece and Rome, the rise of Christianity and development of European civilization through the crisis of the later Middle Ages. Prerequisite: sophomore standing.
HIST 302 – Fighting Words: History & Story (3) Introduces majors to the theories and methods that historians employ as they seek to construct plausible and compelling interpretations of the past. Prerequisite: 9 credits of history. Fall and Spring.
HIST 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) A history of the interaction of culture and colonialism in Mexico and Central America from conquest to present day. Emphasis on effects of conquest and colonialism. Prerequisite: sophomore standing.

HIST 311 – Indians and Iberians (3) A history of Latin American focused on the exchange and transformation of native American and Spanish cultures to form the Hispanic American world. Areas of emphasis will include pre-conquest Spain, pre-Columbian Indian civilizations, the Spanish conquest, the establishment of a new, cross-cultural society, and the break between Spanish American and Spain up through the 19th century. Prerequisite: sophomore standing.


HIST 314 – Vietnam War (3) Origins of the war in Vietnam from the tradition of resistance by the Vietnamese people against foreign intruders and the development of the Cold War in Asia; the war perceived as both a Vietnamese and American experience. Prerequisite: sophomore standing.

HIST 315 – Modern Japanese Women’s History (3) Examines the development of gender roles in Modern Japan, particularly in relation to the economic and political developments of the Tokugawa period, the Meiji, Taisho and Showa periods, and the various responses those changes evoked among women. Prerequisite: sophomore standing.

HIST 318 – Pre-modern Japan (3) Covers Japanese history from the prehistoric period to the Tokugawa period, paying particular attention to the development of political institutions, cultural and intellectual trends, and the long-term transformation of the economy and society. Prerequisite: sophomore standing.

HIST 319 – Modern Japan (3) Traces Japan’s Historical development from the Meiji Restoration (1868) to the present, exploring the process of modernization, the growth of the imperial state, the Second World War, defeat and occupation, and post-war recovery. Prerequisite: sophomore standing.

HIST 321 – Ancient Greece and Rome (3) Examines the Mediterranean world from 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) Examines the Middle East from 3100 to 332 BC. It is divided into three parts: 1. Mesopotamia; 2. Egypt; and 3. the Holy Land. It presents the region’s political and cultural traditions through primary and secondary sources. Prerequisite: sophomore standing.

HIST 323 – Middle East: Alexander to Islam (3) Examines Middle East from 332 BC to AD 570. It is divided into three parts: 1. the Hellenistic Age; 2. the advent of the Romans, and 3. the Orient in Late Antiquity. It looks at the influence of Alexander the Great, the spread of Greek culture, Christianity in the East, and the conflict between Rome and Persia. Prerequisite: sophomore standing.

HIST 326 – Egypt in Late Antiquity (3) Covers Egyptian history from the collapse of the New Kingdom to the Arab Conquest. Major topics include the Saite Renaissance, cooperation and confrontation with Persian, Greek and Roman occupiers, and Coptic Christianity. Prerequisite: sophomore standing.

HIST 330 – Black Diaspora: 1500 to Present (3) A social, economic, political and cultural survey of the migrations (forced and otherwise) of black Africans to, and between, the Americas and Europe over the past 500 years. Prerequisite: sophomore standing.

HIST 331 – Africa to 1870 (3) Explores African history from the emergence of the earliest human societies through the mid-nineteenth century, with particular focus on the period after 1400. Considers the developments of lineage societies and centralized states, the trans-Saharan trade, the Atlantic slave trade, the spread and influence of religions such as Islam and Christianity, and Africa’s encounters with other parts of the world. Prerequisite: sophomore standing.

HIST 332 – Africa since 1870 (3) Explores modern African history, paying particular attention to imperialism and its impact on African societies and cultures, the rise of nationalist and independence movements, independence and the creation of nation-states, and recent and contemporary politics, society, and culture. Prerequisite: sophomore standing.

HIST 341 – Colonial American History (3) Explores the history and culture of early America as described by both participants and historians. Considers the development of early American society and culture from 1589 to 1763. Religion, gender, race, status, economics, war and Native-European relations will be examined. Prerequisite: sophomore standing.

HIST 342 – Revolutionary America (3) Explores the colonies in the English Atlantic world and the individual and collective decisions to break away from Great Britain. Considers how independence, revolution, and war allowed the former colonies to create a new and fragile Republic. Prerequisite: sophomore standing.

HIST 351 – Medieval and Renaissance England (3) Examines the history of England from the Medieval period through the reign of Queen Elizabeth I, paying special attention to the manorial system. Feudalism, the growth of Parliament, the emergence and structure of the Tudor state, the Protestant Reformation, the rise of Puritanism, and the flowering of Elizabethan culture. Prerequisite: sophomore standing.

HIST 352 – Revolutionary England (3) Examines the history of England from the beginning of the Stuart dynasty to the beginning of Industrialization, paying particular attention to the origins and progress of the Civil War, and Interregnum, the Restoration, the Glorious Revolution, the financial and consumer revolutions, and the movement for reform. Prerequisite: sophomore standing.

HIST 353 – Renaissance & Reformation (3) Examines the intellectual, cultural, religious, social, economic, and political dimensions of two profound transformations in European history: the Renaissance and the Reformation, roughly spanning the years 1350 to 1650. Prerequisite: sophomore standing.

HIST 354 – The Enlightenment (3) Examines in detail the process by which Enlightenment culture took shape, spread, and evolved during the eighteenth century. Between the publication of Newton’s Principia Mathematica in 1685 and the outbreak of the French Revolution a century later, the political, social, and economic assumptions of European thought were radically revised. This intellectual revolution in turn ushered in new forms of sociability and ultimately new political orders. Prerequisite: sophomore standing.

HIST 370 – African American History (3) Explores African American History from the end of the Civil War to the 1990s, paying particular attention to the Civil Rights movement of the 1950s and 1960s. Prerequisite: sophomore standing. Taught once every three semesters.

HIST 371 – The First World War (3) The causes, course and consequences of the First World War; Origins of the war in imperialism and Balkan nationalism; the July Crisis and war of illusions; total war, revolution in Russia, and the consequences to Europe, the Middle East and the global balance of power. Prerequisite: sophomore standing.

HIST 372 – Civil War America (3) The Civil War era in history and memory. Emphasis on politics, society, and culture as well as military affairs. Prerequisite: sophomore standing.

HIST 373 – World War II (3) Causes, events and result of the traumatic watershed in world history. May be European, American or Asian in focus as announced each time it is offered. Prerequisite: sophomore standing.

HIST 376 – The U.S. in the 1920s & 1930s (3) Domestic issues in the United States from 1919 to 1939. Emphasis on prosperity of the twenties, the Depression and the New Deal. Prerequisite: sophomore standing.

HIST 377 – The United States Since 1945 (3) Explores the history of the U.S., the end of World War II. Examines the Cold War, the Civil Rights Movement, the Vietnam War, the turbulent 1960’s, the political and economic crisis of the 1970’s, the Regan Era, and the politics of personal destruction in the 1990’s. 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. Prerequisite: sophomore standing. Fall and Spring.
HIST 381 – Modern British Isles (3) British from 1832 to the present. Emphasis on evolution of institutions of government, patterns and consequences of economic development, and changing structures of society. Prerequisite: sophomore standing.

HIST 386 – Imperial Russia (3) Examines major developments in the history of the Imperial Russian state, focusing on the role 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 388 – Potsdam in Europe (3) Examines the development of the Potsdam/Berlin region as a major European center, paying attention to cultural, political, and military affairs. We will analyze themes such as religious tolerance and the Enlightenment, as well as the Nazi and Cold War years. Prerequisite: sophomore standing.

HIST 389 – Modern Germany: Bismarck to Hitler (3) Modern German history from unification and industrialization to defeat in the First and Second World Wars; the collapse of the Weimar Republic, the rise of the Third Reich, and the division of Germany. Prerequisite: sophomore standing.

HIST 400 – Honors Thesis I (3) Senior project which demonstrates mastery of skills of historical inquiry, and critical and analytical expertise. Project is begun in first semester and completed in second (Honors Thesis II). Prerequisite: Permission.

HIST 401 – Honors Thesis II (3) Completion of project began in Honors Thesis I.

HIST 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) Explores the issue of race, broadly defined, in the history of the US cinema. Consideration of relevant contemporary social and cultural issues will supplement close viewing of a number of American films spanning the years from 1915 to the present. Prerequisite: junior standing.

HIST 450 – Modern American Oral History (3) Introduces students to oral history by having them produce an oral interview related to a focused historical topic. Explores the methods and theories of oral historians. Places the oral interview within a larger historical context. Cross-listed with ANTH 364. Prerequisite: junior standing.

HIST 451 – Witchcraft in Early America (3) Explores witchcraft in Early America, paying special attention to the social, religious and gendered contexts of witchcraft and to the legal and cultural dimension of witch-hunting. Prerequisite: junior standing.

HIST 452 – Work in American History (3) Considers diverse workers and work settings of Americans from the seventeenth century to the present. Emphasizes the transforming of work and its relationship to political and economic change, labor movements, and personal or community experiences of work. Prerequisite: junior standing.

HIST 453 – Nature in American History (3) An introduction to North American environmental history. Explores the interaction between human beings and their environment, specifically how that environment shapes human expectations, possibilities, and behavior, and how humans have understood the workings of nature and their appropriate role in it. Prerequisite: junior standing.

HIST 454 – Energy in American History (3) Survey of human life in America that focuses on the role of energy in societies and cultures that have been established here. Prerequisite: junior standing.

HIST 455 – Religion in American Culture (3) Historical examination of the various expression of religious belief and practice in American culture. Focuses on the creation of a Protestant establishment in the colonial period and the challenges posed to that establishment by democracy, science, multiple competing cultures, and even the mainstream of American culture. Prerequisite: junior standing.

HIST 457 – Early American Thought (3) Examines the main currents of American thought from the colonial period through the mid-nineteenth century. Explores the Puritan origins of American culture, the growth of republican political theory in the Revolution, the impact of democracy on intellectual and cultural endeavor, and the development of transcendentalism as a cultural movement. Prerequisite: junior standing.

HIST 458 – Modern American Thought (3) Explores the main currents of American thought from the Civil War to the present. Pays special attention to the secularization of American thought as expressed in Darwinism and Pragmatism, the development of Progressive social theory, the positivistic and relativistic impact of modernism, and the fragmentation of intellectual life in the post-war period, and the emergence of post-modern critiques. Prerequisite: junior standing.

HIST 459 – American Victorian Culture (3) Charts the rise, extent, and ultimate eclipse of the "genteel" American tradition in the period between 1815 and 1890, through an exploration of cultural production, reception and consumption. Prerequisite: junior standing.

HIST 461 – Imagining Life Beyond Earth (3) Examines ideas and beliefs about life beyond Earth as expressed in western culture from the ancient Greeks to the present. Prerequisite: junior standing.

HIST 462 – Hero in Classical Antiquity (3) Considers the evolving concept of the hero in classical antiquity, paying particular attention to the transformation of the heroic ideal during the Hellenistic Age and within Christian communities. Prerequisite: junior standing.

HIST 463 – Ancient Magic (3) Examines the Egyptian, Greek, and Roman concepts of magic, comparing them with medieval and modern Western ones. Prerequisite: junior standing.

HIST 464 – Technology in History (3) Examines the relationship between technologies and societies in history by looking at the place of technology in western civilization, and to a lesser extent, globally since the medieval period. Prerequisite: junior standing.

HIST 465 – Holocaust and History (3) Places the complex developments and wants referred to as the Holocaust in the broad context of modern European history. Examines cultural, political and cultural developments in firsthand accounts in classic and contemporary scholarship, and in novels. Prerequisite: junior standing.

HIST 466 – Espionage and the Cold War (3) Examines the dynamics of espionage activity in Europe from the Nazi era to the end of the Cold War. The focus is on why and how Nazi, Soviet and Western intelligence agencies gathered information about each other as well as on ideological, political, economic, and logistical dimensions of reconnaissance work during the period. Prerequisite: junior standing.

HIST 467 – Imagining Asia (3) Explores the ways in which Trans-Pacific Migration and trade, war and diplomacy have shaped American society and culture and how race has been seen in deeply generated ways. Prerequisite: junior standing.

HIST 468 – Japanese History Thru Manga (3) Uses Manga and Anime along with Classical Japanese Literature to explore Japanese history. Prerequisite: junior standing.

HIST 469 – Ideas & Culture in Modern Europe (3) Introduces students to the main aspects of Modern European Intellectual History form the Enlightenment to the present. Prerequisite: junior standing.
HIST 480 – Senior Seminar in History (3) Capstone course for the History Major. Students design and conduct significant research project and draft significant research paper. History Majors only. Prerequisites: HIST 302 and upper division course in area of seminar focus. Gen Ed: W1 credit. Fall and Spring.

HIST 540 – Readings in American History (3) Programs of individual study, designed with the advice of the instructor, on selected topics in American history. May be taken more than once. Prerequisite: senior or graduate standing.

Programs of individual study, designed with the advice of the instructor, on selected topics in American history. May be taken more than once. Prerequisite: senior or graduate standing.

**Department of Mathematics**

**Contact Person:** Joel Foisy, Chair  
223 MacVicar, 315-267-2084, foisyjs@potsdam.edu

**Professors:** Joel Foisy, Cheryl C. Miller, Laura J. Person  
**Associate Professors:** Kerrith Chapman, Harold Ellingsen, Victoria Klawitter, Blair Madore  
**Assistant Professors:** Derek 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 151</td>
<td>Calculus I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Multivariate Calculus (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 340</td>
<td>Set Theory and Logic</td>
<td></td>
</tr>
<tr>
<td>MATH 375</td>
<td>Linear Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 423</td>
<td>Modern Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 451</td>
<td>Advanced Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 460</td>
<td>Problem Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**  
1. One mathematics course at the 300-500 level
   - **Note 1:** MATH 547 Theory of Sets may be elected only upon recommendation of mathematics faculty.
   - **Note 2:** A student who is also preparing to be a teacher should choose either MATH 404 Elements of Geometry or MATH 553 Concepts of Geometry to satisfy this elective.

2. One course from the following list to be taken only after the student has completed MATH 340, 375, 423 and 451 or permission of instructor.
   - MATH 452 Advanced Calculus II
   - MATH 524 Modern Algebra II
   - MATH 526 Linear Algebra II

**Recommended Coursework Outside the Major**

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**

1. Thirty hours of required courses for the mathematics major must be completed with a numerical minimum grade of 2.0. The remaining 3 hours may be completed with a minimum grade of 2.0/S. Students are advised to complete the required courses for a numerical grade.

2. Transfer students who have fewer than 12 credit hours total in Calculus I, II and Multivariate Calculus should consult the chair of the department.

**Honors Mathematics Program**

33 credit hours required plus Honors Examinations.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 151</td>
<td>Calculus I (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 253</td>
<td>Multivariate Calculus (4 credits)</td>
<td></td>
</tr>
<tr>
<td>MATH 340</td>
<td>Set Theory and Logic</td>
<td></td>
</tr>
<tr>
<td>MATH 375</td>
<td>Linear Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 423</td>
<td>Modern Algebra I</td>
<td></td>
</tr>
<tr>
<td>MATH 451</td>
<td>Advanced Calculus I</td>
<td></td>
</tr>
<tr>
<td>MATH 498</td>
<td>Independent Study I</td>
<td></td>
</tr>
<tr>
<td>MATH 598</td>
<td>Independent Study II</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

One course from the following list to be taken only after the student has completed MATH 340, 375, 423 and 451 or permission of instructor.

- MATH 452 Advanced Calculus II
- MATH 524 Modern Algebra II
- MATH 526 Linear Algebra II

**The Honors Examinations**

1. Required orals covering primarily work completed by students in the independent study courses, but may also include questions pertaining to work from other courses in the Honors curriculum.

2. 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 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 his or her mathematical preparation.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I (4 credits)</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II (4 credits)</td>
</tr>
<tr>
<td>MATH 340</td>
<td>Set Theory and Logic</td>
</tr>
<tr>
<td>MATH 375</td>
<td>Linear Algebra I</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>Two upper-division courses, one of which must be in mathematics. The second elective may be a mathematics course or (subject to approval by the department) may be any upper division course in which mathematics plays a significant role. Such an elective will, in general, have at least one year of calculus as a prerequisite.</td>
<td></td>
</tr>
</tbody>
</table>

**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 at SUNY Potsdam, but during the second and third year the student is a part-time student at Clarkson University. The fourth and fifth years are full-time at Clarkson University. At the end of the fifth year the student receives both a B.A. from SUNY Potsdam in mathematics and a B.S. degree from Clarkson University in the engineering field of his or her choice. See page 71.

First-year students must register for PHYS 103, MATH 151 and CHEM 105 during the first semester in order to take subjects in sequence.

**Mathematics Course Descriptions**
Courses are offered each semester unless otherwise designated.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 195, 295, 395, 495, 595, 695</td>
<td>Special Topics (1-12)</td>
</tr>
<tr>
<td>MATH 198, 298, 398, 498, 598, 698</td>
<td>Tutorial (1-3)</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Excursions in Mathematics (3) This is an introduction to mathematics as an exciting and creative discipline. Students will explore recent developments and mathematical ideas that have intrigued humanity for ages. This course does not satisfy the B.A. in Elementary Education mathematics concentration requirement. Prerequisite: two years of high school mathematics. Gen Ed: FM credit. Fall and Spring.</td>
</tr>
<tr>
<td>MATH 101</td>
<td>Mathematics for Elementary Education I (3) Topics in foundations of mathematics include: problem solving strategies, abstract and symbolic representation, numberation and number systems, functions and use of variables. Satisfies one of the mathematics concentration requirements for the B.A. in Elementary Education. Not required for double majors in mathematics and elementary education. Prerequisite: three years of high school Regents level mathematics or permission. Gen Ed: FM credit. Fall and Spring.</td>
</tr>
<tr>
<td>MATH 102</td>
<td>Mathematics for Elementary Education II (3) Topics in Euclidean and non-Euclidean geometry including: shapes in two and three dimensions, symmetries, transformations, tessellations, coordinate geometry, measurement. Satisfies one of the mathematics concentration requirements for the B.A. in Elementary Education. Not required for double majors in mathematics and elementary education. Prerequisite: MATH 101. Gen Ed: FM credit. Fall and Spring.</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Pre-Calculus Mathematics (4) Provides mathematical background sufficient for study of calculus. Emphasis on real functions, including polynomial, trigonometric and inverse functions. Not for major credit. Gen Ed: FM credit. As warranted.</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Probability and Statistics I (3) Elementary probabilistic and descriptive statistical concepts as applied to practical problems from other disciplines and an introduction to methods of statistical inference. Prerequisite: high school algebra or equivalent. Not open to students who have passed another introductory level statistics course (e.g., CIS 125, STAT 100). Satisfies one of the mathematics concentration requirements for B.A. in Elementary Education. Gen Ed: FM credit. Fall and Spring.</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Probability and Statistics II (3) Methods of statistical inference, both non-parametric and classical, as applied to problems of interest to a wide range of disciplines. Prerequisite: MATH 125. As warranted.</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Mathematical Origins (3) This course is designed to introduce students to the historical development of mathematics in various cultures. The main focus will be on Ancient Egyptian, Mesopotamian, Chinese, Indian, and Greek cultures. Gen Ed: XC credit. As warranted.</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Integrated Calculus I (4) First course of a two-semester sequence that provides mathematical background sufficient for study of calculus and integrates it with the study of calculus. Recommended for students who need a stronger preparation or Calculus I, TI-83 or compatible required. Completion of this two-semester sequence is equivalent to the completion of MATH 110 (Pre calculus) and MATH 151 (Calculus I). Gen Ed: FM credit.</td>
</tr>
</tbody>
</table>
MATH 142 – Integrated Calculus, IB (4) Second course of a two-semester sequence that provides mathematical background sufficient for study of calculus and integrates it with the study of calculus. Recommended for students who need a stronger preparation for Calculus I. TI-83 or compatible required. Completion of this two-semester sequence is equivalent to the completion of MATH 110 (Precalculus) and MATH 151 (Calculus I). Prerequisite: MATH 141.

MATH 151 – Calculus I (4) Continuity and differentiability of real valued algebraic and trigonometric functions of a single variable, applications and antidifferentiation. Required for mathematics majors. Prerequisite: three years of high school mathematics or MATH 110. Gen Ed: FM credit. Fall and Spring.

MATH 152 – Calculus II (4) Differentiation of transcendental functions, integration with applications, sequences and series. Required for Mathematics majors. Prerequisite: MATH 151 or 142. Gen Ed: FM credit. Fall and Spring.

MATH 253 – Multivariate Calculus (4) Real vectors in two and three dimensions, relations and functions in several variables. Partial differentiation and iterated integrals. Required for Mathematics majors. Prerequisite: MATH 152. Gen Ed: FM credit. Fall and Spring.


MATH 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 404 – Elements of Geometry (3) Foundations of Euclidean and Non-Euclidean geometry; nature of axiomatic systems; Hilbert’s axioms for plane Euclidean geometry; the geometry of Bolyai-Lobachevsky and transformational geometry. Prerequisite: MATH 340. Fall.

MATH 423 – Modern Algebra I (3) Elementary theory of groups and rings. Required for mathematics majors. Required for Mathematics majors. Prerequisites: MATH 152 and 340. (MATH 375 recommended.) Fall and Spring.

MATH 425 – Applied Combinatorics (3) Basics of combinatorics; basics of graphs, including trees; recurrence relations and applications; other selected topics as time allows. Prerequisite: MATH 340 or CIS 301.

MATH 451 – Advanced Calculus I (3) Sequences, completeness of the Real Numbers, metric spaces, limits and continuity of functions, connectedness, compactness. Prerequisite: MATH 253 and 340. (MATH 375 recommended.) Fall and Spring.

MATH 452 – Advanced Calculus II (3) Integration, spaces of functions, sequences and series. May be used for major elective. Prerequisite: MATH 451. Spring.

MATH 460 – Problem Seminar (3) Students demonstrate mathematical maturity by solving problems selected from different areas of mathematics. Required for mathematics majors. Prerequisites: MATH 375, 423 and 451. Gen Ed: SI credit. Fall and Spring.

MATH 461 – Probability and Mathematical Statistics I (3) Probability, random variables, distributions, stochastic independence, moment generating functions, limit theorems and their applications, estimation. Prerequisite: MATH 253. Fall.

MATH 522 – Number Theory (3) Divisibility, simple continued fractions, congruences, diophantine equations and quadratic residues. Prerequisites: MATH 152 and 340. As warranted.

MATH 524 – Modern Algebra II (3) Topics in the theory of groups, rings and fields, such as factorization and Galois theory. May be used for major elective. Prerequisite: MATH 423. (MATH 375 recommended). Spring.

MATH 526 – Linear Algebra II (3) Selected topics: inner product spaces, canonical forms, bilinear and quadratic forms. May be used for major elective. Prerequisites: MATH 375 and permission. Fall.

Department of Modern Languages
Contact Person: Céline Philibert, Chair
215 Carson, 315-267-2792. philibet@potsdam.edu

Professors: Céline G.L. Philibert, Oscar Sarmiento, Liliana Trevizan
Associate Professors: Gunnar Anderson, Mylène Catel, Lora Lunt, Vilma Manzotti

Special Notes for Modern Language Majors and Minors
1. There are clear advantages to preparation in more than one modern language for students, particularly those intending to seek teaching certification. Interested students are encouraged to consult with the Chair of the Modern Languages Department at an early stage of their program to learn about possibilities for flexibility in earning graduation credits within one area of concentration.
2. The Department of Modern Languages requires a minimum grade of 2.0 in all courses counted toward the major and the minor.
3. The Department encourages language majors to seriously consider taking a term or year of study abroad. Immersion in another language and culture intensifies learning. Many such opportunities are available to non-majors and majors.

Recommended Coursework Outside the Major
A major in languages complements and is complemented by many other disciplines. Departmental advisers will help to match course choices with life and career objectives.
French Major (B.A.)
30 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>FREN 203 Oral and Written French I</td>
</tr>
<tr>
<td></td>
<td>FREN 301 Oral and Written French II</td>
</tr>
<tr>
<td></td>
<td>FREN 315 French Composition</td>
</tr>
<tr>
<td></td>
<td>FREN 325 French Literature and Thought I</td>
</tr>
<tr>
<td></td>
<td>FREN 326 French Literature and Thought II</td>
</tr>
<tr>
<td>15</td>
<td>Plus five courses taken from department list of courses</td>
</tr>
</tbody>
</table>

Under departmental advisement, any combination of offerings from the 200-400 levels, at least six credit hours of which must be at the 400 level.

Spanish Major (B.A.)
30 credit hours required (36 credits recommended).

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>SPAN 203 Oral and Written Spanish I</td>
</tr>
<tr>
<td></td>
<td>SPAN 204 Oral and Written Spanish II</td>
</tr>
<tr>
<td></td>
<td>SPAN 301 Current Idiomatic Spanish</td>
</tr>
<tr>
<td></td>
<td>SPAN 306 Readings in Hispanic Literature I</td>
</tr>
<tr>
<td></td>
<td>SPAN 308 Readings in Hispanic Literature II</td>
</tr>
<tr>
<td>15</td>
<td>Plus five courses to be taken from the list below</td>
</tr>
<tr>
<td>15</td>
<td>A student may take one 300-level course and four 400-level courses or two 300-level and three 400-level courses.</td>
</tr>
<tr>
<td></td>
<td>SPAN 303 Culture of Spain</td>
</tr>
<tr>
<td></td>
<td>SPAN 304 Cultures of Latin America</td>
</tr>
<tr>
<td></td>
<td>SPAN 305 Culture of Hispanics in U.S.A.</td>
</tr>
<tr>
<td></td>
<td>SPAN 461 Literature Seminar I*</td>
</tr>
<tr>
<td></td>
<td>SPAN 462 Literature Seminar II*</td>
</tr>
<tr>
<td></td>
<td>*Note: Literature Seminar I and II may be repeated for credit.</td>
</tr>
<tr>
<td>6</td>
<td>Optional Courses: strongly recommended</td>
</tr>
<tr>
<td></td>
<td>SPAN 213 Intermediate Conversation</td>
</tr>
<tr>
<td></td>
<td>SPAN 315 Spanish Composition</td>
</tr>
</tbody>
</table>

Arabic Studies Minor
18 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>ARAB 103 Contemporary Arabic III (ML)</td>
</tr>
<tr>
<td></td>
<td>ARAB 203 Oral and Written Arabic I</td>
</tr>
<tr>
<td></td>
<td>ARAB 213 Intermediate Conversation (SI)</td>
</tr>
<tr>
<td></td>
<td>ARAB 320 Media Arabic</td>
</tr>
<tr>
<td></td>
<td>ARAB 350 North African Literatures &amp; Culture (AC/XC)</td>
</tr>
<tr>
<td></td>
<td>*ARAB 395 Arabic Across the Curriculum</td>
</tr>
<tr>
<td></td>
<td>*Arabic Across the Curriculum is a research course in which students use Arabic sources to pursue a research project of interest, typically in relation to their major discipline. It may be taken as a 3-credit project or a series of smaller 1-credit projects.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>FREN 203 Oral and Written French I</td>
</tr>
<tr>
<td></td>
<td>Two of the following:</td>
</tr>
<tr>
<td></td>
<td>FREN 202 French for Business</td>
</tr>
<tr>
<td></td>
<td>FREN 213 Intermediate Conversation</td>
</tr>
<tr>
<td></td>
<td>FREN 220 French Phonetics and Diction</td>
</tr>
<tr>
<td></td>
<td>FREN 325 French Literature and Thought I</td>
</tr>
<tr>
<td></td>
<td>FREN 326 French Literature and Thought II</td>
</tr>
<tr>
<td></td>
<td>Three of the following:</td>
</tr>
<tr>
<td></td>
<td>FREN 301 Oral and Written French II</td>
</tr>
<tr>
<td></td>
<td>FREN 303 Contemporary France</td>
</tr>
<tr>
<td></td>
<td>FREN 304 Contemporary Quebec</td>
</tr>
<tr>
<td></td>
<td>FREN 305 Authentic Voices and Images from West Africa</td>
</tr>
<tr>
<td></td>
<td>FREN 315 French Composition</td>
</tr>
<tr>
<td></td>
<td>FREN 325 French Literature and Thought I</td>
</tr>
<tr>
<td></td>
<td>FREN 326 French Literature and Thought II</td>
</tr>
<tr>
<td></td>
<td>FREN 350 North African Literatures and Cultures</td>
</tr>
<tr>
<td></td>
<td>FREN 410 French Translation</td>
</tr>
<tr>
<td></td>
<td>FREN 450 The Image of Women in Francophone Cinemas</td>
</tr>
<tr>
<td></td>
<td>FREN 461 French Literature I: Origins-1700</td>
</tr>
<tr>
<td></td>
<td>FREN 462 French Literature II: 1700-present</td>
</tr>
<tr>
<td></td>
<td>FREN 483 Structure of the French Language</td>
</tr>
<tr>
<td></td>
<td>FREN 495 Special Topics</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>SPAN 203 Oral and Written Spanish I</td>
</tr>
<tr>
<td></td>
<td>SPAN 204 Oral and Written Spanish II</td>
</tr>
<tr>
<td></td>
<td>SPAN 301 Current Idiomatic Spanish</td>
</tr>
</tbody>
</table>
One of the following:
SPAN 213 Intermediate Conversation
SPAN 306 Readings in Hispanic Literature I
SPAN 308 Readings in Hispanic Literature II

Two of the following:
SPAN 303 Culture of Spain
SPAN 304 Cultures of Latin America
SPAN 305 Culture of Hispanics in U.S.A.
SPAN 461 Literature Seminar I
SPAN 462 Literature Seminar II

Modern Language Course Descriptions
Courses are offered each semester unless otherwise designated.

195, 295, 395, 495 – Special Topics (1-12)
198, 298, 398, 498 – Tutorial (1-3)

Arabic
ARAB 101 – Modern Standard Arabic I (3) An introduction to speaking modern standard Arabic, to reading and writing Arabic script, and to Arab culture.
ARAB 102 – Contemporary Arabic II (3) Sequel to ARAB 101. Emphasis on the four communication skills, reading, listening, writing and speaking. Regular language practice in cultural context. Prerequisite: ARAB 101.
ARAB 103 – Contemporary Arabic III (3) Arabic 103 is a sequel to Arabic 102. Students will develop their four communication skills: listening, speaking, reading and writing, while being immersed in a cultural context, and using a modified version of Modern Standard Arabic (closer to the spoken language). This course will emphasize proficiency in communication on topics from everyday life and will foster reading ability of both classical and contemporary texts. The course features interactive methodologies, Arab music, art, and films dealing with contemporary issues of nationalism and colonialism, race, gender and religion. Gen Ed: ML credit.
ARAB 203 – Oral & Written Arabic I (3) This course focuses on expressing yourself; telling about your experiences, expressing opinions and wishes, presenting persuasive speeches. Social roles will be practiced and many cultural topics will be discussed. Grammar will be systematically reviewed. Since class preparation will regularly entail written expression, the emphasis in class will be on oral expression.
ARAB 213 – Intermediate Conversation (3) This course will offer opportunities for students to increase fluency and confidence in speaking, and to gain cultural understanding and cross-cultural competency. Communication will focus upon exploring needs, feelings, opinions, problems and plans. Gen Ed: ML credit.
ARAB 320 – Media Arabic (3) This course concentrates on newspaper Arabic. Modern Standard Arabic is used for all journalistic purposes, regardless of the country of publication. Due to the formal nature of the language of the media, certain fixed phrases and set expressions occur and reoccur many times, expressions which are not used in everyday colloquial speech. This course systematically presents these formulaic expressions, rhetorical devices and appropriate vocabulary in an authentic context. The textbook will be used in conjunction with ancillary material gleaned from Arabic language newspapers and magazines. Students will prepare translation exercises on a daily basis, and will keep a scrapbook journal of news clippings gleaned from the Internet with a running list of new lexical items, an item critical to the development of newspaper Arabic Skills.

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. Gen Ed: XC credit. Fall and Spring.

LANG 296 – European Languages & Cultures: The French Case (3) This course presents the cultural and linguistic characteristics of contemporary France. French society will be studied as a nation forged by a diversity of cultures. The focus will be placed upon both the economic and political integration and development of such diverse cultures and also their resistance to such integration. France, as a European nation, will be identified as a nation struggling with attractive poles; homogeneity and heterogeneity. Gen Ed: WC credit. Fall.

LITT 305 – Authentic Images and Voices from West Africa (3) Introduction to the main elements of West African civilizations, more precisely, those of Senegal, Mali, Burkina Faso, Ivory Coast, Benin and Cameroon. Examination of the role of French colonization upon African consciousness. Significance of West African Languages and cultures in West Africa and in France. Attention will be given to the past and future of languages focusing upon "for whom do we write, sing, and film, and in which language?" As warranted.

LITT 350 – North African Literatures and Cultures (3) Introduction to the paradigm of plurality in the cultures of North Africa and to its determining role in the mediation, reinterpretation and transmission of culture between East and West, North and South, Historical, literary and cultural perspectives for understanding contemporary North African voices expressed in fiction, folklore, poetry, and film. As warranted.

LITT 450 – The Image of Women in Francophone Cinemas (3) This course examines the image of women in Francophone cinemas. Films and excerpts from texts that have shaped Film Theory and Feminist Criticism in the visual arts will constitute the basic material of the course. Prerequisite: FREN 325 or 326. As warranted.

French
FREN 101 – Contemporary French Language I (3) Emphasis on spoken language. Designed for students with no prior study of French. Fall and Spring.

FREN 102 – Contemporary French Language II (3) Sequel to FREN 101. Fundamentals of reading French stressed in addition to speaking and listening. Prerequisite: FREN 101. Fall and Spring.

FREN 103 – Contemporary French Language III (3) Sequel to FREN 102 and entry-level course for students with prior study of French. Emphasis on basic grammatical concepts and reading techniques. Prerequisite: FREN 102. Gen Ed: ML credit. Fall and Spring.


FREN 203 – Oral and Written French I (3) Initial course in major sequence. Emphasis on expanding vocabulary, learning to write correctly in French and review of grammar. Prerequisite: FREN 103 or four years of high school French. Gen Ed: ML credit. Fall.

FREN 213 – Intermediate Conversation (3) Designed to increase fluency. Emphasis on comprehension of spoken French and developing strategies for conversation. Prerequisite: FREN 103 or four years of high school French. Gen Ed: ML credit. Spring.

FREN 220 – French Phonetics and Diction (3) Detailed analysis of the sound system of French, combined with extensive oral performance practice. Prerequisite: FREN 103 or three years of high school French, or permission. Gen Ed: ML credit. Spring, even years.

FREN 301 – Oral and Written French II (3) Advanced grammar and syntax in francophone cultural contexts. Sequel to FREN 203. Prerequisite: FREN 203. Spring.

FREN 303 – Contemporary France (3) Evolution of French nation. Attention to social structures, ideas and attitudes. Prerequisite: FREN 203. Every fourth semester.

FREN 304 – Contemporary Quebec (3) Evolution of New France into modern Province of Quebec. Emphasis on period since the Quiet Revolution. Attention to current social structures, ideas and attitudes, linguistic features and cultural achievements, as well as to Quebec’s relations with France, English Canada and the United States. Prerequisite: FREN 203. Every fourth semester.
FREN 305 – Authentic Voices and Images from West Africa (3) Examination of the salient features of the evolution of francophone West African civilizations. Study and appreciation of West African cultural expressions. Prerequisite: FREN 203. Every fourth semester.

FREN 315 – French Composition (3) Builds proficiency in use of written French. Correspondence and original expression through intensive short text reading and writing. Prerequisites: FREN 203 and 301. Spring.


FREN 326 – French Literature and Thought II (3) Principal writers, genres and schools from modern day to 1960. Methods in modern literary criticism. Emphasis on the study of literary genres. Prerequisite: FREN 203 and 301. Every fourth semester.

FREN 350 – North African Literatures and Cultures (3) Examination of “plurality” in Maghrebine cultures. Exploration of the historical, literary and culture perspectives. Prerequisite: FREN 203 and 301. Every fourth semester.

FREN 410 – French Translation (3) Varieties of written and spoken French at theoretical level. Applications in technology, business, politics, economics and others. Prerequisite: FREN 315. Even years.


FREN 461 – French Literature I: Origins - 1700 (3) Authors from Middle Ages, 16th and 17th centuries. Specific topics and readings determined each semester. Prerequisites: FREN 315, 325, or 326. Even years.

FREN 462 – French Literature II: 1700- Present (3-9) Authors from 18th, 19th, and 20th centuries. Specific topics and readings determined each semester. Prerequisites: FREN 315, 325, or 326. Even years.

FREN 483 – Structure of the French Language (3) Development from Latin to modern vernacular. Analysis of contemporary language using linguistic concepts. Prerequisites: FREN 203 and 301. As warranted.

Spanish

SPAN 101 – Contemporary Spanish Language I (3) Spanish language and culture. Emphasis on spoken language. Designed for students with no prior study of Spanish. Fall and Spring.

SPAN 102 – Contemporary Spanish Language II (3) Sequel to SPAN 101. Emphasis on listening comprehension, speaking, reading and writing. Prerequisite: SPAN 101. Fall and Spring.

SPAN 103 – Contemporary Spanish Language III (3) Sequel to SPAN 102. Emphasis on basic grammatical concepts and reading techniques. Prerequisite: SPAN 102. Gen Ed: ML credit. Fall and Spring.


SPAN 204 – Oral and Written Spanish II (3) Continuation of SPAN 203. Prerequisite: SPAN 203. Gen Ed: ML credit. Fall and Spring.


SPAN 301 – Current Idiomatic Spanish (3) Advanced grammar and syntax and composition. Vocabulary building. Prerequisite: SPAN 204. Fall.

SPAN 303 – Culture of Spain (3) Cultural history of Spain, from Roman era to present. Prerequisite: SPAN 204. Spring, every year

SPAN 304 – Cultures of Latin America (3) Cultural history of Latin American, From Spanish conquest to present. Prerequisite: SPAN 204. Fall.

SPAN 305 – Culture of Hispanics in U.S.A. (3) Cultural background, history and literature of the Spanish-speaking population of the United States. Prerequisite: SPAN 204. Spring, every year.

SPAN 306 – Readings in Hispanic Literature I (3) Readings and analysis of Spanish and/or Latin American literature. Focus on the four genres, including poetry and drama. Prerequisites: SPAN 203 and 204. Fall.

SPAN 308 – Readings in Hispanic Literature II (3) Basic principles of literary analysis through contemporary Spanish and/or Latin American literature. Focus on narrative: short stories, a novela, significant authors. Emphasis on building a sophisticated vocabulary in the field. Prerequisites: SPAN 203 and 204.

SPAN 315 – Spanish Composition (3) Extensive practice with written Spanish. Prerequisite: SPAN 301. Spring.

SPAN 461 – Literature Seminar I (3-6) May be repeated for credit. Topics selected from different periods in Spanish, Latin American or Hispanic literature. Prerequisites: SPAN 306 and 308. Recent offerings: “Afro-Caribbean Movement: La Negritud,” “Poetry Translation(s),” Fall and Spring.

SPAN 462 – Literature Seminar II (3-6) May be repeated for credit. Topics selected from different periods in Spanish, Latin American or Hispanic literature. Prerequisites: SPAN 306 and 308. Recent offerings: “Border Crossings,” “Spanish Romanticism.” Spring. Gen Ed: WI credit.

Other Languages

CHIN 101 – Contemporary Chinese I (3) This course is designed to introduce you to the basic linguistic elements of the Chinese language (mandarin) and help you understand and appreciate the Chinese culture. The first part of the course will teach you how to greet people, identify yourself, others and things, and how to compare. You will also start learning about writing, using traditional simplified Chinese characters. In the second part of the course, you will learn how to talk about yourself, and how to express your likes and dislikes. You will be able to read and write simple sentences. Every fourth semester.

CHIN 102 – Contemporary Chinese II (3) This is a sequel to Chinese 101. It is an elementary course designed for non-native Chinese speakers. It helps students to develop further communicative skills in Chinese. Speaking, listening, reading, and writing skills will be continuously improved and enhanced. Students will learn how to type Chinese text using pinyin input method. This course will also help students develop a further understanding of Chinese culture and society. Prerequisite CHIN 101. Every fourth semester.

CHIN 103 – Contemporary Chinese III (3) This is the third part of the elementary Chinese course. The course is designed for non-native Chinese speakers who have completed Chinese 101 and 102. In this course, students will learn to build vocabulary and sentence patterns in communicative contexts, and build a solid foundation in pronunciation. Students will expand their abilities to carry out simple conversations in Chinese on a limited range of topics. Reading and writing, simplified form, will be expected to speak, read, and write all new words that appear in the textbook vocabulary lists. This course will also lead students to deeper understanding of Chinese culture and society. Prerequisite: CHIN 102. Gen Ed: ML credit. Every fourth semester.

ESL 190 – Conversational English (1-3) This course assists speakers of English as a foreign language with areas where they need improvement in order to succeed at the university level, including listening comprehension, speaking, reading, grammatical structures, and cultural understanding, with possibilities for individualized help in areas of special needs. Spring

ESL 497 – Teaching English Practicum: Conversation Partners Program (3) Teaching ESL Practicum is a Service Learning course offering the opportunity to help international students adjust to social life in the U.S. and improve their English proficiency and their understanding of American culture. The course helps American students to understand another society and culture, gain an international perspective and experience, build cross-cultural competency, prepare to live in a multicultural world or to teach in a multicultural classroom. This linguistic and cultural exchange makes students more sensitive to language, offering opportunities to improve their English while also learning about their own culture and that of their partners.
GERM 101 – Contemporary German Language I (3) 1. Encounter the German language as spoken and written currently. 2. Encounter the German national culture (i.e., the facts of collective society in Germany), and other cultures of the German-speaking world as existing currently. 3. Examine a restricted body of German linguistic and cultural data: sounds, words, language and behavior structures, symbol systems. 4. Practice manipulating these data to communicate in speech (talking and listening) and writing (composing and reading). As warranted.

GREEK 101 – Intro to Classical Greek (3) Introduction to the study of ancient Greek language. Intended for beginning students. As warranted.

ITAL 101 – Contemporary Italian Language I (3) This course emphasizes spoken Italian and will concentrate on acquisition of an authentic accent. Extensive listening comprehension drills are a regular feature of the class. Italian language video clips and comic strips will provide variety and will serve as meaningful complements to the basic text. Prerequisite: ITAL 101.

ITAL 102 – Contemporary Italian Language 2 (3) Sequel to ITAL 101. This course emphasizes spoken Italian and will concentrate on acquisition of an authentic accent. Extensive listening comprehension drills are a regular feature of the class. Italian language video clips and comic strips will provide variety and will serve as meaningful complements to the basic text. Prerequisite: ITAL 101.

LATN 101 – Elementary College Latin I (3) Introduction to Latin. Students will learn to read classical Latin passages, many of which will be from authentic Roman writers of the Golden Age of Latin literature. The selections will be a medium by which historical events and social aspects of the period can be examined. The course will introduce the basics of Latin grammar and its influence on the development of the Romance languages. Students will come to appreciate how Latin is alive and well in the extensive etymological roots of English vocabulary. Some time will be spent on deciphering ancient inscriptions as well as recognizing mottos and other uses of Latin in our society. Students will use Sharpley's Beginner's Latin text (from the Teach Yourself Language series) with audio cassettes and also Unit I of the Cambridge Latin Course. Every fourth semester.

LATN 102 – Elementary College Latin II (3) This course will build upon the bases of the Latin language learned in Latin 101 and introduce further grammatical constructions such as indirect statements and questions, the passive voice, relative pronouns, the subjunctive and other syntactical constructions necessary for developing a reading knowledge of Latin. The cultural content will focus on Britain and Alexandria during the first century A.D. during the Pax Romana. Students will examine, through readings with a rural Romano-British background and a cosmopolitan Alexandrian setting, the various provincial aspects of Roman life of both the conquered and the conquerors in various social and economic positions. Relevant study of some archeology, epigraphy, and historical events from this time period will be incorporated, as well as other influences of the Romans and the Latin language upon our cultural heritage. Prerequisite: LATN 101. Spring.

LATN 103 – Elementary College Latin III (3) Latin 103 is designed to be the culminating course in the introductory exploration of the Latin language. It will build on the grammar and vocabulary mastered in Latin 101 and 102 and extend these basic concepts with further work from Wheelock's Latin Grammar 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. Gen Ed: ML credit. Every fourth semester.

MOHK 101 – Mohawk Language I (3) Fundamental elements of spoken and written Mohawk, integrating the language with the culture. Every fourth semester.

MOHK 102 – Mohawk Language II (3) Sequel to MOHK 101. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 101. Every fourth semester.

MOHK 103 – Mohawk III (3) Sequel to MOHK 102. Emphasis on spoken language with practice reading and writing Mohawk. Prerequisite: MOHK 102. Gen Ed: ML credit. Every fourth semester.

Department of Philosophy

Contact Person: David Curry, Chair
201 Morey, 315-267-2019, currydc@potsdam.edu

SUNY Distinguished Teaching Professor: Joseph J. DiGiovanna

Professors: Judith A. Little, Philip Tartaglia

Associate Professor: David C.K. Curry

Assistant Professor: Timothy Murphy

Instructor: Mark Munroe

Philosophy Major (B.A.)

30 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>Logic: one of the following</td>
<td>18</td>
</tr>
<tr>
<td>PHIL 110 Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>PHIL 210 Introduction to Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>Ethics: one of the following</td>
<td></td>
</tr>
<tr>
<td>PHIL 120 Introduction to Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL 328 Issues in Ethical Theory</td>
<td></td>
</tr>
<tr>
<td>History of Philosophy: two of the following*</td>
<td></td>
</tr>
<tr>
<td>PHIL 322 Ancient Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 323 Medieval Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 324 Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 325 Nineteenth Century Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHIL 440 Twentieth Century Analytic Philosophy</td>
<td></td>
</tr>
<tr>
<td>*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.</td>
<td></td>
</tr>
<tr>
<td>Other Fundamental Courses: one of the following</td>
<td></td>
</tr>
<tr>
<td>PHIL 350 Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>PHIL 380 Philosophy of Mind</td>
<td></td>
</tr>
<tr>
<td>PHIL 454 Theory of Knowledge</td>
<td></td>
</tr>
<tr>
<td>PHIL 465 Metaphysics</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>PHIL 475 Seminar in Philosophy</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>1. A minimum of 15 credit hours of the major must be taken at the 300-400 level.</td>
<td></td>
</tr>
<tr>
<td>2. Students must earn a minimum grade of 2.0 in all courses counted toward the major.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 210</td>
<td>Introduction to Symbolic Logic* OR</td>
</tr>
<tr>
<td>PHIL 217</td>
<td>Language and Symbolic Logic</td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 324</td>
<td>Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 328</td>
<td>Issues in Ethical Theory</td>
</tr>
<tr>
<td>PHIL 440</td>
<td>Twentieth Century Analytic Philosophy OR</td>
</tr>
<tr>
<td>PHIL 355</td>
<td>Philosophy of Language</td>
</tr>
<tr>
<td>PHIL 454</td>
<td>Theory of Knowledge</td>
</tr>
<tr>
<td>PHIL 465</td>
<td>Metaphysics</td>
</tr>
<tr>
<td>PHIL 480</td>
<td>Honors Thesis Research I (2 credits)</td>
</tr>
<tr>
<td>PHIL 481</td>
<td>Honors Thesis Research II (1 credit)</td>
</tr>
<tr>
<td>PHIL 387</td>
<td>Selected Philosophers OR</td>
</tr>
<tr>
<td>PHIL 475</td>
<td>Seminar in Philosophy</td>
</tr>
</tbody>
</table>

*It is highly recommended that students also take PHIL 110 Introduction to Logic.

Electives: three of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 320</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PHIL 359</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHIL 370</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PHIL 380</td>
<td>Philosophy of Mind</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 320</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PHIL 359</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHIL 370</td>
<td>Social and Political Philosophy</td>
</tr>
<tr>
<td>PHIL 380</td>
<td>Philosophy of Mind</td>
</tr>
</tbody>
</table>

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.

**Philosophy Minor**
18 credit hours required. Closed to Philosophy majors.

Program is currently being revised.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 100</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 105</td>
<td>Human Nature</td>
</tr>
<tr>
<td>PHIL 322</td>
<td>Ancient Philosophy</td>
</tr>
<tr>
<td>PHIL 323</td>
<td>Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 324</td>
<td>Modern Philosophy</td>
</tr>
<tr>
<td>PHIL 325</td>
<td>Nineteenth Century Philosophy</td>
</tr>
<tr>
<td>PHIL 440</td>
<td>Twentieth Century Analytic Philosophy</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 100</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>PHIL 314</td>
<td>Contemporary Moral Issues</td>
</tr>
<tr>
<td>PHIL 328</td>
<td>Issues in Ethical Theory</td>
</tr>
</tbody>
</table>

Notes
1. A minimum of nine credit hours of the minor must be taken at the 300-400 level.
2. Students must earn a minimum grade of 2.0 in all courses counted toward the minor.

Philosophy Course Descriptions
Required courses are taught on a regular rotation. See Chair.

PHIL 195, 295, 395, 495 – Special Topics (1-12)
PHIL 198, 298, 398, 498 – Tutorial (1-3)
PHIL 100 – Introduction to Philosophy (3 or 4) Exploration of subject matter, problems, methods and aims of philosophy. Gen Ed: PI credit; some sections FC. Fall and Spring.
PHIL 110 – Introduction to Logic (3 or 4) Methods and principles of correct reasoning. Development of good critical thinking habits, an introduction to formal logic. Gen Ed: PI & FC credit.
PHIL 115 – Inquiry and Critical Thinking (3) Brief introduction to principles of good reasoning in daily life.
PHIL 120 – Introduction to Ethics (3) Nature of judgments or moral value and possible means of justifying them. Gen Ed: PI credit; some sections FC.
PHIL 210 – Introduction to Symbolic Logic (3) Techniques of modern logic, theory and practice.
PHIL 217 – Language and Symbolic Logic (3) Relation of language, logic and theory of logical analysis; axiomatic development of elementary logistic system; consistency, completeness and independence.
PHIL 314 – Contemporary Moral Issues (3 or 4) Selected moral issues confronting persons living in contemporary society and philosophical bases for alternative solutions to those problems. Gen Ed: PI credit.

PHIL 317 – Undecidability and Incompleteness (3) Rigorous proving of Godel's and Church's theorems. Requires familiarity with handling of notational system.


PHIL 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 central figures, especially Augustine and Aquinas. Prerequisite: PHIL 322 Gen Ed: WC credit.

PHIL 324 – Modern Philosophy (3) Major lines of philosophical thought from Renaissance through Kant. Prerequisite: one course in philosophy. Gen Ed: PI credit.

PHIL 325 – 19th Century Philosophy (3) This course is designed to trace the historical development of Continental thought from Kant to Kierkegaard and Nietzsche, focusing on the most influential figures of the period. Kant’s great insight was to recognize that in some sense the self is the source of knowledge. But this raises the question of how a subjective entity, the self, can construct an objective world complete with the order of space, time and causality. This problem, a problem facing all idealisms, is what motivated the German Idealist tradition we will be examining. Each of our authors builds a vast abstract system of thought built on the premise of the self-conscious subject—how can it be shown how the whole of things can emerge from the seed of the self? Prerequisite: 2 courses in philosophy.

PHIL 328 – Issues in Ethical Theory (3) Essentially concerned with the nature, status and justification of morality and the moral life. Prerequisite: one course in philosophy.

PHIL 329 – Business Ethics (3) Analysis and evaluation of ethical issues in current business practices.

PHIL 330 – Environmental Ethics (3) The basic task of environmental ethics is to present and defend a comprehensive and reasoned account of the moral relations between human beings and their natural environment. This course surveys several opposing theories, examines their application to controversial issues and explores their moral and practical implications. Gen Ed: PI credit.

PHIL 332 – Philosophy of Law (3) Survey of Philosophy of Law from foundations in stoicism up to and including contemporary schools of thought. Philosophy of Law is concerned with the formulation of concepts and theories to aid in the understanding of the nature of law, its sources, authority and role in society.

PHIL 333 – Philosophy of Justice (3) The philosopher’s interest in punishment is mainly connected with questions of justification. It is, prima facie, wrong to deliberately inflict suffering or deprivation on another person, yet punishment consists in doing precisely this. What conditions, the philosopher asks, would justify it? Or, more generally, what kind of consideration would count toward a justification.

PHIL 335 – American Philosophy (3) A survey of the pragmatism of Pierce, James, and Dewey. Gen Ed: PI credit.


PHIL 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).
Physics

Department of Physics
Contact Person: Biman Das
212 Timerman, 315-267-2281, dasb@potsdam.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 16
Phys 103 University Physics I (4 credits)
Phys 204 University Physics II (4 credits)
Phys 305 University Physics III (4 credits)
Phys 306 Modern Physics (4 credits)

Upper Division Elective Courses 14
Must be chosen from courses numbered 350 or higher.

Cognate Requirements 16
Chem 105 General Chemistry 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
Phys 103 University Physics I (4 credits)
Phys 204 University Physics II (4 credits)
Phys 305 University Physics III (4 credits)
Phys 306 Modern Physics (4 credits)

Upper-division physics Elective level 350 or above excluding Phys 440 3

3-2 Double Degree Program in Physics and Engineering
This program of studies is recommended for students who have educational and career interests in any engineering field of study including electrical, mechanical, aeronautical, civil or chemical engineering with a strong physics background in mind.

The first three years are spent enrolled at SUNY Potsdam, but during the second and third years the student is a part-time student at Clarkson University. The students in their fourth and fifth years are full-time at Clarkson University. At the end of the fifth year, the student receives both a B.A. in physics from SUNY Potsdam and a B.S. degree from Clarkson University in the engineering field of choice made by the student. See page 71 for more details.

First-year students must register for Math 151, Phys 103, and a General Education FW or FS course during the first semester in order to take subjects in sequence.

Physics Course Descriptions
Note about frequency of course offerings: Physical Science is offered each term while the introductory sequences of College and University Physics are offered yearly. Some upper division course are offered yearly; others at intervals of more than a year or "As warranted."

Phys 195, 295, 395, 495 — Special Topics (1-12)
Phys 198, 298, 398, 498 — Tutorial (1-3)

Phys 100 — Physical Science (3) A course for non-science majors and constructed to meet the needs and requirements of students in the Elementary Education curriculum. The laboratory activities are the central focus of the class, using active inquiry and collaborative group work to guide students toward discovering the nature of physical phenomena. The topics studied are chosen broadly from physics, typically including consideration of properties of matter and mechanical behavior, light, heat, the causes of geophysical phenomena such as tides, seasons and the movement of celestial objects. Lab required. Gen Ed: SP & LB credit. Fall and Spring.

Phys 101 — College Physics I (4) The first term of a non-calculus two term sequence (with Phys 202) of introductory physics. The course is constructed to meet the needs of students who desire an introductory physics course of two-term duration. The first term covers motion and mechanical forces; work, energy and power; gravity; oscillations, waves and sound; heat. College Physics places a greater emphasis on
PHYS 103 – University Physics I (4) This is the first course in the sequence intended for physics majors, 3/2 engineering, and other science majors who want a more detailed introduction to physics with calculus as a corequisite. Topics covered fall under the heading of mechanics; i.e., motion, Newton’s laws, dynamics, work, energy, momentum, and rotation. Lab required. Corequisite: MATH 151. Gen Ed: SP & LB. Fall.

PHYS 111 – Laser and Light (3) Studies of ordinary light that led to the development of the LASER, a wonderful invention of modern times. Studies, including lab experiments, of the nature and behavior of light: reflection, refraction, polarization, interference, diffraction, absorption and emission, the formation of images, color science, holography, fiber optics, the human eye and optical phenomena in the natural world such as rainbows, Northern lights and mirages. Gen Ed: SP credit. As warranted, usually in Winterim.

PHYS 120 – Physics and Poets (3) Like poetry, physics is a creative activity that engages the emotions and intellect. In this course, mathematics is kept at a minimum and great effort is made to illuminate the concepts, structure, and developments as well as beauty in the guiding principles of basic physics. Creative activities of a physicist will be compared to those of a poet. Elementary mathematics will be used in solving problems, which illustrate the concepts. Lecture demonstrations and laboratory projects are integral parts of the course. Gen Ed: SP credit. As warranted, usually in Winterim.

PHYS 130 – Musical Acoustics (3) The physics of music and sound. A study of the physical properties and processes related to the production of sound with particular attention to musical sounds: vibrations and oscillations as the sources of waves and wave properties, and those of sound waves in particular; the mathematical and psychophysical basis of musical scales; the structure and function of the human ear and how it detects and processes sound; how musical instruments produce the sounds that they do and the similarities and differences among them; the physical properties behind musical characteristics, such as pitch, loudness and timbre (quality): aspects of environmental sound, including loudness, reflection and absorption. Examples of the phenomena are furnished by classroom demonstrations using oscillation and wave apparatus and actual musical instruments. Neither high school physics nor prior musical instruction is expected or required. Students enrolling in this course are encouraged to register at the same time for PHYS 131, when it is offered. Gen Ed: SP credit.

PHYS 131 – Musical Acoustics Laboratory (1) Laboratory activities are designed to complement the topics studied in PHYS 130 and furnish the student with the experience of making and interpreting measurements of musical properties. Registration in PHYS 131 without co-registering in PHYS 130 is possible with permission of the instructor. Gen Ed: LB credit. As warranted.


PHYS 305 – University Physics III (4) Laws of electromagnetic are fundamental to understanding of the behavior of matter from tiny atom to enormous galaxies. Studies of electric charges, currents, field and circuits, the magnetic field, and properties of light. Exploration of electromagnetic phenomena, understanding of basic electrical machines, lab experiments in electricity, magnetism and optics. Intended for students interested in science or engineering, technology and applications of mathematics. Lab required. Prerequisite: PHYS 204. Gen Ed: WI, SP & LB credit. Fall.

PHYS 306 – Modern Physics (4) Major developments in physics beginning around 1900. Topics include the mind-warping theory of Einstein’s relativity and the behavior of particles at high speed, and the quantum physics of the tiny worlds of the electron in atoms and molecules. Laboratory work includes study of pioneering experiments leading to the frontiers of present day research and development and developing problem solving skills in the study of matter at small scales, specifically, at the quantum level. Lab required. Prerequisite: PHYS 305. Spring.

PHYS 320 – Mathematics, Science, and Philosophy (3) Selected writings by scientists and philosophers studied with concurrent progress in mathematical and scientific thought from ancient to modern times. Credit not counted toward Physics Major or Minor. Prerequisite: one year of calculus. Gen Ed: SP & WI. As warranted.

PHYS 325 – Energy and the Environment (3) Presents basic physical and quantitative concepts which are needed to understand energy and its environmental interaction. The physical laws come from mechanics, heat and thermodynamics, electricity, and nuclear reactions. A recurring theme is the extraction, transportation, conversion, distribution, end use, and dispersal of energy and the environmental impact of each step. Credit not counted toward the Physics Major or Minor. Prerequisite: one semester of college science. Gen Ed: SP credit. As warranted.

PHYS 330 – Meteorology (3) Components of the atmosphere, atmospheric dynamics, weather elements, weather phenomena and their physical courses, weather maps, weather predictions, operation and use of weather instruments. Prerequisite: one semester of college science. Gen Ed: SP credit. Spring or as warranted.

PHYS 335 – Astronomy (3) Topics include: solar system structure and dynamics, stellar composition and evolution, binary and multiple star systems, galactic structure and evolution, and theories describing the known universe. Included also is the study of the evening sky, constellations, planetary movement, and astronomical instrumentation. Prerequisite: one semester of college science. Gen Ed: SP credit. Spring or as warranted.

PHYS 350 – Elements of Special Relativity (2) Basic principles of special relativity and their application to four-dimensional space-time and particle reactions. As warranted.

PHYS 355 – Electronics (4) This course involves the study of electronic components and their function in electronic circuits, the application of that information to the design of circuits, and a study of the circuits themselves. Topics include: the theory, design, and function of common passive circuit elements, active discrete and integrated solid state devices, analog, and digital circuits. Lab required. Prerequisite: PHYS 305 or equivalent. As warranted.

PHYS 360 – Advanced Physical Laboratory I (3) Advanced experimental work in electricity, magnetism, optics, and atomic, nuclear, and solid state physics. Prerequisites: PHYS 305. Gen Ed: WI credit. Fall or as warranted.

PHYS 361 – Advanced Physical Laboratory II (3) Continuation of PHYS 360. Prerequisite: PHYS 306. Spring or as warranted.

PHYS 370 – Mathematical Physics (3) Mathematical ideas and methods from linear algebra, multivariate calculus, and differential equations are studied and applied to physical problems. Prerequisite: MATH 152. Spring.

PHYS 386 – Optics (3) A study of geometrical and wave optics. Topics include: reflection, refraction, dispersion, diffraction, polarization, lenses, mirrors, optical systems, and fiber optics. Prerequisite: PHYS 305 or equivalent. As warranted.

PHYS 390 – Nuclear Physics (3) A study of nuclear and particle physics. Topics include: natural and artificial radioactivity, nuclear detection devices, particle scattering, models of the nucleus, and modern developments in particle physics. Prerequisite: PHYS 305 or equivalent. As warranted.

PHYS 440 – Physics Laboratory Techniques (1-2) Senior Physics Majors gain experience in the college planetarium. Prerequisites: PHYS 103, 204, 305, PHYS 306, and permission. As warranted.

PHYS 450 – Condensed Matter Physics (3) Studies of what made the computer revolution possible. Course materials are directed towards understanding of the physics of condensed matter, formerly known as Solid State Physics. Major topics are studies of crystalline structure, electromagnetic optical properties of matter, conductors, insulators and semiconducting materials as in diodes and transistors, present day research and applications. Prerequisite: CHEM 106 and PHYS 306. As warranted.

PHYS 465 – Physics Research I (1-3) Designing, performing, interpreting, and summarizing research project in a field of pure or applied physics. Prerequisite: Instructor approval. Fall and Spring.

PHYS 466 – Physics Research II (1-3) A continuation of PHYS 465.
PHYS 475 – Mechanics (3) A study of classical mechanics following the theories of Newton, Lagrange, and Hamilton. Topics include: single and multiple particle motion, rigid body dynamics, moving coordinate systems, and particle interactions. Prerequisite: PHYS 305 and 370 or equivalent. Fall.

PHYS 480 – Electromagnetic Theory I (3) The Industrial Revolution in Europe and elsewhere was the result of progress in theoretical and experimental work in electromagnetism. The course explores the fundamental and experimental work in electromagnetism and the developments at the forefront of the technological worlds. Major Topics are electrostatics, magnetostatics, Maxwell’s equations, electromagnetic waves and their interactions with matter, electromagnetic properties and their applications. Prerequisites: PHYS 305 and 370. As warranted.

PHYS 481 – Electromagnetic Theory II (3) Continuation and further development of topics in PHYS 480. Prerequisite: PHYS 480. As warranted.

PHYS 484 – Thermodynamics and Statistical Mechanics (3) A study of heat, thermodynamics, and statistical mechanics. Topics include: heat, heat engines, entropy and the second law of thermodynamics, thermodynamic potentials, phase transitions, and an introduction to statistical mechanics. Prerequisite: PHYS 305 and 370 or equivalent. Spring or as warranted.

PHYS 490 – Quantum Physics I (3) Exploring the world of quantum physics that cannot be explained by classical physics based on Sir Isaac Newton’s work. Seeking answer to why it came to be accepted as the best description of physics. Learning the techniques of problem solving that include computational work. Major topics include old quantum theory, wave particle duality, uncertainty principle, Schrödinger’s equation, square well potential, harmonic oscillator, the hydrogen atom problem, angular momentum theory, electron spin, fine structure, hyperfine structure, spin-orbit interaction, angular momentum coupling schemes and quantum theory of scattering of particles. Prerequisites: PHYS 305 and 370 or equivalent. As warranted.

PHYS 491 – Quantum Physics II (3) Continuation and further development of topics in PHYS 490. Prerequisite: PHYS 490. As warranted.

PHYS 494 – Physics Seminar (1-3) Students study and discuss contemporary research problems and results in the fields of pure and applied physics. Prerequisite: 22 semester hours of physics courses. Gen Ed: 51 credit. As warranted.

Department of Politics

Contact Person: Philip Neisser, Chair
307 Satterlee, 315-267-2554, neissept@potsdam.edu

Professor: Philip Neisser
Assistant Professors: Timothy Gordinier, Robert Hinckley, Jack McGuire, Stacy Rosenberg, Susanne Zwingel
Visiting Professor: Michael Popovic

Many students study politics in order to prepare for careers in law, government, foreign service, public policy, social action, teaching, business, or some combination of these fields. Many others are drawn to the study of politics because they realize how significantly politics shapes all our lives, from our interpersonal to our international relations. Whether students desire a particular type of employment for which a degree in political science uniquely prepares them, or hope to gain a deeper understanding of how individuals and groups can live together under conditions of greater equality, peace, and justice, their course of study in the politics program will lead them to engage in highly systematic, sophisticated, creative forms of analysis and problem-solving.

Political Science Major (B.A.)
33-36 credit hours required. Plus 3 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>POLS 110 Introduction to U.S. Politics (4 credits)</td>
</tr>
<tr>
<td>POLS 130 Introduction to Comparative Politics (4 credits)</td>
</tr>
<tr>
<td>POLS 140 Introduction to International Relations (4 credits)</td>
</tr>
<tr>
<td>POLS 200 Political Ideas (4 credits)</td>
</tr>
<tr>
<td>POLS 289 Approaching Political Puzzles (4 credits)</td>
</tr>
<tr>
<td>POLS 400 Senior Seminar (4 credits)</td>
</tr>
</tbody>
</table>

*All SUNY Potsdam Politics courses are 4 credits, but students can count up to two 3 credit lower-division Politics courses taken at other colleges towards the Major if those courses have been accepted for transfer and authorized as equivalent in content on the transfer credit evaluation.

Cognate Requirement: one statistics course

3

Plus Limited Electives

11-12*

One upper-division course in three of the following areas. A course cannot be used to fulfill more than one of the three required fields.

- Political Theory (3-4 credits)
- Comparative Politics (3-4 credits)
- International Relations (3-4 credits)
- U.S. Politics (3-4 credits)

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit upper-division Politics courses towards the Major if that course has been (a) taken at another college and accepted as equivalent in content for transfer, or (b) offered by another SUNY Potsdam department and is cross-listed as an upper-division Politics course. Therefore, at least two of the limited electives must be courses taken in the SUNY Potsdam Politics Department.

Notes

1. Students must have at least 70 hours outside any one department. Consequently, majors should not take more than 3 additional courses beyond those required for the major.
2. Students must earn a minimum grade of 2.0 in all courses counted toward the politics major.
3. Only one course (4 credits) for the major can be taken S/U.
4. 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 110</td>
<td>Introduction to U.S. Politics (4 credits)</td>
</tr>
<tr>
<td>POLS 130</td>
<td>Introduction to Comparative Politics (4 credits)</td>
</tr>
<tr>
<td>POLS 140</td>
<td>Introduction to International Relations (4 credits)</td>
</tr>
<tr>
<td>POLS 200</td>
<td>Political Ideas (4 credits)</td>
</tr>
</tbody>
</table>

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit lower-division Politics course taken at another college towards the Politics Minor if that course has been accepted for transfer and authorized as equivalent in content on the transfer credit evaluation.

Credits: 7-8*

Electives

Three 300 or 400 level courses, no more than two of which can be in the same sub-field of the discipline. The four subfields are U.S. politics, political theory, international relations, and comparative politics.

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit upper-division Politics courses towards the Politics Minor if that course has been (a) taken at another college and accepted as equivalent in content for transfer, or (b) offered by another SUNY Potsdam department and cross-listed as an upper-division Politics course. Therefore, at least two of the limited electives must be courses taken in the SUNY Potsdam Politics Department.

Notes

1. Theory Requirement: at least one of the courses taken to complete the minor must be a theory course. This means either Political Ideas (POLS 200) or a 300- or 400-level theory elective.
2. Students must earn a minimum grade of 2.0 in all courses to be counted toward the politics minor.

Pre-Law Minor

18-20 credit hours required. Open to all majors including Politics majors.

The minor provides students concentrated study in U.S. legal systems and provides experience in law-related coursework. Students are able to develop an understanding of the relationship of law and legal institutions to the State and society.

Students who are pre-law minors have the opportunity to develop a fundamental understanding of the key analytical questions concerning legal processes and ideas in the United States.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 110</td>
<td>Introduction to U.S. Politics (4 credits)</td>
</tr>
<tr>
<td>POLS 122</td>
<td>Bioethics and the Law (4 credits) OR</td>
</tr>
<tr>
<td>POLS 312</td>
<td>Crime and Justice (4 credits)</td>
</tr>
</tbody>
</table>

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit lower-division Politics course taken at another college towards the Pre-Law Minor if that course has been accepted for transfer and authorized as equivalent in content on the transfer credit evaluation.

Credits: 7-8*

Elective Courses

11-12*

The Pre-Law Minor requires three upper division law-related electives (3-4 credits each) as identified by the pre-law adviser. One of these courses (approved by the pre-law adviser) may be outside the politics major.

*All SUNY Potsdam Politics courses are 4 credits, but students can count one 3 credit upper-division Politics courses towards the Pre-Law Minor if that course has been (a) taken at another college and accepted as equivalent in content for transfer, or (b) offered by another SUNY Potsdam department and approved as a pre-law course by the pre-law adviser. Therefore, at least two of the limited electives must be courses taken in the SUNY Potsdam Politics Department.

Notes

1. Students must earn a minimum grade of 2.0 in all courses to be counted toward the pre-law minor.
2. Only one upper division law-related elective can count both toward the politics major and the pre-law minor.

Study Abroad, Student Exchange, and Internship Opportunities

Students who study abroad to achieve a better understanding of global issues and other cultures can thereby complete a variety of requirements in the Politics Major. For example, students may study African politics, international relations in Mexico, or U.S. politics from the perspective of political scientists in such places as Australia, England, Denmark, Sweden, and the Netherlands. Students can also complete politics requirements at other colleges and universities within the U.S. through the National Student Exchange (NSE) and can take advantage of popular legal, public policy, and legislative internships in St. Lawrence County, Albany, and Washington, D.C.

Politics Course Descriptions

Note: Most required courses are offered each semester, and most electives are offered every year or every other year. Also, a number of courses satisfy requirements in interdisciplinary programs such as Criminal Justice, Environmental Studies, Human Services, U.S. and Global Studies, and Women’s and Gender Studies. Contact the department chair for more information.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

POLS 195, 295, 395, 495 – Special Topics (1-4)

POLS 198, 298, 398, 498 – Tutorial (1-4)

Introductory Courses

POLS 100 – Introduction to Politics (4 credits) Introduces the fundamental questions, answers, and methods of discovery surrounding the creation of a civilized society. The perennial questions that this class addresses include - What is the good life? What is justice? And how should we balance individual rights and the broader interests of society? Classic and contemporary methods of investigating these questions are explored. Emphasis will vary with instructor.

POLS 110 – Introduction to U.S. Politics (4 credits) Gives an introduction to the major political institutions in U.S. national politics and the behavior of individuals and groups involved with these institutions. Gen Ed: SA credit, and occasionally taught for FS or WI credit. Fall and Spring.

POLS 122 – Bioethics and the Law (4 credits) Examines the ethical and legal issues raised by developments in human biology and medicine. Topics discussed will include withdrawal of life support, abortion and genetic privacy. Gen Ed: PI, FC credit; also rarely taught for FS or WI credit. Fall and Spring.

POLS 140 Introduction to International Relations (4 credits)
POLS 110 – Political Ideas (4) Considers major perennial political problems. Introduces concepts and analytical techniques used in the search for appropriate responses to those problems. Gen Ed: PI credit. Fall and Spring.

POLS 125 – Women’s and Gender Studies I (4) As the foundation course for the Women’s and Gender Studies program, this course provides an introduction to the multidisciplinary field of women’s and gender studies. By exploring feminist theories, paradigms, and critiques, the course offers opportunities to explore the relationships of gender, race, class, and sexual orientation and to examine feminist struggles worldwide for equality and justice. Cross-listed as WMST 100.

POLS 130 – Introduction to Comparative Politics (4) Gives an introduction to basic concepts in comparative political analysis and application of them to selected countries from diverse regions of the world. We will explore the formal political institutions in each country, as well as less formal aspects including political values and culture. We will also examine how society, economy, and globalization help shape domestic politics. Gen Ed: XC credit. Most semesters.

POLS 140 – Introduction to International Relations (4) Introduces students to fundamental issues in the study of global politics. We look at today’s international politics in a historical perspective by reading different theoretical approaches within the discipline of International Relations and discussing their main arguments and “world views.” The course covers important topics such as the role of international organizations, war and peace, globalization and environmental cooperation. Most semesters.

POLS 200 – Political Ideas (4) Considers major perennial political problems. Introduces concepts and analytical techniques used in the search for appropriate responses to those problems. Gen Ed: PI credit. Fall and Spring.

Capstone Courses

POLS 289 – Approaching Political Puzzles (4) Introduces students to the process of writing an original undergraduate research paper in the field of Political Science. Part 1 of the course is devoted to reading and understanding professional research reports. The focus of part 2 is writing a literature review in response to a research question. In Part 3, students become familiar with common research designs and methods of analysis. Prerequisites: any 2 of the following: POLS 110, 130, 140, or 200. Fall.

POLS 400 – Senior Seminar (4) Acquaints students with principles of performance and research in the discipline of political science. Students write a major research paper. Prerequisite: junior or senior standing. 12-16 semester hours in Political Science recommended. Prerequisites: POLS 110, 130, 140, 200 and 289 as well as one of the following: STAT 100, MATH 125, or CIS 125. Gen Ed: WI credit. Fall and Spring.

Political Theory Courses

POLS 316 – Power and Democracy (4) Considers the structure of power; the effects of social class, economic structure and political ideology on the distribution of political power; and the implications for democratic theory and practice. Prerequisite: POLS 110 or 200. Gen Ed: SA credit.

POLS 347 – Post-Colonial Theories and Societies (4) Demonstrates that the history of material and ideological dependence of most parts of the Global South on imperial powers has not simply ended with decolonization. To better understand this situation, we analyze the post-colonial production of knowledge that is still based on Western domination. Prerequisite: sophomore standing. Gen Ed: XC credit. Occasionally.

POLS 353 – Feminist Political Thought (4) Gives an overview of feminist political theorizing and aims to make students familiar with feminist political ideas as results of specific historical contexts and controversies. Students are encouraged to develop their own viewpoints in response to the readings and to reflect upon the conditions of the production of knowledge. Prerequisite: POLS 125, WMST 100, or POLS 200. Gen Ed: PI credit. Alternate years.

POLS 354 – Western Political Thought (4) A selective survey of original classics of Western political theory plus a look at commentary. We will consider Plato, Aristotle, Hobbes, Rousseau, Marx, Locke, and others. Prerequisite: POLS 200. Gen Ed: PI & WC credit. Alternate years.

U.S. Politics Courses

POLS 301 – U.S. Parties, Elections & Interest Groups (4) Examines the historical and contemporary understandings of parties, elections, and interest groups. Their historical development, institutionalization, and importance to our political system are explored within the context of citizen participation. Prerequisite: POLS 110. Occasionally.

POLS 302 – American Media & Politics (4) Allows students to gain a deeper understanding of the interrelationships between mass media, the mass public and public officials. We will study the reciprocal relations between the media, the public and public officials in an effort to think more systematically and become better consumers of political news. Pre-requisite: POLS 110. Prerequisite: POLS 110. Occasionally.

POLS 306 – Congress and the Presidency (4) Examines the historical and contemporary understandings of the Congress and Presidency. We explore each institution separately as well as their relationship with each other, with particular emphasis on presidential-congressional budgeting and policy-making. Prerequisite: POLS 110. Gen Ed: SA credit. Occasionally.

POLS 312 – Crime and Justice (4) Gives an introduction to the U.S. legal system with emphasis on the criminal justice system. This course will focus on the rights of the accused as found in the 4th, 5th, 6th, 8th and Fourteenth Amendments. Prerequisite: POLS 110 or SOCI 103. Gen Ed: SA credit. Every year.

POLS 313 – U.S. Public Opinion (4) Examines public opinion and mass political behavior in the United States. Among the topics to be explored are the ways in which ordinary citizens make sense of their political world, the quality and sophistication of public opinion, the interplay between mass attitudes and public policy, and the motivations that underlie political participation and electoral choice. Prerequisite: POLS 110.

POLS 321 – Politics and the Judicial Process (4) Gives a legal-political analysis of the institutions and factors shaping judicial behavior and decision-making. Emphasis is placed upon the federal political system, particularly the Supreme Court of the U.S. Prerequisite: POLS 110. Gen Ed: SA credit. Every year.

POLS 322 – State and Local Government (4) Examines the conflict and cooperation between the state, local, and federal units of government in the United States. Students are asked to develop an understanding of American state and local politics, institutions, and public policy, and also consider how and where they, as a community member and (for most) a citizen – can engage politically. Prerequisite: POLS 110. Gen Ed: SA credit. Alternate years.

POLS 323 – Welfare Policy Research (4) Examines U.S. welfare policy with an emphasis on factors influencing the development of the modern welfare state and its effects on the poor. Students engage in original research in order to analyze and assess contemporary welfare policy in the light of the historical, economic, and regional contexts in which it operates. Each student group orally presents its research results at the end of the semester and each student writes a paper summarizing his or her contribution. Prerequisite: POLS 110, 125, SOCI 101, or 325.

POLS 324 – Natural Resource Policy (4) Examines historical and current natural resource policy and management in the U.S. Emphasis will be placed on the political, legal, economic, ecological, and social context in which public land management decisions are made at the national, state, and local level. Prerequisite: sophomore standing. Every year.

POLS 325 – U.S. Public Policy & Administration (4) Examines the creation of U.S. public policies, the policy making process, administrative institutions, organizational theory, and accountability by public officials in elected offices and bureaucracies. Prerequisite: POLS 110. Occasionally.

POLS 327 – Law and Society (4) Examines how society and the courts interact with each other when controversial policies, such as racial integration are being implemented by judges. It will also explore strategies of defiance of judicial rulings and how courts respond to cues from other political institutions and the manner in which new social developments influence judicial thinking and behavior. Pre-requisite: POLS 110. Spring.

POLS 348 – Water Policy (4) Provides an overview of water resource policy and management at the global, national, and regional scale. Course will begin with a focus on global water issues and the complexity in managing this increasingly important resource. Course will highlight U.S. water policy and management issues and will emphasize the historical roots of today’s water resource policies; as well as, explore regional water issues. Prerequisite: sophomore standing. Fall.
POLS 335 – Politics and the Environment (4) Examines the environmental movement, governmental institutions and policymaking as it relates to the environmental problems, the ways to think about the interactions of humans with the natural and built environments and the searches for grassroots solutions to environmental problems. There is also a focus on national institutions and structures aimed at imparting an understanding of presidential leadership, congressional gridlock and judicial environmental policy. Prerequisite: POLS 110.

POLS 410 – Politics of the Family (4) Explores the relationships between family structures and other political structures to determine how family forms and ideals effect power inside and outside the family. The family values debate is considered as well. Prerequisite: POLS 125, 200, SOCI 101, or 325. Occasionally.

POLS 412 – Constitutional Law (4) Study of the early formation of U.S. Constitutional law role of the U.S. Supreme Court, with emphasis on issue of federalism. Prerequisite: POLS 110. Gen Ed: AH & WI credit. Spring.

POLS 413 – Civil Liberties I: Freedom of Expression and Religion (4) Legal-political analysis of the development of national policy regarding the First Amendment with emphasis on Supreme Court decisions dealing with obscenity, libel, subversive speech and religious freedom. Prerequisite: POLS 110. Recommended prerequisite: POLS 321. Gen Ed: SA credit. Alternate years.

POLS 414 – Environmental Law (4) Provides a survey and analysis of statutes, both state and federal, regulating water, soil, air pollution, resource conservation and recovery, and the actions of the Environmental Protection Agency. The course also addresses questions pertaining to problems of implementation, interpretation, enforcement, and development of environmental laws. In addition, the course examines New York State environmental laws, the New York State Constitution, especially Article 14 and other rules and regulations that pertain to the Adirondack Park. Prerequisite: POLS 110. Occasionally.

POLS 415 – Civil Liberties II: Race, Sex & Privacy (4) Gives a focus on the Supreme Court's interpretation of the equal protection clause of the Fourteenth Amendment as well as the Court's development of the constitutional right to privacy. Prerequisite: POLS 110. Gen Ed: SA credit. Occasionally.

POLS 420 – Recent U.S. Foreign Policy (4) Political process by which foreign policy is made; origins and character of Cold War; and role and interests of the United States in a post-cold war world. Prerequisite: POLS 200. Gen Ed: WI credit. Occasionally.

POLS 490 – Legal Internship (4) Students assigned to members of legal profession. Nature of work generally includes legal research, attendance at trials and drafting of briefs or legal memoranda. Students prepare term paper dealing with an aspect of the law to which they have been exposed. Prerequisites: POLS 321, outstanding work in law-related courses and permission. Every semester.

POLS 491 – Public Policy Internship (4) During summer or regular semesters, students work as researchers and administrative assistants with policy implementing government and non-governmental agencies. Prerequisite: permission. Every semester.

POLS 492 – Internship Seminar (3) Conducted in conjunction with New York State Senate and Assembly Internship Programs or the Washington Brockport Internship Program. Students must complete all requirements of their internship program (including the completion of POLS 494) and write an in-depth term project or paper. Prerequisite: junior or senior status and permission. Open to all majors.

POLS 494 – Political Science Internship (12) Conducted in conjunction with New York State Senate and Assembly Internship Program or Washington Brockport Internship. MUST be taken concurrently with POLS 492 for a maximum of 15 semester hours combined. Prerequisite: junior or senior status and permission. Open to all majors.

International Relations Courses

POLS 332 – Women and Politics (4) Explores the impact of male-dominated politics on women and development of feminist politics from U.S., international, and comparative perspectives. It also examines gender, race and class relations in politics of international relations, state, workplace, community and family. Prerequisite: POLS 125/WMST 100 or 200. Gen Ed: SI credit. Alternate years.

POLS 335 – Peace and Conflict Resolution (4) Explores different forms of conflict—from non-violent to violent—and their underlying dynamics. It addresses the following questions: Why can some conflicts be managed in a peaceful way, while others end in genocide? What are causes of conflict? What role does the cultural context, the state, the military, the economy, the gender order and ethnicity and nationalism play in conflicts? What are techniques to mediate and transform conflicts? And how in the aftermath of a conflict, can peace be made sustainable? Prerequisite: junior standing. Gen Ed: Occasionally taught for WI and SI credit. Occasionally.

POLS 337 – International Political Economy (4) Examines both current and past events with international political and economic ramifications, as well as theories that seek to provide systematic explanations for the economic behavior of states. This course is concerned with the interactions and tensions between states and markets.

POLS 338 – International Human Rights (4) Introduces Human Rights as an international concern. It sheds light on the theoretical contestations of the concept and on political practices to make human rights a reality, such as the monitoring system of the United Nations, domestic and foreign policies of selected states and transnational organizations’ efforts to work for human dignity, e.g. in the field of indigenous or women’s rights. Prerequisite: junior standing. Gen Ed: XC credit. Every year.

POLS 340 – International Environmental Policy (4) Examines the emergence of global environmental politics with a focus on three areas: (1) historical analysis of the “road from Stockholm to Rio” and the connected concept of sustainability, (2) international environmental regimes and diplomacy, and (3) the role developing countries do and might play in global environmental governance. It begins by examining the scope of environmental agreements and the language of international environmental cooperation. The focus then shifts to the global level by analyzing the actors in the international arena and the differing approaches to world politics. Prerequisite: POLS 110.

POLS 344 – Global Climate Change (4) Explores the human dimensions of global climate change (GCC) and highlight current U.S. policies related to GCC. We will investigate the expected impacts and the diversity of proposed mitigation and adaptation strategies. The class will develop group projects to educate the local community on climate change issues and conduct hands-on activities on Earth Day. Prerequisite: sophomore standing. Every year.

POLS 346 – North American Environmental Policy (4) Since the late 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 relate to the economy and individual rights. The point of departure in this course will be the study of environmental policies in Canada, Mexico and the United States. By stressing one substantive policy area that encompasses both individual and state decision making in the marketplace, students will be introduced to these important concepts, facilitating both their understanding of the subfield of politics and their understanding of North American environmental policy. Prerequisite: POLS 110. Occasionally.

POLS 347 – Post-Colonial Theories and Societies (4) Demonstrates that the history of material and ideological dependency of most parts of the Global South on imperial powers has not simply ended with decolonization. To better understand this situation, we analyze the post-colonial production of knowledge that is still based on Western domination. Prerequisite: sophomore standing. Gen Ed: XC credit. Occasionally.

POLS 348 – Water Policy (4) Provides an overview of water resource policy and management at the global, national, and regional scale. Course will begin with a focus on global water issues and the complexity in managing this increasingly important resource. Course will highlight U.S. water policy and management issues and will emphasize the historical roots of today’s water resource policies; as well as, explore regional water issues. Prerequisite: sophomore standing. Fall

POLS 420 – Recent U.S. Foreign Policy (4) Political process by which foreign policy is made; origins and character of Cold War; and role and interests of the United States in a post-cold war world. Prerequisite: POLS 200. Gen Ed: WI credit. Occasionally.

POLS 432 – Politics of Global Inequality (4) Provides a historical overview of the evolution of the international capitalist system. Several competing explanations for the division of the global economy into “haves” and “have-nots” are evaluated. We also explore contemporary issues such as the debt crisis, economic development strategies, the role of transnational corporations, and environmental degradation, with an emphasis on specific country examples. Prerequisite: sophomore standing. Gen Ed: XC credit. Alternate years.
Comparative Politics Courses
POLS 326 – Political Intolerance (4) Explores the sources of both political tolerance and intolerance within the general public, including the role played by inter-group prejudice. Cases include Russia, South Africa, and the United States. Emphasis on developing the ability to conduct and speak about social science research. Prerequisite: junior or senior standing. Gen Ed: SI credit.

POLS 332 – Women and Politics (4) Explores the impact of male-dominated politics on women and development of feminist politics from U.S., international, and comparative perspectives. It also examines gender, race and class relations in politics of international relations, state, workplace, community and family. Prerequisite: POLS 125/WMST 100 or 200. Gen Ed: SI credit. Alternate years.

POLS 334 – Democracy Lab (4) Investigates what makes democratic political systems effective, responsive, and accountable to the people. Alternative cultural and theoretical perspectives on democracy are also explored. Cases include national and regional political systems in the United States, Europe, and the former Soviet Union. Prerequisite: sophomore standing.

POLS 335 – Peace and Conflict Resolution (4) Explores different forms of conflict—from non-violent to violent—and their underlying dynamics. It addresses the following questions: Why can some conflicts be managed in a peaceful way, while others end in genocide? What are causes of conflict? What role does the cultural context, the state, the military, the economy, the gender order and ethnicity and nationalism play in conflicts? What are techniques to mediate and transform conflicts? And how in the aftermath of a conflict, can peace be made sustainable? Prerequisite: junior standing. Gen Ed: Occasionally taught for WI and SI credit. Occasionally.

POLS 339 – Citizen Politics (4) Explores why, when and how ordinary citizens participate in democratic politics. We will study what motivates participation—i.e., why individuals get involved—when citizens choose to join the political process, and how the modes of participation in advanced, industrial democracies may be changing from traditional party politics to new forms of involvement. Prerequisite: junior or senior standing.

POLS 344 – Global Climate Change (4) Explores the human dimensions of global climate change (GCC) and highlight current U.S. policies related to GCC. We will investigate the expected impacts and the diversity of proposed mitigation and adaptation strategies. The class will develop group projects to educate the local community on climate change issues and conduct hands-on activities on Earth Day. Prerequisite: sophomore standing. Every year.

POLS 432 – Politics of Global Inequality (4) Provides a historical overview of the evolution of the international capitalist system. Several competing explanations for the division of the global economy into “haves” and “have-nots” are evaluated. We also explore contemporary issues such as the debt crisis, economic development strategies, the role of transnational corporations, and environmental degradation, with an emphasis on specific country examples. Prerequisite: sophomore standing. Gen Ed: XC credit. Alternate years.

Department of Psychology
Contact Person: Arlene M. Stillwell, Chair
156 Flagg, 315-267-4808, stillwam@potsdam.edu

Professors: Victor J. DeGhett, Nancy Dodge-Reyome, William E. Herman, Margaret E. Madden, Gregory Reichhart, David Smith, Arlene M. Stillwell, James Terhune

 Associate Professors: Heather M. Beauchamp, Thomas J. Gerstenberger, Carrie B. Scherzer, Michael A. Tissaw, Richard W. Williams

Psychology Major (B.A.)
34 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>PSYC 100</td>
</tr>
<tr>
<td></td>
<td>PSYC 300</td>
</tr>
</tbody>
</table>

Group I: two of the following

|       | PSYC 340 Human Learning and Memory |
|       | PSYC 380 Animal Behavior |
|       | PSYC 381 Biopsychology |
|       | PSYC 384 Cognitive Psychology |
|       | PSYC 385 Sensory Psychology I: Vision OR |
|       | PSYC 386 Sensory Psychology II: Hearing |
|       | PSYC 400 History of Psychology |

Group II: two of the following

|       | PSYC 320 Advanced Topics in Child Development 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

Notes
1. Except for tutorial study, independent study and internships, any psychology course, including courses from Groups I and II, may be used as electives.
2. No course may be counted twice.
3. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the major. Students considering opting to S/U a psychology course should consult their advisers.
4. Independent studies and internships do not satisfy psychology major requirements.
5. 15 upper-division credits are required to complete the major. PSYC 300 and non-psychology cognate or non-cognate courses cannot be used to meet upper division requirements.
6. Residence requirement: a minimum of 15 upper-division psychology credits must be completed at this college.
7. Transfer of credits – the following three requirements must be met:
   a. Courses transferred into the major must be approved by the Psychology Department Chair.
   b. The Department will accept transfer credits for PSYC 100 and statistics if they are at least 3 credit hours and students have earned a minimum of 2.0 or its equivalent (e.g., C). All other
transferred courses MAY be accepted as meeting the “Elective” requirement.
*If a transferred course is equivalent to a Group I or Group II course, a line will be drawn through the Group I or II course equivalent, and the student must take another course from that group. PSYC 300 is required to be completed at SUNY Potsdam. *Students may petition the Chair to have a transferred course accepted for transfer credit toward the major.

c. All courses transferred from two-year colleges carry lower division credit only.

Recommended Coursework Outside the Major
Students are urged to consult with the chair and a departmental adviser to ensure that educational and professional objectives are met.

Psychology Honors Program
40-43 credit hours required.

The Psychology Honors Program is intended to foster graduate level experiences while at an undergraduate level, so that students completing this program will have the skills and training necessary for successful graduate study. In the Psychology Honors Program, the student gains experience in research, improves his/her written and oral communication skills, and gains a greater understanding of the field of psychology.

A student who has and maintains at least a 3.5 GPA (overall and in psychology) is eligible for the Psychology Honors Program. *The Honors student starts by taking Honors Seminar (PSYC-494), typically in the spring semester of his/her junior year. The student selects a topic for his/her research and develops a research proposal during Honors Seminar. The Honors student selects a major adviser and two other psychology faculty as committee members. In the senior year, the student finalizes his/her project, collects and analyzes data, and presents his/her results to the committee, the department, and to others who are interested. Completion of the written thesis is the final step in the Honors degree process. Students who successfully complete this program graduate with an Honors distinction on their diploma.

In addition to the psychology major requirements, the Honors student is required to complete Honors Seminar and Honors Thesis Research I. Also, most students will take Honors Thesis Research II (though this is not a formal requirement).

*A student may petition the committee if their GPA falls below the stated requirements.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of the Psychology major (34 credits)</td>
<td>34</td>
</tr>
<tr>
<td>PSYC 494 Honors Seminar</td>
<td></td>
</tr>
<tr>
<td>PSYC 496 Honors Thesis Research I</td>
<td></td>
</tr>
</tbody>
</table>

Note: one elective course must relate to the honors project

Optional Course
PSYC 499 Honors Thesis Research II

Elective Courses
6

Notes
1. Except for tutorial study, independent study and internships, any psychology course, including courses from Groups I and II, may be used as electives.
2. No course may be counted twice.
3. Grade requirement: all above courses must be passed with a minimum grade of 2.0 to count toward the major. Students considering opting to S/U a psychology course should consult their advisers.
4. Independent studies and internships do not satisfy psychology major requirements.
5. 12 upper-division credits are required to complete the major. PSYC 300 and non-psychology cognate or non-cognate courses cannot be used to meet upper division requirements.
6. Residence requirement: a minimum of 12 upper-division psychology credits must be completed at this college.
7. Transfer of credits – the following three requirements must be met:
   a. Courses transferred into the major must be approved by the Psychology Department Chair.
   b. The Department will accept transfer credits for PSYC 100 and statistics if they are at least 3 credit hours and students have earned a minimum of 2.0 or its equivalent (e.g., C). All other transferred courses MAY be accepted as meeting the “Elective” requirement.
   *If a transferred course is equivalent to a Group I or Group II course, a line will be drawn through the Group I or II course equivalent, and the student must take another course from that

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:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 100 Statistics (or MATH 125/CIS 125)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 300 Research Methods in Psychology (4 credits)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group I: one of the following</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 340 Human Learning and Memory</td>
<td></td>
</tr>
<tr>
<td>PSYC 380 Animal Behavior</td>
<td></td>
</tr>
<tr>
<td>PSYC 381 Biopsychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 384 Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 385 Sensory Psychology I: Vision</td>
<td></td>
</tr>
<tr>
<td>PSYC 386 Sensory Psychology II: Hearing</td>
<td></td>
</tr>
<tr>
<td>PSYC 400 History of Psychology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group II: one of the following</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 320 Advanced Topics in Child Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 322 Mental Retardation</td>
<td></td>
</tr>
<tr>
<td>PSYC 330 Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 370 Theories of Personality</td>
<td></td>
</tr>
<tr>
<td>PSYC 375 Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 390 Tests and Measurements</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses
6
group. PSYC 300 is required to be completed at SUNY Potsdam.  
*Students may petition the Chair to have a transferred course accepted for transfer credit toward the major.  
c. All courses transferred from two-year colleges carry lower division credit only.

**Pre-Creative Arts Therapy Minor**  
18-19 credit hours required. Plus 0-3 credits of cognates. Closed to Psychology majors and minors.

The courses for this minor were selected from those prerequisite skills necessary to apply for graduate programs that will enable licensure as a Creative Arts Therapist in New York State as well as courses providing a background in fundamental skills in psychology (i.e., an understanding of cause and effect, reliability and validity). Creative Arts Therapy includes art, dance, theatre, poetry or writing therapy.

Although this minor is not intended to fully train students in Creative Arts Therapy, it will prepare students for further study in this area. Students interested in music therapy should seek a concentration in Special Music Education.

This minor is for individuals who are majors in Studio Art, 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:*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td></td>
</tr>
<tr>
<td>PSYC 220</td>
<td></td>
</tr>
<tr>
<td>PSYC 321</td>
<td></td>
</tr>
<tr>
<td>PSYC 300</td>
<td></td>
</tr>
<tr>
<td>PSYC 322</td>
<td></td>
</tr>
<tr>
<td>PSYC 364</td>
<td></td>
</tr>
<tr>
<td>PSYC 370</td>
<td></td>
</tr>
<tr>
<td>PSYC 375</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Requirement</th>
<th>0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>If Research Methods is selected, STAT 100 or its equivalent is required.</td>
<td></td>
</tr>
</tbody>
</table>

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 45 for a description of non-liberal arts credits.

PSYC 195, 295, 395, 495 – Special Topics (1-12)  
PSYC 198, 298, 398, 498 – Tutorial (1-3)  

PSYC 100 – Introduction to Psychology (3) Survey of the science of psychology; what psychologists do, methods they use, and conclusions they draw. Gen Ed: SA credit. Fall and Spring.

PSYC 111 – Exploring Psychology (1) This class is designed to provide first-year students with a focused look at the field of Psychology, the Psychology faculty and major at SUNY Potsdam, as well as related fields and opportunities. First and second year students only.

PSYC 220 – Child Development (3) Major issues, topics and theories of child development with emphasis on early years. Gen Ed: SA credit. Fall and Spring.

PSYC 270 – Issues of Exceptionality (3) Human exceptionality: historical and cross-cultural perspective. Not currently offered.

PSYC 300 – Research Methods in Psychology (4) Introductory laboratory course examining research methods, experimental designs and basic experimental theory. Psychology writing style is developed using data from animal and/or human studies. Lecture and lab. Prerequisites: PSYC 100, Introductory Statistics. Gen Ed: WI credit. Fall and Spring.

PSYC 301 – @Teaching of Psychology (3) Tutoring students enrolled in various psychology courses. Tutors work closely with instructor to learn more effective means of teaching. Prerequisite: permission. As warranted.

PSYC 313 – Cognitive Development (3) Designed to explore cognitive development during childhood and adolescence. Focuses on changes in children's thinking that occur over time in a variety of domains. Topics: current approaches and theories
of cognitive development, developmental changes in memory, perception and language; assessment of intelligence and creativity; cognitive bases of such social phenomena as perspective taking and moral reasoning. As warranted.

PSYC 320 – Advanced Topics in Child Development (3) Theories of human development, study of the child in various contexts (e.g., school, home), cognitive development. Prerequisites: A General Education Freshman Speaking course and either PSYC 100 or 220. Offered occasionally.


PSYC 322 – Mental Retardation (3) Causes, assessment techniques, etiological classification and theories of retardation. Prerequisites: PSYC 100 and 220 or permission. Fall.

PSYC 323 – Adulthood, Middle Age and Aging (3) Psychological, biological and sociological aspects of development from early adult years to death. Theories of aging and bio-physiological aspects of aging. Prerequisites: PSYC 100 and 220. Offered occasionally.

PSYC 330 – Social Psychology (3) An introduction to the social side of human behavior. Topics include: aggression, prejudice, attitudes, group behavior, attraction and relationships. Prerequisites: PSYC 100 and 300, or SOCI 315.

PSYC 337 – Audiologic Principles in Hearing (3) Acoustics, anatomy and physiology of the ear; theories of hearing, hearing disorders and their treatment. Basic methods of audiometric testing with limited practicum and observation in a clinical setting. As warranted.

PSYC 340 – Human Learning and Memory (3) This course will provide an overview of the scientific and theoretical approaches to the basic principles of human learning and memory. Particular emphasis will be placed on how these principles apply to educational and therapeutic settings. Prerequisites: PSYC 100 and 300. Spring.

PSYC 350 – Educational Psychology (3) Human behavior in educational settings; the effective teacher, role of motivation, use of tests and testing, exceptional children, learning, teacher roles, classroom management and control. Prerequisites: PSYC 100, 220 or 321, and junior or senior standing. Fall and Spring.

PSYC361 – Elements of Behavior Modification (3) Basic principles of behavior, their application to human behavior, the influence of social and physical environments and modification of behavior in natural and institutional settings. Prerequisite: PSYC 300 or permission. Offered occasionally.

PSYC 363 – Psychology of Women (3) A survey of women’s psychological development from infancy through adulthood and how it is influenced by social and biological factors relevant to women. This course is usually conducted as a seminar. Offered occasionally.

PSYC 364 – Counseling Theory and Methods (3) Provides an introduction to the major historical theories of counseling and some of the counseling methods used by proponents of these theories. Prerequisite: PSYC 370 or 375.

PSYCH 370 – Theories of Personality (3) Exposition and critical examination of the major schools of thought in personality theory. Prerequisites: PSYC 100 and 6 hours in psychology.

PSYC375 – Abnormal Psychology (3) An in-depth investigation into the symptoms and causes of the major diagnoses in use today. Included is the concept of “mental health” vs. “mental illness” and the major theories of abnormality. Prerequisite: PSYC 100.

PSYC 376 – Child Psychopathology (3) This course focuses on issues of childhood mental illness. Examination of psychiatric disorders, issues of abuse and neglect, and social/cultural issues are also examined. Prerequisite: PSYC 375.

PSYC 377 – Forensic Psychology (3) This course covers the major issues related to psychology and the law. It covers such topics as: expert testimony, eyewitness accounts, false memory, lie detection, malingered, jury selection, criminal profiling, interviewing techniques, and the use of psychological testing. It is expected that students will gain a psychological understanding of the legal system. Prerequisite: PSYC 100.

PSYC 380 – Animal Behavior (3) Behavioral adaptations found in broad sampling of vertebrate and invertebrate animal species. Emphasis on systems involved in survival and adaptation. Prerequisite applies to majors only: PSYC 300.

PSYC 381 – Biopsychology (3) Neurophysiological bases of psychological processes. Basic anatomy, chemistry and cell electrophysiology, as related to behavior are emphasized. Sensory processes, sleep and sex are also discussed. Prerequisites: PSYC 100 and 300.

PSYC 382 – Biopsychology Laboratory (3) Advanced instruction and laboratory exercises in human and non-human physiological psychology using contemporary instruments, techniques and methodologies. Prerequisite: PSYC 381. As warranted.

PSYC 383 – Drugs and Behavior (3) This course is a scientific approach to the way in which psychoactive drugs of use and abuse influence brain and behavior. Major addictive drugs such as cocaine, amphetamine, heroin, nicotine, alcohol, and other illicit substances such as LSD, marijuana and synthetic analogs are discussed. Also, psychiatric medications (e.g., antidepressants, anxiolytics and antipsychotics are also discussed in terms of modes of activity and behavior outcomes. Mechanisms of action within the brain, various perspectives of addiction and withdrawal, and treatments will be discussed. Prerequisites: PSYC 100 and 300. Offered occasionally.

PSYC 384 – Cognitive Psychology (3) Cognitive psychology involves the experimental study of mental representation and processing in its various manifestations: cognitive science, attention, pattern recognition, reasoning, problem solving, cognitive development, artificial intelligence, and linguistic processing. Prerequisites: PSYC 100 and 300. Fall.

PSYC 385 – Sensory Psychology I: Vision (3) Processes by which physical stimuli are translated into psychological phenomena and organized into perceptions. Emphasis on vision, taste, touch, smell. Prerequisite: PSYC 300. Fall.

PSYC 386 – Sensory Psychology II: Hearing (3) Transforming acoustic vibrations; encoding and perceiving them as tones, noise, speech, etc.; Topics: sound and middle ear function, anatomy and electrophysiology of inner ear and nervous system, psychoacoustic measurement of pitch and loudness, masking, critical bandwidth, frequency discrimination, binaural hearing and perception. Prerequisite: PSYC 300 or permission. Spring.

PSYC 390 – Tests and Measurements (3) Principles of psychological testing and assessment. Test construction and evaluation, clinical techniques, evaluation and comparison, and ethical questions related to these methods. Prerequisites: course in statistics and junior or senior standing. Offered occasionally.

PSYC 392 – Experimental Psychology (4) Basic experimental design for research in some or all of the modern areas of experimental psychology. As warranted.

PSYC 400 – History of Psychology (3) Why is psychology the way it is? Where did it come from and where is it going? Recommended for potential graduate students. Prerequisites: PSYC 100, 300 and senior standing. Fall.

PSYC 401 – Seminar on Evolution (3) Implications and applications of evolutionary theory, paleontological, biological and behavioral evidence for evolution, and impact on natural and social sciences. Prerequisite: junior or senior standing. Cross-listed with the Geology Department. Fall.

PSYC 405 – Wittgenstein and Psychology (3) This course examines conceptual problems in psychology through the lens of Ludwig Wittgenstein’s (1889-1951) later writings. Topics include meaning and understanding, rule-following, cognition, intention, and the emotions.

PSYC 415 – Research in Psychology (3) Guided research in area chosen by instructor. Topics announced as course is offered. No more than 3 credits of Research in Psychology may be used as elective in psychology, and no more than 6 credits may be taken in student’s career. Prerequisites: junior or senior standing and permission of instructor. Offered occasionally.

PSYC 416 – Research in Psychology (2) Same as PSYC 415.

PSYC 417 – Research in Psychology (1) Same as PSYC 415.

PSYC 424 – Child Maltreatment (3) Exploring the field of knowledge pertaining to child and adolescent maltreatment with emphasis on understanding the impact of maltreatment on child/adolescent development. The course is a seminar with considerable student participation expected. Offered occasionally.
PSYC 444 – Internship in Psychology (1-5) Student-arranged internship provides direct experience and training in human service settings. Prerequisite: instructor permission and junior or senior standing. As warranted.

PSYC 445 – Internship in Psychology (6-12) Same as PSYC 444.

PSYC 451 – Psychology and Sci Fi: Honors (3) This course explores the intersection of the field of psychology and social science fiction. The rich portrayal of psychology and social science fiction serves as a unique vantage point to understand the impact of science upon literature, film, and what it means to be human in a social setting. Prerequisite: Admission to Honors Program and completion of an introduction to a social science discipline (e.g., PSYC 100, SOCI 101, ANTC 102) or permission of the instructor. Fall.

PSYC 480 – Sociobiology (3) Central theoretical structure of sociobiology, data supporting the theory, implications of the theory and criticisms. Human and animal social behavior. Prerequisite: PSYC 380 or permission. As warranted.

PSYC 484 – Psychology of Language (3) Theory and research on topics such as language development, the biological basis of language, language comprehension and production, and the role of culture.

PSYC 493 – Seminar in Psychology (3) Student selection of topics determines content. Instructor presents current issues in psychology throughout semester. Prerequisites: Junior or Senior standing, at least 12 semester hours in psychology or permission. Gen. Ed: SI credit. Offered occasionally.


PSYC 496 – Honors Thesis Research I (3) Selection, preparation and beginning of Honors Thesis. As warranted.

PSYC 499 – Honors Thesis Research II (3) Completion and defense of written Honors Thesis. As warranted.

Statistics

STAT 100 – Statistics (3) Variability, uncertainty, techniques of data description, sampling, hypothesis testing and regression. Not open to students who have completed another entry-level statistics course. Prerequisite: high school algebra or equivalent.

STAT 200 – Correlation and Regression (3) Correlation, regression and their related bivariate and multivariate techniques like discriminant function analysis, path analysis, cluster analysis, factor analysis, etc. Emphasis will be place on the application of these statistical procedures in psychological and social research and theory. Students will gain some experience using SPSS. Prerequisite: STAT 100 or other introductory statistics course. Spring.

STAT 300 – Statistical Methods (3) T-tests, F-tests, multiple regression, analysis of variance, basic non-parametric techniques, some multivariate techniques of hypothesis testing. Prerequisites: STAT 100 or other introductory statistics course.

Department of Sociology

Contact Person: J. Patrick Turbett, Chair
313 Satterlee, 315-267-2567, turbetjp@potsdam.edu

Distinguished Service Professor: Frank McLaughlin
Professors: Jacqueline Goodman, George Gonos, J. Patrick Turbett
Associate Professors: Jeremy van Blommestein, Nancy Lewis, Heather Sullivan-Catlin
Assistant Professors: David Bugg
Instructor: Kristen Van Hooreweghe

Policies for All Majors and Minors

The following policies apply to all of the Sociology Department’s programs:
1. Students must earn a minimum grade of 2.0 in courses counted toward the major/minor.
2. No more than two courses can double count across the majors/minors.

Sociology Major (B.A.)

30 credit hours required. Plus 3 credits of cognates.

Sociology is the study of human society and social behavior. People who study sociology will understand the connections among the facets of everyday life. Sociologists analyze social institutions such as family, education, medicine, religion and politics. They examine the role that race, gender, ethnicity, age and social status play in our daily life. With skills in analysis, critical thinking and communication, sociology majors enjoy careers in many fields.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 300 Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 315 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 475 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective Courses in Sociology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 300 Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 315 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 475 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

Cognate Requirement: one statistics course

Notes
1. At least 15 credits in sociology must be completed in residence.
2. At least 15 credits in sociology must be upper-division (i.e., 300 or 400 level).

Recommended Coursework Outside the Major

Consult with a departmental adviser.

Credits
Sociology Minor
18 credit hours required. Not open to Sociology majors.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>SOCI 101 Introduction to Sociology</td>
</tr>
<tr>
<td></td>
<td>SOCI 300 Introduction to Theory</td>
</tr>
<tr>
<td></td>
<td>SOCI 315 Research Methods</td>
</tr>
</tbody>
</table>

Electives: three sociology courses 9

Notes
• No more than 6 credit hours of this minor may be counted toward the Criminal Justice major.
• At least nine of the credits must be upper division.

Criminal Justice Studies Major (B.A.)
37-39 credit hours required.

Contact Person: Nancy Lewis, Coordinator
311-4 Satterlee, 315-267-3713, lewishnl@potsdam.edu

Criminal Justice Studies is the study of the criminal justice system: the perpetrators, agencies and actors involved in the processing and definition of crime, and the social, political and economic phenomena impacting each. The Criminal Justice Studies major provides a broad interdisciplinary, liberal arts orientation with course requirements in Philosophy, Politics and Sociology and the opportunity for students to elect to study course in Anthropology, Chemistry and Psychology.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>SOCI 103 Introduction to Criminal Justice Studies</td>
</tr>
<tr>
<td></td>
<td>SOCI 315 Research Methods</td>
</tr>
<tr>
<td></td>
<td>SOCI 345 Criminology</td>
</tr>
<tr>
<td></td>
<td>SOCI 435 Correction and Punishment</td>
</tr>
<tr>
<td></td>
<td>POLS 312 Crime and Justice (4 credits)</td>
</tr>
</tbody>
</table>

Statistics Requirement 3

STAT 100 or MATH 125 or CIS 125

Upper division electives selected in consultation with adviser from the following list:

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14</td>
<td>ANTH 380 Human Osteology</td>
</tr>
<tr>
<td></td>
<td>ANTH 402 Forensic Anthropology</td>
</tr>
<tr>
<td></td>
<td>CHEM 315 Forensic Science</td>
</tr>
<tr>
<td></td>
<td>PHIL 332 Philosophy of Law</td>
</tr>
<tr>
<td></td>
<td>PHIL 333 Philosophy of Justice</td>
</tr>
<tr>
<td></td>
<td>POLS 321 Politics and the Judicial Process (4 credits)</td>
</tr>
<tr>
<td></td>
<td>POLS 412 Constitutional Law (4 credits)</td>
</tr>
<tr>
<td></td>
<td>POLS 413 Civil Liberties I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>PSYC 375 Abnormal Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 377 Forensic Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 424 Child Maltreatment</td>
</tr>
<tr>
<td></td>
<td>SOCI 353 Comparative Criminology</td>
</tr>
<tr>
<td></td>
<td>SOCI 376 Women and Crime</td>
</tr>
<tr>
<td></td>
<td>SOCI 380 Family Violence</td>
</tr>
<tr>
<td></td>
<td>SOCI 385 Sociology of Troubled Youth</td>
</tr>
<tr>
<td></td>
<td>SOCI 386 Victimology</td>
</tr>
<tr>
<td></td>
<td>SOCI 387 Sociology of Policing</td>
</tr>
<tr>
<td></td>
<td>SOCI 388 Violent Crime</td>
</tr>
<tr>
<td></td>
<td>SOCI 390 Sociology of Mental Illness</td>
</tr>
<tr>
<td></td>
<td>SOCI 435 Corrections and Punishment</td>
</tr>
<tr>
<td></td>
<td>SOCI 450 White-Collar and Organized Crime</td>
</tr>
<tr>
<td></td>
<td>SOCI 455 Deviance and Social Control</td>
</tr>
<tr>
<td></td>
<td>SOCI 470 Field Placement/Practicum</td>
</tr>
<tr>
<td></td>
<td>SOCI 475 Senior Seminar in criminal justice topic area/criminal justice policy</td>
</tr>
</tbody>
</table>
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, turbettjp@potsdam.edu

The Human Services Minor is an interdisciplinary minor housed in Sociology and offered principally within the Departments of Sociology, Psychology, Community Health, and Politics. The minor provides an opportunity for students to develop a critical understanding of the human services area through examination of the related disciplines. An appreciation for differing perspectives and an understanding of values and their effects are also gained.

No more than 6 semester hours of this minor may be counted toward the following majors: Sociology, Psychology, Politics, or Community Health. The minor consists of three core required courses, a choice of one of four concentrations and electives.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
</tr>
<tr>
<td>Sociology of Social Services</td>
</tr>
<tr>
<td>Counseling Theory and Methods</td>
</tr>
<tr>
<td>Welfare Policy Research (4 credits)</td>
</tr>
</tbody>
</table>

One of the following concentrations: 9-10

Child Welfare/Youth Services

- Sociology of the Family | 3
- Family Violence | 3

One of the following:

- Drug Studies | 3
- Alcohol Studies | 3
- Death and Dying | 3
- Sexual Health | 3
- Politics of the Family (4 credits) | 4
- Child Development | 3
- Psychology of Adolescence | 3
- Child Psychopathology | 3
- Child Maltreatment | 3
- Sociology of Troubled Youth | 3
- Therapeutic Recreation | 3

Aging (9 credits)

- Sociology of Aging | 3
- Social Thanatology | 3

One of the following:

- Death and Dying | 3
- Adulthood, Middle Age and Aging | 3
- Family Violence | 3

Health (9 credits)

- Sociology of Health and Illness | 3
- Introduction to Community Health | 3

One of the following:

- Sexual Health | 3
- Epidemiology and Biostatistics | 3
- Human Disease: Patterns, Prevention and Intervention | 3
- Work and Complex Organizations | 3
- Women and Work | 3
- Sociology of Mental Illness | 3

Mental Health (9 credits)

- Sociology of Mental Illness | 3
- Abnormal Psychology | 3

One of the following:

- Drug Studies | 3
- Alcohol Studies | 3
- Theories of Personality | 3
- Child Psychopathology | 3

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:

- Medical Anthropology | 3
- Humans, Disease and Death | 3
- Environmental Health | 3
- Issues in Lesbian, Gay, and Bisexual Health | 3
- Issues in Exceptionality | 3
- Mental Retardation | 3
- Social Psychology | 3
- Elements of Behavior Modification | 3
- Drugs and Behavior | 3
- Tests and Measurements | 3
- Racial and Ethnic Relations | 3
- Individual and Society | 3
- Rich and Poor in America | 3
- Field Research/Practicum ** | 3

**SOCI 470 involves an internship. All Human Services minors are strongly encouraged to do an internship. Internships can be arranged at local St. Lawrence County human service agencies or at an agency in the student's home area.

Sociology Course Descriptions

Courses are offered each semester unless otherwise designated.

- Special Topics (1-12)
- Tutorial (1-3)
- 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.

- A survey of the historical, economic, cultural, and social experiences of African peoples (i.e., the peoples of Africa and those peoples of the Americas who are descendants of Africans), and the knowledge of their presence, roles, and cultural contributions in the American historical milieu. By focusing on the life experiences of African peoples, this course seeks to provide knowledge and skills necessary to understand institutional arrangements and cultural construction that impact upon the current conditions of black communities in Africa, the U.S., the Caribbean, South America and elsewhere. As warranted.

- This course provides an introduction to the interdisciplinary field of women's and gender studies. It explores the biological, cultural, and structural debates surrounding issues such as
gendered violence, gay vs. straight parenting, the gendered workplace, pornography, and the role of media in the social construction of masculinity and femininity. While the focus is primarily on the U.S., it does include a global perspective as well.

SOCI 300 – Sociological Theory (3) Explores the origin and development of classical sociological theories in the 19th and 20th centuries, their expression in contemporary sociological theorizing, and their relevance in the global society of the 21st century. Prerequisite: Six (6) sociology credits at SUNY Potsdam.

SOCI 301 – Complex Organizations (3) Theory and research findings relevant to formal organizations. Analysis of bureaucracy and decision-making in large-scale organizations. As warranted.

SOCI 302 – Alcohol in Society (3) The past and present roles of beverage alcohol in societies throughout the world; theories of alcohol use and abuse; major controversies in the alcohol field. Prerequisite: SOCI 101. As warranted.

SOCI 305 – Sociology of the Family (3) Family as social institution. Emphasis on structure and function of family; cross-cultural comparisons; analysis of contemporary American family systems. Prerequisite: SOCI 101.

SOCI 309 – Sociology of Culture (3) Investigates the relationship between social structures and cultural expressions from a cross-cultural and interdisciplinary perspective. Emphasis will be on the arts, media, and popular culture. As warranted.

SOCI 310 – Racial and Ethnic Relations (3) Factors involved in intergroup relations; principal minority groups in United States, research findings in prejudice and discrimination; programs aimed at amelioration of intergroup tensions. Prerequisite: SOCI 101. Fall.

SOCI 312 – Global Cultures (3) This course introduces students to cultural variation and fragmentation among the areas of the world referred to as the Third World. Geographically, the notion is identified with non-western cultures of Africa, Asia, the Caribbean, and Latin America. Prerequisite: SOCI 101. Gen Ed: XC credit. As warranted.

SOCI 314 – Computer Applications in the Social Sciences (3) This course is designed to provide the knowledge and skills to understand and use contemporary computer technology in social science. Selected software types will be used to demonstrate computer usage in research and other social science work. Course topics include: data collection, presentation and management, using computers qualitative and quantitative data analyses, using and researching the internet, simulations and ethical issues in computing. Prerequisite: SOCI 101.

SOCI 315 – Research Methods (3) Research design in sociology: formulation of research problems, hypotheses, data-gathering techniques, measurement of variables and statistical analysis. Prerequisite: SOCI 101. Fall and Spring.

SOCI 320 – Work and Complex Organizations (3) An examination of change in organization of work influenced by workers, management and global economic forces. Topics include: scientific management, human relations, employee involvement, deindustrialization, occupational hazards, gender and race relations, underground economy, influences of work in Japan, Sweden and Mondragon on U.S. Prerequisite: SOCI 101. As warranted.

SOCI 325 – Sociology of Social Services (3) Organized and emerging public and private social service and social welfare efforts in terms of sociological and social science literature. Prerequisite: SOCI 101. Fall.

SOCI 330 – Social Thanatology (3) Sociological and social-psychological aspects of dying and death; demography of death and its consequences for society; changing attitudes toward dying and death; medical personnel and dying; suicide and euthanasia; problems in defining when death has occurred; and functions of funerals. Prerequisite: SOCI 101. Spring.

SOCI 333 – Technology and Society (3) Pessimistic assessment of the technological society, its threat to the core values of western civilization that looks to extend individuality, freedom, equality and toleration. Attacks misuse of scientific and technological reason in the area of the social. Prerequisite: SOCI 101. Spring.

SOCI 335 – Sociology of Aging (3) Social processes and problems of aging. Changes in age structure of society and how it affects societal institutions. Issues of older individuals; health, finances, work, sex, death and social policy. Prerequisite: SOCI 101. Fall.

SOCI 336 – Caring for America (3) This course will examine the issue of caregiving across the life span from micro, macro, and global perspectives. Prerequisite: SOCI 101. Spring.

SOCI 337 – Music and Society (3) The purpose of this course is to provide students with insight into the various functions popular music has in constructing, influencing, and maintaining human life. As a form of secondary socialization, media presentations of popular music from the Big Band era to the present will be examined through the lenses of the theoretical perspective of Symbolic Interactionism. An historical retracing of the rise of popular music will be provided as grounding for examinations of current styles. As warranted.

SOCI 340 – Environment and Society (3) An examination of worldwide environmental crisis. Topics: energy, non-renewable resources, hazardous wastes, the ecological implications of technological change, agricultural and food issues, in the context of social systems, beliefs and institutions. Gen Ed: SA credit. As warranted.

SOCI 341 – Environmental Justice (3) This course will examine the relationship between social inequality and environmental issues. How are environmental goods and bads distributed across social groups? Course topics will include the citing of hazardous waste sites, the degradation of native environmental amenities, among other topics. This course will explore the role of knowledge production, gender, and grassroots activism in environmental justice issues. The course will also provide students with a history of the Environmental Justice movement in the United States. Prerequisite: Sophomore standing. Fall.

SOCI 345 – Criminology (3) This course introduces the concepts of criminology, focusing on definitions and different approaches to understanding these phenomena. As a discipline and psychological explanations of criminal acts as well as the topologies of crimes will be included. Prerequisite: SOCI 101. Fall.

SOCI 350 – Social Movements (3) This course presents a sociological and historical examination of the major theoretical perspectives on social movements. The goal is to acquire an understanding of the processes of social movement emergence, development, and outcomes. We will investigate such movement dynamics as recruitment, organizational structure, leadership, tactics, and counter movements. Through our exploration of social movement theory we will examine a variety of specific movements, past and present. Minimum requirement of Junior standing. As warranted.

SOCI 353 – Comparative Criminology (3) An introduction to the major topics and issues in comparative criminology - the nature, causes, and responses to crime from a comparative perspective. Emphasis on comparative (2 or more societies) and cross-national studies of criminological phenomena. Prerequisite: Junior/Senior standing. Gen Ed: XC & WI credit.


SOCI 361 – Race and the City (3) Course focuses on the ways in which the global economy has affected race and ethnic change in the European and North American city. It will additionally focus on ways in which the city is divided by race and ethnicity in the areas of housing, education, work, health care, welfare and crime among others. Prerequisite: SOCI 101. As warranted.


SOCI 370 – Sociology of Film (4) Explores the theoretical and practical concerns of sociology through film representation. Constructs critical sociological theories of film making and film viewing. As warranted.

SOCI 375 – Women and Work (3) This course will examine different issues concerning “women’s work:” biological determination of the division of labor; the origin of women’s subordinate role in the workplace; the work experience of women of different classes and races; occupational sex segregation; sexual harassment; the gender gap in wages; and women in the professions. Prerequisite: SOCI 101. Spring.

SOCI 376 – Women and Crime (3) This course focuses on the involvement of women in the Criminal Justice System as victim, offender and employee. Prerequisite: SOCI 101. Spring.

SOCI 385 – The Sociology of Troubled Youth (3) This course explores, describes and analyzes various societal influences that shape young people toward or away from criminal and deviant involvements. Substantive topics include processes of subcultural formation, various meanings of style, influences of popular culture, media and technology, the family, school experiences, peer influences, part-time jobs, sports involvement, youth gangs, correctional facilities, and selected case studies. Prerequisite: SOCI 101. Spring.

SOCI 386 – Victimology (3) Victimology provides an examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. We will examine specific types of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services. Prerequisite: SOCI 101. As warranted.

SOCI 387 – Sociology of Policing (3) Examines the processes and structures of policing in North America. Attention will be paid to the development of an analytic framework that incorporates historical, legal, economic and sociological perspectives. Prerequisite: SOCI 101. As warranted.

SOCI 388 – Violent Crime (3) This course examines the patterns, causes and prevention of violent crime in the United States. By examining violence as both a behavior separate from criminal activity as well as a criminal act, we will examine how violence is transformed into criminal violence as a social process. Through an examination of the social construction of violence throughout history and various cultures, this course will explore various categories of violent crime. Prerequisite: SOCI 101.

SOCI 390 – Sociology of Mental Illness (3) Social influences on field of mental illness and mental health. Definition, causes and treatment of mental illness. Emphasis on current theories of mental illness, client rights, emerging trends in therapy and relationship between mental illness and crime. Prerequisite: SOCI 101. Fall.

SOCI 400 – Social and Cultural Change (3) Socio-cultural forces accelerating or retarding social change. Emphasis on those which are operative in contemporary societies. Prerequisite: SOCI 101. As warranted.

SOCI 401 – Sociology of Rural Community (3) People’s clustering together in space; social/historical analysis of specific American types: the industrial town, “small” towns, suburbs; alternative communities as religious, political or cultural experiments. Prerequisite: SOCI 101. As warranted.

SOCI 405 – Religion in American Society (3) Interrelationships of religion and American life; religious evolution; broadening value consensus; religion as cultural system; civil religion; institutional role versus prophetic role; religious organization. Prerequisite: SOCI 101. As warranted.

SOCI 415 – Sociology of Education (3) Social institution of education. Focus on functions and outcomes of educational process. Effects of major historical trends on nature of education. Inter-relationship with other social institutions. Prerequisite: SOCI 101. As warranted.

SOCI 420 – Rich and Poor in America (formerly Social Class and Social Mobility) (3) Examines the causes, consequences and dimensions of inequality in the U.S. Course evaluates dimensions of educational, environmental, racial, and gender inequality. Looks at different interpretations to explain unequal control over power and wealth in the U.S. Prerequisite: SOCI 101. As warranted.

SOCI 430 – City and Society (3) Factors associated with development of urban communities; characteristic urban institutions, suburban development; urban planning; ecological processes. Prerequisite: SOCI 101. As warranted.

SOCI 435 – Correction and Punishment (3) Programs, processes, changing orientations and resistance to innovation in corrective system. Adjudication through probation, incarceration and parole; reintegration of offender; effects on inmates, administrations, policy makers and general public. Prerequisite: SOCI 101. Offered yearly, Fall or Spring.

SOCI 440 – The Sociology of Food (3) This course is an examination of social and cultural forces shaping the production, distribution, preparation and consumption of food with an emphasis on the environmental and social impacts of the predominant global, industrialized agricultural system. Topics will range from the local to the global and will include consumption practices, food access and social problems related to the food system. Prerequisite: SOCI 315. Fall.

SOCI 450 – White-Collar and Organized Crime (3) Sociological examination of two pervasive forms of illegal behavior; focus: complex interrelationship of crime patterns to social, economic and political structures and cross-national aspects. Major emphases: analyses of recent research related to organizational facets of white-collar crime in corporate, professional and political dimensions; three major areas of organized criminal patterns, myths and reality of this aspect of the crime problem. Prerequisite: SOCI 101. As warranted.

SOCI 455 – Deviance and Social Control (3) Social definitions of deviance, i.e., changing perspectives and concepts related to legal and non-legal nonconformity. Relevant changing justifications and arrangements for social control. Socio-historical case-study approach analyzes and describes various types of deviant behavior. Prerequisite: SOCI 101. Spring.

SOCI 456 – Political Sociology (3) Political behavior. Emphasis on participation of individuals in political enterprise. Political socialization and public opinion formation; consequences of such phenomena as stratification, alienation and authoritarianism. Prerequisite: SOCI 101. As warranted.

SOCI 460 – Population Studies (3) Interrelationship of population structure and processes and socio-cultural phenomena; social demographic theory, methods and measurement applied to processes of fertility, mortality and migration; international population change. Prerequisite: SOCI 101. As warranted.

SOCI 465 – Sociology of Health and Illness (3) Aspects of illness behavior and interface of individuals and health care system. Epidemiology of diseases, approaches to wellness, and health care policy are also examined. Prerequisite: SOCI 101. Fall.

SOCI 470 – Field Research/Practicum (3-12) Fieldwork or placement at an agency of student’s choice under supervision of faculty member. A field study of sociologically significant situations, problems and/or issues will be completed. Pre-requisites: Appropriate upper-division sociology coursework in consultation with sponsoring faculty member and permission. May be taken twice, but no more than 6 credits counted for major.

SOCI 473 – Service Learning Africa (3) SUNY Potsdam and Canton, in conjunction with Operation Crossroads Africa, offer a unique opportunity to live and work in an African community and earn college credit. Students participate in group-oriented cultural exchange and community development projects in Africa developed and supervised by OCA. Potsdam faculty provides academic orientation and research guidance. Projects typically involve village, town or city. Students will live in the community participating in its daily life.

SOCI 475 – Senior Seminar (3) Methodology of sociological research; individual and cooperative investigation of selected topics; presentation and critique of findings. Prerequisites: Senior standing and permission. Gen Ed: SI, WI credit.

SOCI 510 – Readings in Sociological Theory (3) Individualized study consisting of a critical review of major works in sociological theory.

SOCI 520 – Readings in Sociological Methods (3) Individualized study consisting of a critical review of major works in research methods.

SOCI 540 – Readings in Urban Sociology (3) Individualized study consisting of a critical review of major works in the field of sociology.

SOCI 550 – Readings in Sociology of the Family (3) Individualized study consisting of a critical review of major works in the field of sociology of the family.

SOCI 560 – Readings: Deviance and Corrections (3) Individualized study consisting of a critical review of major works in the fields of sociology of deviance and corrections.

SOCI 570 – Readings in the Sociology of Education (3) Individualized study consisting of a critical review of major works in the area of sociology of education.
Department of Theatre and Dance

Contact Person: Leslie Delosh, Department Secretary, 315-267-2556, deloshle@potsdam.edu
Chair: James W. Pecora, 238 Satterlee, 315-267-2547, pecorajw@potsdam.edu

Associate Professors: Don Borsh, Kimberley Bouchard, Robin Collen, James W. Pecora
Assistant Professors: Todd Canevy
Technical Director: Jeff Reeder
Costume Designer/Shop Manager: Alexis Foster
Visiting Guest Artist: Susan Neal
Adjunct Instructors: 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:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 211</td>
<td></td>
</tr>
<tr>
<td>DANC 311</td>
<td></td>
</tr>
<tr>
<td>DANC 319</td>
<td></td>
</tr>
<tr>
<td>DANC 321 &amp; 322</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Technique Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 234 &amp; 235</td>
<td></td>
</tr>
<tr>
<td>DANC 421 &amp; 422</td>
<td></td>
</tr>
<tr>
<td>DANC 441 &amp; 442</td>
<td></td>
</tr>
</tbody>
</table>

Note: Only 4 credits of Intermediate Ballet will apply toward the Major.

<table>
<thead>
<tr>
<th>The Composition Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 312</td>
<td></td>
</tr>
<tr>
<td>DANC 325</td>
<td></td>
</tr>
<tr>
<td>DANC 390</td>
<td></td>
</tr>
<tr>
<td>DANC 411</td>
<td></td>
</tr>
<tr>
<td>DANC 498</td>
<td></td>
</tr>
</tbody>
</table>

Note: All students are required to have 1 credit of DANC 325.

<table>
<thead>
<tr>
<th>The Enrichment Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 130</td>
<td></td>
</tr>
<tr>
<td>DANC 205</td>
<td></td>
</tr>
<tr>
<td>DANC 302</td>
<td></td>
</tr>
<tr>
<td>DANC 320</td>
<td></td>
</tr>
<tr>
<td>DANC 391</td>
<td></td>
</tr>
<tr>
<td>DANC 450</td>
<td></td>
</tr>
<tr>
<td>DANC 490</td>
<td></td>
</tr>
<tr>
<td>DANC 491</td>
<td></td>
</tr>
</tbody>
</table>

Note: Special Projects courses are not regularly offered. They are intended for students who have completed requirements at an exemplary level and wish to continue with personalized work with an individual faculty member. Requires instructor approval.

<table>
<thead>
<tr>
<th>Required Cognate Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 320</td>
<td></td>
</tr>
<tr>
<td>DRAM 235</td>
<td></td>
</tr>
<tr>
<td>MULH 110</td>
<td></td>
</tr>
</tbody>
</table>

Special Notes
1. An interview is recommended to declare a dance major. An audition is not currently required.
2. Appropriate technique levels for students are determined during a placement class. Only credit from the above-listed technique courses will be applied toward the fulfillment of the required technique track of the major. The focus of the technique track is modern dance. The academic adviser or program chair will determine applicable credit hours from other dance genres, such as ballet.
3. Students in the major are expected to focus their studies on technique and composition courses. They will continue their studies with enrichment courses in history, repertory, movement theory, and/or dance education.
4. A minimum of 16 credit hours for the major must be taken at the upper-division level.

Dance Majors are required to:
1. Attend all dance auditions.
2. Perform in a minimum of 1 faculty or guest artist concert work.
3. Attend all workshops and classes of visiting guest artists.
4. Attend all required Department of Theatre and Dance productions.
5. Participate in an end-of-year assessment interview with adviser or other members of the dance faculty.

Dance Major Policies on Student Grades and Performing
1. Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.
2. To participate as a choreographer (for the Student Choreographers’ Concert or Senior Choreographers’ Concert) a student’s overall GPA must be at least a 2.0, and the GPA in dance courses must be at least a 2.3 during the semester preceding the concert.

Dance Minor
21-22 credit hours required.

All courses must be passed with a grade of 2.0 or higher to count towards the minor.

Students may declare a dance minor at any time during their college career.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 321</td>
<td>3</td>
</tr>
<tr>
<td>DANC 302</td>
<td>3</td>
</tr>
<tr>
<td>DANC 311</td>
<td>3</td>
</tr>
<tr>
<td>DANC 312</td>
<td>3</td>
</tr>
<tr>
<td>DANC 319</td>
<td>3</td>
</tr>
<tr>
<td>DANC 325</td>
<td>1</td>
</tr>
<tr>
<td>DANC 411</td>
<td>3</td>
</tr>
<tr>
<td>DANC 498</td>
<td>3</td>
</tr>
</tbody>
</table>

Dance Course Descriptions
Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

DANC 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. Class and concert attendance required. Gen Ed: AE & PE credit. As warranted.

DANC 112 – Beginning Jazz Technique (2) Dance training in the jazz style for students who have no applied dance background. Recommended for students in related performing arts who wish to have some dance experience. May be used toward physical education requirement. Class and concert attendance required. Gen Ed: AE & PE credit. As warranted.

DANC 114 – Beginning Kripalu-Style Yoga (2) Introduction to asana (posture practice) pranayama breath control, meditation techniques, history, and underlying philosophy of Hatha Yoga and Swami Kripalu. Class attendance required. Gen Ed: PE credit. As warranted.

DANC 116 – @Pilates Practice (2) Studio course to increase body awareness, balance, strength, flexibility and coordination through methods and theories of Joseph Pilates. Gen Ed: PE credit. As warranted.

DANC 120 – Performance Explorations (3) An introductory interdisciplinary course designed to provide students of dance and theatre with fundamental skills in personal expression, improvisation, and communication as a performing artist. Gen Ed: AE credit. Cross-listed as DRAM 120. Fall.

DANC 130 – Understanding Dance (4) This course is an introduction to dance history and dance appreciation. The course develops one’s ability to look at and understand dance as a vital art form. The purpose of this course is to provide students with an overview of dance—as an art form, a cultural activity, and a mode of creative expression. This course will introduce students to some of the key people, events, and concepts that underlie the development of Western Theatrical Dance—primarily ballet, modern dance, and jazz dance. Students will be involved in (a) the viewing, discussing, and critiquing of dance in live and video formats, (b) reading and writing about dance (c) physically exploring elements of dance, and (d) making speeches and other public oral presentations about dance. Gen Ed: AC & WI credit. As warranted.

DANC 205 – Production Techniques: Dance/Drama/Music (3) Basic skills and procedures in producing theatrical productions, including lighting, costume design and construction, running crew, and set construction. Lab required. Gen Ed: AE credit. Cross-listed as DRAM 205. Spring.

DANC 211 – Dance Improvisation (3) Studio course designed to develop an awareness of individual movement patterns and the use of those patterns in expression. Emphasis on individual creative imagination and cooperative group relationships. Class attendance required. Concurrent enrollment in dance technique class strongly recommended. Gen Ed: AE credit. Spring.

DANC 212 – Pilates-Based Conditioning (3) The purpose of this course is to increase body awareness, balance, strength, flexibility, range of motion and coordination through the method and theories of Joseph Pilates. Focus is on Pilates-based mat and pre-mat exercises, and anatomical principles and their application to the exercises. Class attendance required. Gen Ed: PE credit. As warranted.

DANC 220 – CaribFunk (1) CaribFunk is a dance form that combines classical ballet and modern dance techniques with traditional African (Congo region-traditional and social dance) and Caribbean movements. Styles of music include, but are not limited to Afro-Cuban jazz, reggae, soca, calypso, zouk, salsa, percussion and soulous. This course approaches Caribbean dance from a contemporary and European perspective, therefore introducing students to a hybrid form that also includes fitness and somatic fundamentals. Includes study of Caribbean culture. Gen Ed: AE & PE credit. Fall.

DANC 221 – Modern Dance I (4) Educating the body as an instrument for artistic expression. Emphasis on development of flexibility, strength, coordination and awareness of principles of motion. Class and concert attendance, and reading/writing assignments required. Prerequisite: Instructor permission and previous dance experience. Gen Ed: AE & PE credit. Fall.

DANC 222 – Modern Dance II (4) Continuation of DANC 221. Prerequisite: DANC 221. Gen Ed: PE credit. Spring.
DANC 223 – @Costume Construction (4) Lab required. Methods used in the planning and construction of costumes for the theatre with a focus on how theatrical costume construction differs from clothing construction for the consumer market. Emphasis includes theatrical construction, cutting, fitting, fabric and fiber analysis and adaptations for stage performance. Lab: Students work in small groups with close faculty supervision on projects from the seminar section, or costumes for a 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

DANC 231 – Ballet I (3) Classical ballet. Focus on correct use of the body, working knowledge of French terminology, awareness of music, mastery of quality of movement and historical context in which this art form developed. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. As warranted.

DANC 232 – Ballet I (3) Continuation of DANC 231. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. As warranted.

DANC 234 – Intermediate Ballet (2) Classical ballet. Focus on correct use of the body, working knowledge of French terminology, awareness of music, mastery of quality of movement and historical context in which this art form developed. Class and concert attendance, and reading/writing assignments required. Prerequisites: Previous dance experience and permission. Gen Ed: AE & PE credit. As warranted.

DANC 244 – @Stage Management (3) Introduction to the knowledge and skills of stage management for theatre, dance and music events. Other aspects of performance management are studied such as box office, production, company and house management. Gen Ed: AE & PE credit. Cross-listed as DRAM 244. Spring.

DANC 290 – @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 300 – Dance Education and Performance for Children K-4 (4) Recommended for students in dance and/or elementary education programming. Provides students with hands-on techniques, strategies and information for teaching standard elementary school (K-4) curricular content, using dance and movement as additional teaching modalities. Prerequisite: Sophomore standing. Concurrent registration in a dance technique class recommended but not required. Gen Ed: SI, PE, & AE credit.

DANC 310 – @Performance and Production (1-3) Supervised experience in various phases of dance production, e.g. performance, directing, production management, backstage technical work, and publicity. Prerequisite: permission. Spring.

DANC 311 – Dance Composition (3) Original studies developed through exploration of movement concepts. Prerequisite: DANC 211 or equivalent previous training. Corequisite: Dance technique class. Gen Ed: AE. Fall.

DANC 312 – Dance Composition II (3) Continuation of Dance Composition I to further develop choreographic skills. Emphasis on content and structure to facilitate an increased movement vocabulary. Prerequisite: DANC 311. Corequisite: Dance technique class. Gen Ed: AE credit. Spring.

DANC 319 – Movement, Theory and Notation (3) Introduction to Laban Movement Analysis. Includes physical exploration and studies in observation, analysis and motif notation. Class attendance required. Prerequisites: Sophomore standing and previous dance experience. Gen Ed: AE credit. Fall, even years.

DANC 320 – 20th/21st Century Dance History (3) The study of important artists, events and choreographic works from 1900 to the present day. Emphasis will be on modern and contemporary choreographers in the U.S. Prerequisite: FW course and sophomore standing.


DANC 323 – Modern Dance Repertory (3) Comparative study of choreographers through representative works, readings, class discussions, film study and individual research. Some dance experience recommended. Corequisite: Dance technique class. As warranted.


DANC 332 – Ballet II (3) Continuation of DANC 331. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 331 and permission. Gen Ed: AE & PE credit. As warranted.

DANC 344 – @Stage Management Practicum (1-3) Students engage in a production-based project to explore and develop advanced stage management techniques and develop leadership skills in the performing arts. Fall and Spring.

DANC 355 – Lighting Design for the Stage (3) An introduction to the art and craft of designing lighting for performances. Students will develop techniques for rendering and drafting lighting designs using computer software. Projects for staged productions will be assigned including designs for plays and dance works. Prerequisite: DRAM/DANC 205, DRAM 206, or DRAM 251. Gen Ed: AE credit. Cross-listed as DRAM 355. Spring, odd years.

DANC 385 – Special Projects: Technique (1-3) For students who have completed the Modern Dance technique sequence who wish to continue technical training. Variable credit based on individual needs. Prerequisites: DANC 442 and permission. Gen Ed: AE & PE credit. As warranted.

DANC 390 – Special Projects: Dance Composition (1-3) This course functions in two ways: 1. A course in which students choreograph works for the Student Choreographers’ Concert. Prerequisite: DANC 211. Corequisite: Dance technique class. Fall. 2. An individual program of study in choreography, designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisites: DANC 211, 311, and permission. As warranted.

DANC 391 – Special Projects: Dance History (1-3) An individual program of study in a specified area of dance history designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisites: DANC 130 and permission.

DANC 411 – Group Forms (3) Advanced work in dance composition. Emphasis on use of several dancers to develop choreographer’s idea, form and texture. Prerequisite: DANC 312 or permission. As warranted.

DANC 421 – Modern Dance III (4) Continuation of Modern Dance II for intermediate/advanced dancers. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 322 and permission. Gen Ed: AE & PE credit. Fall.


DANC 441 – Modern Dance IV (4) Extension and elaboration of Modern Dance III. Emphasis on development of individual performance capabilities toward goal of mature artistic expression. Class and concert attendance, and reading/writing assignments required. Prerequisites: DANC 422 and permission. Gen Ed: AE & PE credit. Fall.


DANC 450 – @The Teaching of Dance (3) Guidance and experience of advanced dance students in various approaches in methodology in the teaching of dance as an art form. Prerequisite: permission. As warranted.
DANC 486 – Special Projects: Dramaturgy (1-3) Independent study in Dramaturgy in which the student participates in a dance or theatrical production through text analysis, historical research, attending rehearsals and assisting the choreographer. Prerequisites: DRAM 210, 302, either DRAM 312 or 313, and permission. As warranted.

DANC 487 – Special Projects: Sound Design (1-3) Advanced study in sound design and engineering for performance in dance. Prerequisite: permission. As warranted.

DANC 488 – Special Projects: Stage Management (1-3) Advanced project in stage management associated with major dance concert. Prerequisites: DRAM 244 and permission. As warranted.

DANC 489 – Special Projects: Makeup Design (1-3) Advanced study in makeup and mask design for dance and dance-related productions. Prerequisites: DRAM 333 and permission. As warranted.

DANC 490 – Special Projects in Teaching (1-3) An individual program of study in a specified area of teaching methodology and/or philosophy designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisite: Instructor permission. As warranted.

DANC 491 – Special Projects in Movement, Theory and Notation (1-3) An individual program of study in a specified area of Laban Movement Analysis designed by the student and faculty member. The program is to be approved and supervised by a member of the dance faculty. Prerequisites: DANC 319 and permission. As warranted.

DANC 492 – Special Projects: Technical Theatre (1-3) Advanced study in the creation of sets, props, projections and special effects used in dance productions. Prerequisites: DANC/DRAM 205 or DRAM 206, and permission. As warranted.

DANC 496 – Special Projects: Lighting Design (1-3) Advanced study in lighting design for dance or dance-related productions. Prerequisites: DRAM 355 and permission. As warranted.

DANC 497 – Special Projects: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisites: DRAM 331 and permission. As warranted.

DANC 498 – Senior Project (1-3) Faculty-mentored culminating project in choreography and production. Prerequisite: DANC 312. Corequisite: Dance technique class (3 days per week, minimum). Spring, as warranted.

Theatre Major (B.A.)
38-41 credit hours required.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

The Theatre Major is designed to provide a thorough undergraduate study in all aspects of the theatrical arts. It prepares students for successful participation in professional theatre activities after graduation or for further study in graduate school.

The required courses, integrated with an active production program, introduce students to the theoretical and practical aspects of acting, directing, technical theatre, design, history and dramatic literature. Additional advanced course offerings, participation in theatrical productions, and internships provide further opportunities to individualize and broaden the student’s undergraduate experience and skills.

Auditions for the theatre productions are open to all SUNY Potsdam students. Interested students, regardless of major, are also invited to join the Student Government Association organization, Theatre Guild. Theatre Guild sponsors student-directed productions, and its members participate by directing, designing, and performing.

Students majoring in theatre may also elect to complete a minor in Acting or Design and Production. Non-theatre majors may pursue their interests by minorning in Acting, Design and Technical Theatre, or Theatre Studies.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>DRAM 101 Introduction to Performance Studies</td>
</tr>
<tr>
<td></td>
<td>DRAM 206 Fundamentals of Technical Theatre (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 210 Interpretation and Analysis of Plays</td>
</tr>
<tr>
<td></td>
<td>DRAM 251 Foundations of Design for Stage (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 312 Theatre History I</td>
</tr>
<tr>
<td></td>
<td>DRAM 313 Theatre History II</td>
</tr>
<tr>
<td></td>
<td>DRAM 414 Contemporary Theatre Topics</td>
</tr>
<tr>
<td></td>
<td>DRAM 485-497 Senior Project in Theatre Arts</td>
</tr>
</tbody>
</table>

One of the following:

- DRAM 120 Performance Explorations
- DRAM 235 Introduction to Acting

Upper Division Electives
9-12

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DRAM 302 Directing I</td>
</tr>
<tr>
<td></td>
<td>DRAM 331 Costume Design</td>
</tr>
<tr>
<td></td>
<td>DRAM 333 Stage Makeup and Mask Design (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 336 Scene Study and Realism (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 337 Shakespeare and Verse</td>
</tr>
<tr>
<td></td>
<td>DRAM 338 Audition Techniques</td>
</tr>
<tr>
<td></td>
<td>DRAM 343 Advanced Stagecraft and Production</td>
</tr>
<tr>
<td></td>
<td>DRAM 353 Scene Design</td>
</tr>
<tr>
<td></td>
<td>DRAM 355 Lighting Design for the Stage</td>
</tr>
<tr>
<td></td>
<td>DRAM 363 Theatre for Young Audiences</td>
</tr>
<tr>
<td></td>
<td>DRAM 364 Applied Theatre</td>
</tr>
<tr>
<td></td>
<td>DRAM 403 Directing II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 438 Acting for Camera</td>
</tr>
<tr>
<td></td>
<td>DRAM 439 Comedy &amp; Comic Styles</td>
</tr>
<tr>
<td></td>
<td>DRAM 441 Pivotal Playwrights</td>
</tr>
</tbody>
</table>

Notes:
1. All students are required to complete a Senior Project in Theatre Arts during the senior year with approval of a faculty adviser and the department (for a minimum of 3 credits). The project may be taken as one of the Senior Projects courses (DRAM 485-497) or as an Internship (INTD ***) with approval of the Director of Internships.
2. Theatre Majors are required to attend all Theatre and Dance productions.

Theatre Major Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Education Major (B.A.)
66-70 credits required. Plus 8 credits of cognates.

All courses must be passed with a grade of 2.0 or higher to count towards the major.

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 gradu-
ate 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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Content Core: required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>34-38</td>
<td>DRAM 101 Introduction to Performance Studies</td>
</tr>
<tr>
<td></td>
<td>DRAM 210 Interpretation and Analysis of Plays</td>
</tr>
<tr>
<td></td>
<td>DRAM 251 Foundations of Design for Stage (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 312 Theatre History I</td>
</tr>
<tr>
<td></td>
<td>DRAM 313 Theatre History II</td>
</tr>
<tr>
<td></td>
<td>DRAM 414 Contemporary Theatre Topics</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>DRAM 120 Performance Explorations</td>
</tr>
<tr>
<td></td>
<td>DRAM 235 Introduction to Acting</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>DRAM 205 Production Techniques: Dance/Drama/Music</td>
</tr>
<tr>
<td></td>
<td>DRAM 206 Fundamentals of Technical Theatre (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Three of the following:</td>
</tr>
<tr>
<td></td>
<td>DRAM 223 Costume Construction (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 244 Stage Management</td>
</tr>
<tr>
<td></td>
<td>DRAM 302 Directing I</td>
</tr>
<tr>
<td></td>
<td>DRAM 331 Costume Design</td>
</tr>
<tr>
<td></td>
<td>DRAM 333 Stage Makeup and Mask Design (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 336 Scene Study and Realism (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 337 Shakespeare and Verse</td>
</tr>
<tr>
<td></td>
<td>DRAM 338 Audition Techniques</td>
</tr>
<tr>
<td></td>
<td>DRAM 343 Advanced Stagecraft and Production</td>
</tr>
<tr>
<td></td>
<td>DRAM 353 Scene Design</td>
</tr>
<tr>
<td></td>
<td>DRAM 355 Lighting Design for the Stage</td>
</tr>
<tr>
<td></td>
<td>DRAM 363 Theatre for Young Audiences</td>
</tr>
<tr>
<td></td>
<td>DRAM 364 Applied Theatre</td>
</tr>
<tr>
<td></td>
<td>DRAM 403 Directing II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>DRAM 438 Acting for Camera</td>
</tr>
<tr>
<td></td>
<td>DRAM 439 Comedy &amp; Comic Styles</td>
</tr>
<tr>
<td></td>
<td>DRAM 441 Pivotal Playwrights</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Pedagogical Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>EDLS 201 Principles of Education</td>
</tr>
<tr>
<td></td>
<td>EDLS 207 Literacy I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>EDLS 315 Teaching Students with Special Needs: Grades 5-12</td>
</tr>
<tr>
<td></td>
<td>DRAM 361 Methods Theatre Education Elementary</td>
</tr>
<tr>
<td></td>
<td>DRAM 362 Methods Theatre Education Secondary</td>
</tr>
<tr>
<td></td>
<td>DRAM 371 Field Experience: Pre K-5 (1 credit)</td>
</tr>
<tr>
<td></td>
<td>DRAM 372 Field Experience: Secondary (1 credit)</td>
</tr>
<tr>
<td></td>
<td>EDLS 415 Seminar: Issues in Theatre Education (2 credits)</td>
</tr>
<tr>
<td></td>
<td>EDUC 419 Student Teaching: Pre K-6 (6 credits)</td>
</tr>
<tr>
<td></td>
<td>SECD 457 Student Teaching: 7-12 (6 credits)</td>
</tr>
</tbody>
</table>

### Cognates

<table>
<thead>
<tr>
<th>Credits</th>
<th>Cognates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>PSYC 220 Child Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 321 Psychology of Adolescence</td>
</tr>
<tr>
<td></td>
<td>HLTH 230 School Health (2 credits)</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>DRAM 235 Introduction to Acting</td>
</tr>
<tr>
<td></td>
<td>DRAM 336 Scene Study and Realism (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Three of the following:</td>
</tr>
<tr>
<td></td>
<td>DRAM 337 Shakespeare and Verse</td>
</tr>
<tr>
<td></td>
<td>DRAM 338 Audition Techniques</td>
</tr>
<tr>
<td></td>
<td>DRAM 438 Acting for Camera</td>
</tr>
<tr>
<td></td>
<td>DRAM 439 Comedy &amp; Comic Styles</td>
</tr>
<tr>
<td></td>
<td>DRAM 441 Pivotal Playwrights</td>
</tr>
</tbody>
</table>

### Acting Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.
Design and Production Minor
18-21 credit hours required. THIS MINOR IS ONLY OPEN FOR DANCE AND THEATRE MAJORS.

Only 2 courses (8 credit hours) may overlap with the Theatre major or Dance major.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC/DRAM 244</td>
<td>Stage Management</td>
</tr>
<tr>
<td>One of the following:**</td>
<td></td>
</tr>
<tr>
<td>DRAM 485</td>
<td>Senior Project: Costume Technology</td>
</tr>
<tr>
<td>DRAM/DANC 487</td>
<td>Senior Project: Sound Design</td>
</tr>
<tr>
<td>DRAM/DANC 489</td>
<td>Senior Project: Stage Make-up</td>
</tr>
<tr>
<td>DRAM 491 or DANC 492</td>
<td>Senior Project: Technical Theatre</td>
</tr>
<tr>
<td>DRAM 493</td>
<td>Senior Project: Scene Design</td>
</tr>
<tr>
<td>DRAM/DANC 496</td>
<td>Senior Project: Lighting Design</td>
</tr>
<tr>
<td>DRAM/DANC 497</td>
<td>Senior Project: Costume Design</td>
</tr>
</tbody>
</table>

**For Theatre Majors (who are already required to take a Senior Projects course or an Internship), the Senior Projects course required in the Design and Production Minor must be in addition to that required for the Theatre Major.

Composition or Directing: choose one

DANC 311 Dance Composition I (For Dance Majors only)

DRAM 302 Directing I (For Theatre Majors only)

Three of the following: 9-12

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM/DANC 223</td>
</tr>
<tr>
<td>DRAM 331</td>
</tr>
<tr>
<td>DRAM/DANC 333</td>
</tr>
<tr>
<td>DRAM 343</td>
</tr>
<tr>
<td>DRAM 353</td>
</tr>
<tr>
<td>DRAM/DANC 355</td>
</tr>
</tbody>
</table>

Design and Production Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Design and Technical Theatre Minor
20-22 credit hours required. NOT AVAILABLE FOR THEATRE MAJORS.

The Design and Technical Theatre Minor consists of a concentration of courses in the craft, theory, and art of design and technical theatre. Students from a variety of majors including art, dance, education and music may use the minor to strengthen their preparation for future careers. Students may be given design assignments for one-act plays, or on occasion may design a major faculty-directed production. The minor also prepares students for graduate work in design or technical theatre.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM 101</td>
<td>Introduction to Performances Studies</td>
</tr>
<tr>
<td>DRAM 206</td>
<td>Fundamentals of Technical Theatre (4 credits)</td>
</tr>
<tr>
<td>DRAM 210</td>
<td>Interpretation and Analysis of Plays</td>
</tr>
<tr>
<td>DRAM 251</td>
<td>Foundations of Design for Stage (4 credits)</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>DRAM 244</td>
<td>Stage Management</td>
</tr>
<tr>
<td>DRAM 223</td>
<td>Costume Construction (4 credits)</td>
</tr>
<tr>
<td>DRAM 331</td>
<td>Costume Design</td>
</tr>
<tr>
<td>DRAM 333</td>
<td>Stage Makeup and Mask Design (4 credits)</td>
</tr>
<tr>
<td>DRAM 343</td>
<td>Advanced Stagecraft and Production</td>
</tr>
<tr>
<td>DRAM 353</td>
<td>Scene Design</td>
</tr>
<tr>
<td>DRAM 355</td>
<td>Lighting Design for the Stage</td>
</tr>
</tbody>
</table>

Design and Technical Theatre Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.

Theatre Studies Minor
18-20 credit hours required. NOT AVAILABLE FOR THEATRE MAJORS.

The Theatre Studies minor gives students an opportunity to pursue theatre studies while majoring in other disciplines. Students in English Communication, Mathematics, the Sciences and Social Sciences may find this minor an excellent way to augment their other studies.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM 101</td>
<td>Introduction to Performances Studies</td>
</tr>
<tr>
<td>DRAM 210</td>
<td>Interpretation and Analysis of Plays</td>
</tr>
<tr>
<td>DRAM 235</td>
<td>Introduction to Acting</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>DRAM 205</td>
<td>Production Techniques for Dance/Drama/Music</td>
</tr>
<tr>
<td>DRAM 206</td>
<td>Fundamentals of Technical Theatre (4 credits)</td>
</tr>
<tr>
<td>DRAM 244</td>
<td>Stage Management</td>
</tr>
<tr>
<td>DRAM 251</td>
<td>Foundations of Design for Stage (4 credits)</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>DRAM 312</td>
<td>Theatre History I</td>
</tr>
<tr>
<td>DRAM 313</td>
<td>Theatre History II</td>
</tr>
<tr>
<td>DRAM 414</td>
<td>Contemporary Theatre Topics</td>
</tr>
</tbody>
</table>

Theatre Studies Minor Policies on Student Grades and Performing

Any student receiving a grade of 1.0 or less for any course offered through the Department of Theatre and Dance will be ineligible for casting in any student directed or choreographed production during the semester immediately following the semester in which the failing grade is issued. Eligibility in faculty directed or choreographed productions will be left to the discretion of the directing faculty member and the Department Chair.
Theatre Course Descriptions

Courses are offered each semester unless otherwise designated.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

DRAM 195, 295, 395, 495 – Special Topics (1-12)

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

DRAM 100 – Mind of the Artist (4) An introduction to the nature of art and the process of its creation, with special emphasis in the study of dance and theatre. Gen Ed: FS & AC credit. Cross-listed as DANC 100. Fall and Spring.

DRAM 101 – Introduction to Performance Studies (3) An introductory course that explores the theories and evidence for the origins of performance and how different cultures create performance arts events and rituals. Gen Ed: AC & FC credit. Cross-listed as DANC 101. Fall.

DRAM 110 – Alexander Technique (2) The Alexander Technique is a safe, self-care method to stop pain, stress, and muscular tension caused by everyday misuse of the body. The technique can be applied to improve use of the body in such areas as acting, instrumental and singing techniques, dance, athletics, and daily life activities. Gen Ed: PE credit. Fall and Spring.

DRAM 120 – Performance Explorations (3) An introductory interdisciplinary course designed to provide students of dance and theatre with fundamental skills in personal expression, improvisation, and communication as a performing artist. Gen Ed: AE credit. Cross-listed as DANC 120. Fall.

DRAM 205 – Production Techniques: Dance/Drama/Music (3) Basic skills and procedures in producing theatrical productions, including basics of lighting, costuming, running crew, and set construction. Laboratory time required. Gen Ed: AE credit. Cross-listed as DANC 205. Spring.

DRAM 206 – Fundamentals of Technical Theatre (4) Basic skills and safety procedures in technical theatre, including set and costume construction, scene painting and stage lighting. Laboratory time required. Gen Ed: AE credit. Fall.

DRAM 208 – Orientation to Theatre (3) An introductory and appreciation course on the art of theatre, principles of dramatic theory and criticism, and study of representative historic periods and stage conventions. As warranted.

DRAM 210 – Interpretation and Analysis of Plays (3) An introduction to genres and styles of dramatic literature from historical periods and world theatrical traditions. Includes an introduction to the study and methods of dramaturgy as a professional practice. Gen Ed: AC credit. Spring.

DRAM 211 – @Performance and Production (1-3) Supervised experience in various phases of play production. Fall and Spring.

DRAM 223 – @Costume Construction (4) Lab required. Methods used in the planning and construction of costumes for the theatre with a focus on how theatrical costume construction differs from clothing construction for the consumer market. Emphasis is on theatrical construction, cutting, fitting, fabric and fiber analysis and adaptations for stage performance. Lab: Students work in small groups with close faculty supervision on projects from the seminar section or costumes for a current production. Cross-listed as DANC 223. Gen Ed: AE. Fall.

DRAM 235 – Introduction to Acting (3) Actor-training course for majors, minors, and non-majors that introduces students to fundamentals of the Stanislavski-based method of actor training. Gen Ed: AE credit.

DRAM 237 – Spoken Word I (3) This course is designed to develop the critical listening, reading, and performing skills required when encountering and engaging The Spoken Word. An approach to literary and performance-based texts that will strengthen and deepen skills for critical reading, research and inquiry. Focus will be on texts that are intended to be spoken by performers and listened to by a critical audience. Gen Ed: AE credit. As warranted.

DRAM 244 – @Stage Management (3) Introduction to the knowledge and skills of stage management for theatre, dance and music events. Other aspects of performance management are studied such as box office, production, company and house management. Cross-listed as DANC 244. Spring.

DRAM 251 – Foundations of Design for the Stage (4) Fundamentals of design elements and principles as they apply to the performance arts. All aspects of design for the stage will be studied including the basics of scenic, lighting, costume and sound design. Gen Ed: AE credit. Fall and Spring.

DRAM 302 – Directing I (3) History of directing, applied play analysis, and study of various techniques for working with actors. Students will direct a short play. Prerequisites: DANC/DRAM 101, DRAM 210, DRAM 336, DANC/DRAM 244, and DRAM 251. Gen Ed: AC & SI credit. Fall.

DRAM 312 – Theatre History I (3) Development of theatre arts in world culture from the Greek era to early Italian Renaissance. Emphasis on conditions of production with respect to theatre architecture, cultural values, costuming, staging and performance. Fall. Gen Ed: WC credit.

DRAM 313 – Theatre History II (3) Development of theatre arts in world culture from Shakespeare to present day. Emphasis on conditions of production with respect to theatre architecture, cultural values, costuming, staging and performance. Spring. Gen Ed: WC credit.

DRAM 323 – @Advanced Costume Construction (3) Techniques in historical garment construction, cutting, fitting, analysis and adaptation for stage performing. Prerequisites: DANC 223 or DRAM 223. Corequisite: DRAM 323 Lab. Spring, odd years.

DRAM 323 – @Advanced Costume Construction (Lab) (1) Students work in the Costume Shop under the instructor’s supervision constructing costumes and working on wardrobe crews for department productions. Prerequisite: DANC/DRAM 223. Corequisite: DRAM 323. Spring, odd years.

DRAM 331 – Costume Design (3) Rendering costumes, design, costume construction, costume history as well as understanding the role of costume designers in interpreting plays. Lecture/Lab. Prerequisite: DRAM 210 and 251. Gen Ed: AE credit.

DRAM 333 – Stage Makeup and Mask Design (4) The study of stage makeup design principles, techniques, materials and tools as they are used to create characters for the stage. Character analysis and critical reading of scripts are used as the basis for study. Specialized makeup and mask-making materials and techniques are introduced such as prosthetics, scar and wounds, plaster molding, new plastics technology, and papier-mâché. Gen Ed: AE credit. Fall and Spring.

DRAM 336 – Scene Study and Realism (4) A continuation of Introduction to Acting, DRAM 235. The course will build on the foundation of skills, vocabulary and training learned in the previous course. The course expands and deepens the study of acting with an in-depth look at American method actor training and scene study approaches by various Stanislavski-based systems. Historical and character study research and play analysis skills will be strengthened. Prerequisite: DRAM 235. Gen Ed: AE credit. Spring.

DRAM 337 – Shakespeare and Verse (3) Advanced study of acting in verse plays with particular attention to the works of Shakespeare. Prerequisites: DRAM 235 and 336. Gen Ed: AE credit. Fall, even years.

DRAM 338 – Audition Techniques (3) Focus of study on monologue training for professional auditioning and the development of advanced cold reading skills. Prerequisites: DRAM 235 and 336. Gen Ed: AE credit. Fall.

DRAM 340 – Acting Ensemble I (1-3) A course for students cast in a production under faculty or guest artist direction, where the emphasis is on practicing the skills of ensemble based performance. The course requires documentation of in-depth study of actor research and analysis. The actor’s work will include rehearsals, research, and production work. Prerequisite: by audition only. Fall and Spring.

DRAM 343 – Advanced Stagecraft and Production (3) This course is an in-depth investigation of theatre technology and production methodology and an expansion of skills introduced in prior stagecraft and production courses. Students will be assigned projects in stage carpentry, electrics, props, sound, metal formation, technical direction and production coordination. Prerequisite: DRAM 205 or 206. Gen Ed: AE credit. As warranted.

DANC 344 – @Stage Management Practice (1-3) Students engage in a production-based project to explore and develop advanced stage management techniques and leadership skills in the performing arts. Fall and Spring.
DRAM 351 – Design with Computer Models (3) An introduction to the creation of stage designs using computer generated model building programs to render plans and representations of stage images. Students will analyze scripts, conduct research, and devise designs which meet the historic, expositional, atmospheric, thematic and conceptual requirements of the play as they interpret these elements. Prerequisite: DRAM 251 or permission Gen Ed: AE credit. As warranted.

DRAM 353 – Scene Design (3) An introduction to the art of designing scenery for the stage. Students will develop techniques for creating plans, perspective drawings, elevations, renderings, scale models and computer model simulations and other skills for translating their ideas into works for production. Students will develop skills in arranging floor plans that facilitate stage action, create images that provide exposition and atmosphere for the play and realize a visual world that reinforces and extends the meaning of the performance event. Prerequisites: DRAM 101, 205, or 206, and DRAM 251. Gen Ed: AE credit. Fall, odd years.

DRAM 355 – Lighting Design for the Stage (3) An introduction to the art and craft of designing lighting for performances. Students will develop techniques for rendering and drafting lighting designs using computer software. Projects for staged productions will be assigned including designs for plays and dance works. Prerequisites: DANC/DRAM 205, DRAM 206, or DRAM 251. Gen Ed: AE credit. Cross-listed as DANC 355. Spring, odd years.

DRAM 361 – @Methods Theatre Ed. Elementary (3) Introduction to the basics of teaching drama for the elementary classroom. Corequisite: DRAM 371. Prerequisites: DRAM 210, 235, 251, 312, 313, or EDLS 201. Fall.

DRAM 362 – @Methods Theatre Ed. Secondary (3) Introduction to the basics of teaching drama for the secondary classroom. Prerequisites: DRAM 210, 235, 251, 312, 313, or EDLS 201. Spring.

DRAM 363 – Theatre for Young Audiences (3) Explores various forms, formats and current practices in the field of youth theatre. Students will study historical antecedents as well as contemporary youth theatres in the U.S. and across the globe. Prerequisite: sophomore standing. Gen Ed: AE & SI credit. Fall.

DRAM 364 – Applied Theatre (3) The study of theatre as applied to non-theatrical settings. Students will work in community settings and with community members using drama techniques to study, research, facilitate and perform issues of significant import in the lives of community members. Prerequisites: sophomore standing. Gen Ed: AE credit. Spring.


DRAM 371 – @Field Experience: Pre-K-5 (1) Observation sessions in the Elementary classroom to accompany DRAM 361. Corequisites: DRAM 361 or permission.

DRAM 372 – @Field Experience: Theatre Ed. Secondary (1) Observation sessions in the secondary classroom to accompany DRAM 362. Corequisites: DRAM 362 or permission.


DRAM 414 – Contemporary Theatre Topics (3) Focused study of modern trends in theatre from the end of the 19th century to the present. Prerequisite: sophomore standing. Gen Ed: AC and WI credit. As warranted.


DRAM 439 – Comedy & Comic Styles (3) Explores the techniques for acting in comedy. Comic styles from contemporary sit-coms to historical styles such as farce and comedy of manners are studied. Prerequisite: DRAM 336. Gen Ed: AE credit. Spring, even years.

DRAM 440 – Acting Ensemble II (3) Builds on the work and experience of DRAM 340. Acting Ensemble I. Designed for students cast in lead roles in a production under faculty or guest artist direction, with emphasis on practicing ensemble-based performance and with documentation of advanced research work in style, genre, and character as suited to the requirements of a lead role. Prerequisites: DRAM 340 and by audition. Fall and Spring.

DRAM 441 – Pivotal Playwrights (3) Advanced acting work, delving into a number of works by one important playwright. Students will experiment fully with characters’ physical and vocal lives, work as an ensemble, explore the political and social context of the plays, rehearse, and perform publicly. Prerequisite: DRAM 336. Fall.

DRAM 466 – Advanced Reader’s Theatre (3) Practical application of theories and techniques involved in advanced work of dramatic oral interpretation and chamber theatre. Prerequisite: DRAM 366. As warranted.

*DRAM 485 – @Senior Project: Costume Technology (1-3) Advanced independent study in the construction of theatrical costumes and costume crafts. Prerequisite: senior standing and DRAM 223.

*DRAM 486 – Senior Project: Dramaturgy (1-3) Independent study in Dramaturgy in which the student participates in a theatrical production through text analysis, historical research, attending rehearsals, and assisting the director. Prerequisites: senior standing and DRAM 403. As warranted.

*DRAM 487 – @Senior Project: Sound Design (1-3) Advanced Projects in the design and engineering of sound for theatrical productions and dance concerts. Prerequisites: senior standing, DRAM/DANC 205 or DRAM 206, DRAM 251, and appropriate experience. As warranted.

*DRAM 488 – @Senior Project: Stage Management (1-3) Advanced project in managing main stage faculty and guest artist productions in theatre and dance. Prerequisites: senior standing, DRAM/DANC 244, and stage management experience. As warranted.

*DRAM 489 – @Senior Project: Make-up (1-3) Advanced independent study in make-up. Prerequisites: senior standing, DRAM 336, and one of the advanced acting courses As warranted.

*DRAM 490 – Senior Project: Acting (1-3) Advanced independent study in acting. Prerequisites: senior standing, DRAM 336, and one of the advanced acting courses As warranted.

*DRAM 491 – @Senior Project: Technical Theatre (1-3) Advanced independent study in the creation of effects, properties, projections, and other technical aspects of theatre. Usually in connection with a specific production. Prerequisites: senior standing, DRAM/DANC 205 or DRAM 206, DRAM 251, and crew experience. As warranted.

*DRAM 492 – Senior Project: Directing (1-3) Advanced independent study in directing. Prerequisites: senior standing, DRAM 302, and DRAM 403. As warranted.

*DRAM 493 – Senior Project: Scene Design (1-3) Advanced independent study in scenic design for dance or theatre productions. Prerequisites: senior standing, DRAM/DANC 205 or DRAM 206, DRAM 251, and DRAM 353. As warranted.

*DRAM 494 – Senior Project: Spoken Word (3) Advanced independent study in reader’s theatre. Prerequisites: senior standing and DRAM 237. As warranted.

*DRAM 496 – Senior Project: Lighting Design (1-3) Advanced independent study in stage lighting for dance or theatre productions. Prerequisites: senior standing, DRAM 205 or DRAM 306, and DRAM 355. As warranted.

*DRAM 497 – Senior Project: Costume Design (1-3) Advanced independent study in costume design for dance or theatre productions. Prerequisites: senior standing and DRAM 311. As warranted.

*DRAM 499 – @Senior Project: Theatre Education (1-3) Project-based study of theatre used in educational or community settings. Prerequisites: senior standing and Approval by the Director of Theatre Education. As warranted.

*Note: All students enrolled in a Senior Project are required to attend a weekly seminar, facilitated by a faculty member. During these sessions students will share the issues that arise during the development of their projects, and offer ideas and suggestions to their colleagues. As well as meeting weekly with the seminar group and facilitator, each student will meet regularly with a senior project mentor. (Acting faculty will mentor acting projects, design faculty will mentor design projects, etc.)
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Peter Brouwer, Dean
117 Satterlee, 315-267-2515, brouweps@potsdam.edu

Debbie Anderson, Interim Associate Dean
114 Satterlee, 315-267-2788, andersdl@potsdam.edu

Departments
- Business Administration
- Community Health
- Curriculum and Instruction
- Literacy Education*
- Secondary Education
- Special Education*

*Graduate programs only

Art Education, Information and Communication Technology, and Theatre Education are offered in the School of Arts and Sciences and may be viewed on pages 100, 114, and 163 respectively.

Offices
Office of Graduate Studies
Joshua E. Holmes, Coordinator of Graduate Admissions
116B Satterlee, 315-267-3066, holmesje@potsdam.edu

Peter Cutler, Coordinator of Graduate Recruitment
112 Satterlee, 315-267-3154, cutlerpj@potsdam.edu

Center for School Partnerships and Teacher Certification
Amy Guiney, Director
111 Satterlee, 315-267-3450 guineyaj@potsdam.edu

Nicole Feml, Assistant Director
112A Satterlee, 315-267-2539, femlna@potsdam.edu

Lisa Stewart, Teacher Education Advising Coordinator
110 Satterlee, 315-267-3429, stewartla@potsdam.edu

Kristin Jordan, Teacher Education Advising Assistant
108A Satterlee, 315-267-3083, jordankl@potsdam.edu

Facilities
Rebecca Sheard Literacy Center
Tina Bush, Director
104 Satterlee, 315-267-3492, bushtm@potsdam.edu

Thomas E. O’Shaughnessy Center for Assistive Technology
Christian Remick, Director
104A Satterlee, 315-267-2527, remickcw@potsdam.edu

Department of Business Administration
Contact Person: Joe Timmerman, Chair
212 Dunn, 315-267-2219, timmerja@potsdam.edu

Professor: Edwin Portugal
Associate Professors: Gregory Gardner, Joe Timmerman
Assistant Professors: Lee Cliff, David Kistler, Shalu Wunnava
Instructor: M. Shahadat Hossain
Adjunct Instructor: Donna Mosier

The Business Administration program is accredited by the International Assembly of Collegiate Business Education (IACBE). IACBE promotes and supports quality business management education worldwide through accreditation and outcomes assessment.

The Department of Business Administration offers one major (Business Administration) and two minors (Business Administration and Music Business). In addition, it has established 4+1 MBA/MS agreements with Alfred University, Clarkson University, Rochester Institute of Technology, SUNY Oswego, The Graduate School of Union University, and the Whitman School of Management at Syracuse University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 75.

Business Administration Major (B.S.)
42 credit hours required. Plus 9 credits of cognates.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>ACCT 201 Principles of Accounting I</td>
</tr>
<tr>
<td></td>
<td>ACCT 202 Principles of Accounting II</td>
</tr>
<tr>
<td></td>
<td>FINA 301 Finance</td>
</tr>
<tr>
<td></td>
<td>MGMT 301 Principles of Management</td>
</tr>
<tr>
<td></td>
<td>MKTG 301 Principles of Marketing</td>
</tr>
<tr>
<td></td>
<td>MGMT 310 Organizational Behavior and Ethics</td>
</tr>
<tr>
<td></td>
<td>MGMT 330 Legal Environment of Business</td>
</tr>
<tr>
<td></td>
<td>MGMT 340 Information Systems for Business</td>
</tr>
<tr>
<td></td>
<td>MGMT 410 Operations Management</td>
</tr>
<tr>
<td></td>
<td>MGMT 490 Strategic and Global Management</td>
</tr>
</tbody>
</table>

Elective Courses: four courses from the following

<table>
<thead>
<tr>
<th>Credits</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 301 Intermediate Accounting I</td>
</tr>
<tr>
<td></td>
<td>ACCT 302 Intermediate Accounting II</td>
</tr>
<tr>
<td></td>
<td>ACCT 360 Federal Individual Taxation</td>
</tr>
<tr>
<td></td>
<td>ACCT 385 Managerial Accounting</td>
</tr>
<tr>
<td></td>
<td>ACCT 395 Special Topics in Accounting (1-12 credits)</td>
</tr>
<tr>
<td></td>
<td>ACCT 450 Fraud Examination</td>
</tr>
<tr>
<td></td>
<td>ACCT 485 Cost Management</td>
</tr>
<tr>
<td></td>
<td>ACCT 491 Internship</td>
</tr>
<tr>
<td></td>
<td>ACCT 495 Special Topics in Accounting (1-12 credits)</td>
</tr>
<tr>
<td></td>
<td>FINA 320 Management of Risk and Insurance</td>
</tr>
<tr>
<td></td>
<td>FINA 395 Special Topics in Finance (1-12 credits)</td>
</tr>
<tr>
<td></td>
<td>FINA 410 Investments and Portfolio Analysis</td>
</tr>
<tr>
<td></td>
<td>FINA 460 Financial Statement Analysis</td>
</tr>
<tr>
<td></td>
<td>FINA 491 Internship</td>
</tr>
<tr>
<td></td>
<td>FINA 495 Special Topics in Finance (1-12 credits)</td>
</tr>
<tr>
<td></td>
<td>MGMT 312 Ethical Issues in Business</td>
</tr>
</tbody>
</table>
Business Administration Minor
18 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Courses</td>
<td>18</td>
</tr>
</tbody>
</table>

Special Notes
1. Business administration minors must earn a minimum grade of 2.0 in every course counted toward the minor. No courses that count toward the minor can be taken S/U.
2. Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and the Department of Economics.
3. Most 300- and all 400-level courses require at least a junior standing. MGMT 490 requires senior standing.
4. At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
5. MGMT 301 is Speaking-Intensive (SI) unless taken online.
6. MGMT 490 is Writing-Intensive (WI) and must be taken in senior year.

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:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives: two of the following</td>
<td>6</td>
</tr>
</tbody>
</table>

Special Notes
1. Students pursuing Bachelor of Science degrees must complete a minimum of 75 credits of liberal arts courses. Non-liberal arts courses are designated in course descriptions with the “@” symbol.
2. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of MGMT 301.
3. Up to 3 credits of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
4. MGMT 301 and 310 are Speaking-Intensive (SI) unless taken online.
5. MGMT 490 is Writing-Intensive (WI). It is also the capstone course that must be taken in senior year.
6. Under advisement other courses may count as business electives. Students should consult their adviser.
Notes
1. Some of the courses printed above may have prerequisites.
2. MUCE, MUCI and MUCT courses require the approval of the instructor.
3. Alternative courses may be counted with the prior approval of the Coordinator for Music Business.

Business Administration Course Descriptions
@ = Indicates a non-liberal arts course. Please refer to page 45 for a description.
195, 295, 395, 495 – Special Topics (1-12)
198, 298, 398, 498 – Tutorial (1-3)

Accounting
ACCT 201 – @Principles of Accounting I (3) This course focuses on basic accounting principles and concepts for sole proprietorship. The emphasis is on accounting cycle statements and supporting schedules. Fall and Spring.
ACCT 202 – @Principles of Accounting II (3) This 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 principles, 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 is the second course in a two-course sequence. Prerequisite: ACCT 301. Spring, odd years.

Finance
FINA 301 – Finance (3) This course focuses on the sources and costs of funds used by businesses to obtain the assets needed for operations. It also analyzes working capital components and the sources and uses of cash. Additional topics include the basic analysis of risk and return, the time value of money, and an introduction to basic financial statement analysis. Prerequisite: ACCT 202 and one of CIS 125, MATH 125, or STAT 100. Fall and Spring.
FINA 320 – Management of Risk and Insurance (3) This course focuses on analyzing and managing the risks inherent in running any economic enterprise. Emphasis will be placed on identification of risk exposure and using specific types of insurance to address those exposures. This course may be of interest to Math majors interested in actuarial science. Prerequisite: CIS 125, MATH 125, or STAT 100. 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.

Management
MGMT 301 – @Principles of Management (3) This course focuses on basic management concepts, practical theories, and timely management issues faced by managers in organizations. Topics include managerial functions, roles, and skills needed in planning, organizing, leading, and controlling organizational resources. Fall and Spring.
MGMT 310 – Organizational Behavior and Ethics (3) This course focuses on theories and practices about individual behaviors, interpersonal dynamics, and group processes in organizations. Topics include motivation, teamwork, leadership, communication, power, influence tactics, conflict resolution, ethics, and job satisfaction. Spring.

FINA 491 – Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. For application deadlines and more information, see your adviser. Fall and Spring.

ACCT 491 – Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. For application deadlines and more information, see your adviser. Fall and Spring.

ACCT 401 – 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.
MGMT 330 – Legal Environment of Business (3) This course will examine the overall legal framework with an emphasis on contracts and business transactions. Laws, cases, and real life situations will be incorporated to present a functional view of how the law is applied. Fall and Spring.

MGMT 340 – Information Systems for Business (3) This course examines concepts and tools for the design and use of information systems in a business environment. Business information systems components, trends, and use in managing resources and decision making are covered. Topics include computer hardware and software, telecommunications and networks, database resource management, e-commerce, systems development, security and ethical challenges. Case study analyses and/or assignments are used to enable students to acquire skills and proficiency in word-processing, database, presentation graphics, and spreadsheet applications for problem solving, decision making, reporting and oral presentations. Prerequisite: MGMT 301. Fall and Spring.

MGMT 360 – Corporate Law (3) This course begins with a brief overview of agency law. Emphasis will be placed on corporate structure and standards of conduct that the officers, managers, and directors have regarding duties of care and loyalty. Other various interrelated entities such as partnerships, closed corporations, and limited liability companies will also be examined. Fall, even years.

MGMT 370 – Entrepreneurship (3) This course is a survey of the practice of entrepreneurship and small business management. Topics include entrepreneurial process, characteristics of entrepreneurs, starting new ventures, business plans, and the entrepreneurial life cycle. Students will apply entrepreneurial knowledge to the process of creating an individual business plan term project. Prerequisite: MGMT 301, MKTG 301, & ACCT 201. As warranted.

MGMT 410 – Operations Management (3) This course introduces the primary operations activities in manufacturing and service organizations. Topics include operations strategy for goods and services, TQM, goods and services design, process and capacity design, layout design, supply chain management, project management, inventory management for independent and dependent demand (MRP), aggregate scheduling, and short-term scheduling. Spreadsheets and/or commercial software will be used for quantitative analysis whenever possible. Prerequisites: MGMT 301 and one of CIS 125, MATH 125, or STAT 100. Fall and Spring.

MGMT 420 – Leadership in Organizations (3) This course is a survey of theory, research, and practice of leadership in formal organizations. Topics include leadership behaviors, participative leadership, sources of power, the influence process and managerial effectiveness, managerial traits and skills, charismatic leadership, strategic leadership by top executives, and leadership in decision-making groups. Prerequisite: MGMT 301. Spring.

MGMT 445 – Mergers & Acquisitions (3) This course introduces the basic strategic, financial, and managerial aspects of corporate mergers and acquisitions. It covers key issues of acquisition valuation and negotiation, strategic synergy, and the integration aspects of human resources, organizational behavior, and operations. Students will learn to spot potential merger, acquisition, and divestiture opportunities, to assess the financing and stock market impacts, and apply various valuation techniques including discounted cash flows, book values, and ratio analysis. Spring.

MGMT 490 – Strategic and Global Management (3) This course focuses on the strategic functions and responsibilities of top management in guiding, shaping, and achieving the directions for the total organization. Theories and principles of strategy will be applied to local, national, and global organizations. Topics include organizational vision, mission, strategies, tactics, and implementation. Prerequisites: MGMT 301, MKTG 301, and Senior standing. Gen Ed: WI credit. Fall and Spring.

MGMT 491 – Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Junior standing at the time of internship. For application deadlines and more information, see your advisor. Fall and Spring.

Marketing

MGKT 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. Gen Ed: SI credit. Fall and Spring.

MGKT 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 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: MKGT 301. Fall.

MGKT 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: MKGT 301. As warranted.

MGKT 370 – Business-to-Business Marketing (3) This course will deal with marketing in business to business markets with emphasis on strategic marketing management, buyer behavior and competitive analysis, sales management, new product management, and international issues. Topics will also include marketing planning, organizational buyer behavior, business marketing channels, and the marketing mix elements. It will combine theory and practice. Students will have a practical knowledge of business buyers and their purchase involving extensive decision-making and the consideration of multiple options and vendors. Prerequisite: MKGT 301. Fall.

MGKT 430 – Global Marketing Management (3) The course aims to develop skills in designing and implementing global marketing strategies and programs in diverse contexts. The course materials cover both large and small firms, marketing a broad range of consumer and industrial products and services, and operating in developing and developed country-markets in all geographic regions. Students will develop a critical appreciation of the external forces that are shaping the world’s markets; learn when to use alternate market entry strategies; what to standardize or adapt in marketing programs; and determine how to organize global marketing operations for maximum effectiveness.

MGKT 491 – Internship (1-12) The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than six credit hours may be counted toward the major. Prerequisite: Junior standing at the time of internship. For application deadlines and more information, see your advisor. Fall and Spring.

Department of Community Health

Contact Person: Maureen McCarthy, Chair
101 Dunn, 315-267-2919, mccartma@potsdam.edu

Associate Professors: Maureen McCarthy, Kathleen O’Rourke
Assistant Professors: Kelly Bonnar, Sharon DeJoy
Wilderness Education Coordinator: Mark Simon
Leadership and Challenge Center Coordinator: Adam Wheeler
Community Health Internship Coordinator: Ada Santafera
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, and advocate for effective health policy and address health disparities in order to prevent health problems from occurring and improving health and quality of life. Health education is an exciting field, with a variety of content areas and employment opportunities from which to choose. Graduates of the Community Health program pursue careers in local or state public health departments, hospital outreach and education programs, community-based programs and agencies, social service programs and agencies, national health organizations, corporate wellness programs, etc. Substance abuse prevention, nutrition education, sex education, safety and injury prevention, disease prevention, therapeutic recreation, and environmental health advocacy are just a few of the occupational opportunities available to graduates from this program. The Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. Working toward social justice and helping others learn how to live healthier and more fulfilling lives is a rewarding and challenging endeavor. Through the Community Health Major, students acquire the skills base and knowledge to be effective health educators. Graduates of the Community Health Major qualify to sit for the CHES exam to become Certified Health Education Specialists (CHES), a nationally recognized credential for health educators.

Community Health Major (B.S.)
47 credit hours required. Plus 7 credits of cognates.
The community health major requires students to successfully complete 26 core course credits, 9 credits of HLTH electives, a 12-credit internship, and 7 credits of cognate courses. 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, she or he will take a course selected by the Community Health faculty. In addition to demonstrating acceptable writing skills, students must also earn at least a 2.0 in courses counting towards the major and maintain an overall GPA in the major of 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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>HLTH 165 Health: A Lifestyle Approach</td>
</tr>
<tr>
<td></td>
<td>HLTH 310 Health Disparities</td>
</tr>
<tr>
<td></td>
<td>HLTH 361 Foundations of Community Health</td>
</tr>
<tr>
<td></td>
<td>HLTH 380 Theory in Community Health</td>
</tr>
<tr>
<td></td>
<td>HLTH 385 Epidemiology and Biostatistics</td>
</tr>
<tr>
<td></td>
<td>HLTH 430 Human Disease: Patterns, Prevention and Intervention</td>
</tr>
<tr>
<td></td>
<td>HLTH 470 Program Planning</td>
</tr>
<tr>
<td></td>
<td>HLTH 480 Program Evaluation</td>
</tr>
<tr>
<td></td>
<td>HLTH 485 Pre-internship seminar (2 credits)</td>
</tr>
<tr>
<td></td>
<td>HLTH 490 Internship (12 credits)</td>
</tr>
</tbody>
</table>

Electives: three of the following

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>HLTH 200 Therapeutic Recreation</td>
</tr>
<tr>
<td></td>
<td>HLTH 250 Drug Studies</td>
</tr>
<tr>
<td></td>
<td>HLTH 300 Environmental Health</td>
</tr>
<tr>
<td></td>
<td>HLTH 325 Alcohol Studies</td>
</tr>
</tbody>
</table>

HLTH 331 Death and Dying
HLTH 333 Human Nutrition
HLTH 341 Sexual Health
HLTH 342 Women’s Health
HLTH 343 Maternal and Child Health
HLTH 344 Issues in Lesbian, Gay and Bisexual Health
HLTH 345 Child Abuse and Neglect
HLTH 346 Preventing Violence Against Women
HLTH 371 Nutrition for Special Populations
HLTH 373 Current Topics in Community Health Nutrition
HLTH 375 Navigating the American Diet
HLTH 425 Exercise Physiology
HLTH 295, 395 or 495 Special Topics
HLTH 298, 398 or 498 Tutorial

Cognates
BIOL 107 Human Biology
BIOL 210 Intro to 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.

Registration
To declare the major, contact the chair of the Department of Community Health.

Community Health Minor
20 credit hours required.
The Community Health Minor will prepare students to identify the determinants of health and illness and to discern the impact that health or illness has on the social, emotional, cultural, spiritual, psychological, political and economic well-being of individuals, societies and the “global village” as a whole. This valuable information will be complementary to the solid foundation of knowledge constructed via major coursework and will afford students a more comprehensive and complete world view. Depending on the electives selected, students will learn to interpret, analyze and address current world health concerns in such diverse areas as environmental health, human sexuality, nutrition, substance abuse, fitness, therapeutic recreation and death, dying and bereavement. In addition, students will also learn how to make informed personal lifestyle choices that will allow them to experience a higher quality of life now and in the future.

A minimum of 20 hours of credit to be taken in the Department of Community Health is required of all students seeking a Community Health minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students EXCEPT those enrolled in the Community Health major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Community Health minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>HLTH 165 Health: A Lifestyle Approach</td>
</tr>
<tr>
<td></td>
<td>HLTH 361 Foundations of Community Health</td>
</tr>
<tr>
<td></td>
<td>HLTH 475 Minor Seminar (2 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 200 Therapeutic Recreation</td>
</tr>
<tr>
<td>HLTH 250 Drug Studies</td>
</tr>
<tr>
<td>HLTH 300 Environmental Health</td>
</tr>
<tr>
<td>HLTH 325 Alcohol Studies</td>
</tr>
<tr>
<td>HLTH 331 Death and Dying</td>
</tr>
<tr>
<td>HLTH 333 Human Nutrition</td>
</tr>
<tr>
<td>HLTH 341 Sexual Health</td>
</tr>
<tr>
<td>HLTH 342 Women’s Health</td>
</tr>
<tr>
<td>HLTH 343 Maternal and Child Health</td>
</tr>
<tr>
<td>HLTH 344 Issues in Lesbian, Gay and Bisexual Health</td>
</tr>
<tr>
<td>HLTH 345 Child Abuse and Neglect</td>
</tr>
<tr>
<td>HLTH 346 Preventing Violence Against Women</td>
</tr>
<tr>
<td>HLTH 371 Nutrition for Special Populations</td>
</tr>
<tr>
<td>HLTH 373 Current Topics in Community Health Nutrition</td>
</tr>
<tr>
<td>HLTH 375 Navigating the American Diet</td>
</tr>
<tr>
<td>HLTH 425 Exercise Physiology</td>
</tr>
</tbody>
</table>

HLTH 295, 395 or 495 Special Topics
HLTH 298, 398 or 498 Tutorial

Cognates
BIOL 107 Human Biology
BIOL 210 Intro to 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.

Registration
To declare the major, contact the chair of the Department of Community Health.
Community Health Elective
Choose one of the following:
- HLTH 310 Health Disparities
- HLTH 380 Theory in Community Health
- HLTH 385 Epidemiology and Biostatistics
- HLTH 430 Human Disease: Patterns, Prevention and Intervention

Health Topic Electives
Choose three Topic Areas from the following list and take one course in each chosen topic area:
- Substance Abuse: HLTH 250 Drug Studies or HLTH 325 Alcohol Studies
- Environmental Health: HLTH 300 Environmental Health
- Death & Dying: HLTH 331 Death and Dying
- Sexual Health: HLTH 341 Sexual Health, HLTH 342 Women's Health, HLTH 343 Maternal and Child Health, or HLTH 344 Issues in Lesbian, Gay, and Bisexual Health
- Nutrition: HLTH 333 Human Nutrition, HLTH 371 Nutrition for Special Populations, HLTH 373 Current Topics in Community Health Nutrition, or HLTH 375 Navigating the American Diet
- Fitness: HLTH 425 Exercise Physiology
- Therapeutic Recreation: HLTH 200 Therapeutic Recreation
- Other: Special topics courses (HLTH 395/495) may be applied to the minor with permission of the advisor and department chair.

Nutrition Minor
20 credit hours required.
The Nutrition Minor will provide students with a basic foundation in community health and an overview of health behaviors, as well as an in-depth examination of nutrition.

A minimum of 20 hours of credit is required of all students seeking the Nutrition minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Nutrition minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 165 Health: A Lifestyle Approach</td>
<td>15</td>
</tr>
<tr>
<td>HLTH 333 Human Nutrition</td>
<td></td>
</tr>
<tr>
<td>HLTH 361 Foundations of Community Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 371 Nutrition for Special Populations</td>
<td></td>
</tr>
<tr>
<td>HLTH 373 Current Topics in Community Health Nutrition</td>
<td></td>
</tr>
<tr>
<td>HLTH 475 Minor Seminar: Nutrition Section (2 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives: one of the following</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 310 Health Disparities</td>
<td></td>
</tr>
<tr>
<td>HLTH 375 Navigating the American Diet</td>
<td></td>
</tr>
<tr>
<td>HLTH 380 Theory in Community Health</td>
<td></td>
</tr>
<tr>
<td>HLTH 430 Human Disease: Patterns, Prevention and Intervention</td>
<td></td>
</tr>
<tr>
<td>ANTH 374 Food for Thought: The Anthropology of Eating</td>
<td></td>
</tr>
</tbody>
</table>

Fitness Minor
20-23 credit hours required.
The Fitness Minor will provide students with an understanding of the role of behaviors (including diet and physical activity) in human health, as well as an in-depth examination of fitness.

A minimum of 20 hours of credit is required of all students seeking a Fitness minor. Students must earn at least a 2.0 in each course to receive credit for the minor. This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Fitness minor, contact the chair of the Department of Community Health.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Activity Courses: two of the following</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 108 Aerobic Kick-Boxing (1 credit)</td>
<td></td>
</tr>
<tr>
<td>PE 116 Hatha Yoga (1 credit)</td>
<td></td>
</tr>
<tr>
<td>PE 123 Jogging and Conditioning (1 credit)</td>
<td></td>
</tr>
<tr>
<td>PE 131 Swim for Fitness (1 credit)</td>
<td></td>
</tr>
<tr>
<td>PE 136 Weight Training (1 credit)</td>
<td></td>
</tr>
<tr>
<td>PE 155 Weight Loss (1 credit)</td>
<td></td>
</tr>
<tr>
<td>DANC 114 Beginning Kripalu-Style Yoga (2 credits)</td>
<td></td>
</tr>
<tr>
<td>DANC 116 Pilates Practice (2 credits) OR</td>
<td></td>
</tr>
<tr>
<td>DANC 212 Pilates-Based Conditioning (3 credits)</td>
<td></td>
</tr>
<tr>
<td>WILD 160 Introduction to Rock Climbing (1 credit) OR</td>
<td></td>
</tr>
<tr>
<td>WILD 170 Rock Climbing (2 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate: one of the following</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 107 Human Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 210 Intro to Anatomy &amp; Physiology - Lecture</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Elective
- HLTH 430 Human Disease: Patterns, Prevention and Intervention

Sexual Health Minor
20 credit hours required.
The Sexual Health Minor will provide students with a basic foundation in community health and an overview of health behaviors, as well as an in-depth examination of sexual health.

A minimum of 20 hours of credit is required of all students seeking a Sexual health minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Sexual Health minor, contact the chair of the Department of Community Health.
All courses are 3 credits unless noted. Credits are divided as follows:

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 341</td>
<td>Sexual Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 342</td>
<td>Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 361</td>
<td>Foundations of Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 475</td>
<td>Minor Seminar: Sexual Health Section (2 credits)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Community Health Elective:** one of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 310</td>
<td>Health Disparities</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 380</td>
<td>Theory in Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 385</td>
<td>Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 430</td>
<td>Human Disease: Patterns, Prevention and Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>

**Sexual Health Electives:** two of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 343</td>
<td>Maternal and Child Health</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 344</td>
<td>Issues in Lesbian, Gay, and Bisexual Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 150</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 321</td>
<td>Cross-cultural Aspects of Women's Health</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 346</td>
<td>Human Sexuality 2: Evolving Sex Roles</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 411</td>
<td>Anthropology of AIDS</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 412</td>
<td>Seminar in Women's Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 363</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
</tbody>
</table>

**Therapeutic Recreation Minor**

22 credit hours required.

The Therapeutic Recreation minor will prepare students to assist special populations (those with physical, emotional or intellectual challenges) to engage in backcountry recreation activities. Activities such as hiking, camping and other outdoor activities are a means for special populations to use their leisure time in engaging, healthy and meaningful ways. A minimum of 22 hours of credit is required of all students seeking a Therapeutic Recreation minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

To declare the Therapeutic Recreation minor, contact the chair of the Department of Community Health or the Wilderness Education Coordinator.

**Wilderness Education Minor**

Minimum of 19-21 credit hours required.

**Contact Person:** Mark Simon
100D Satterlee, 315-267-3130, simonm@potsdam.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:

**Complete all of the following courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILD 220</td>
<td>Wilderness First Responder</td>
<td>4</td>
</tr>
<tr>
<td>WILD 240</td>
<td>Backpacking (2 credits)</td>
<td>4</td>
</tr>
<tr>
<td>WILD 320</td>
<td>Outdoor Education</td>
<td>2</td>
</tr>
<tr>
<td>WILD 350</td>
<td>Wilderness and Adventure Program Planning</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 430</td>
<td>Human Disease: Patterns, Prevention and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 475</td>
<td>Minor Seminar: Therapeutic Recreation Section (2 credits)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Adventure Education Emphasis Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILD 160</td>
<td>Introduction to Rock Climbing (1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>WILD 170</td>
<td>Rock Climbing (2 credits)</td>
<td>2</td>
</tr>
<tr>
<td>WILD 200</td>
<td>Therapeutic Recreation</td>
<td>2</td>
</tr>
<tr>
<td>WILD 360</td>
<td>Leadership In Adventure Education (2 credits)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Students may choose to take the following electives:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WILD 175</td>
<td>Ice Climbing (2 credits)</td>
<td>2</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Environmental Geology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Adirondack Ecology</td>
<td>2</td>
</tr>
</tbody>
</table>

See page 176 for Wilderness Education course descriptions.
Community Health Course Descriptions

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

HLTH 165 – Health: A Lifestyle Approach (3) A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of one's lifestyle. Topics such as physical fitness, nutrition, sexuality, environmental health, stress management, and substance use prevention will be discussed relative to their role in individual and community health concerns. Gen Ed: FS with 1 credit lab. Fall and Spring.

HLTH 185 – @Biostatistics (3) This course will provide students with an introduction to descriptive and inferential statistics typically used in community and public health. Not currently offered.

HLTH 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as WILD 200. Fall.

HLTH 230 – School Health (CA, SAVE) (2) This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students' social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, arson prevention, drug abuse prevention and child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

HLTH 250 – Drug Studies (3) Examination of the physiological, psychological, economic, social and cultural problems related to use and abuse of psychoactive substances. Misconceptions, beliefs, and various sources of information are 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.

HLTH 300 – Environmental Health (3) An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins, food safety, and shelter and how those issue have an impact on the health of individuals. Fall.

HLTH 310 – Health Disparities (3) In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. Prerequisites: HLTH 361. 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 uses, and conflicting value systems relating to prevention and the importance of developing an understanding of the role of alcohol use in western society. Gen Ed: SI and SA credit. Spring.

HLTH 331 – Death and Dying (3) An examination of the social and psychological implications of the study of death and dying with particular emphasis on their relevance to enhancing the quality of life. Death is viewed as an integral part of life and the final stage of growth, more than a mere biological event. A focus of the course is to provide an understanding of those issues which have an impact upon individuals when going through life-threatening processes. The importance of recognizing needs, nonverbal or symbolic behavior and effective communication is studied along with the impact of loss in the life cycle. Gen Ed: SA credit. Spring.

HLTH 333 – Human Nutrition (3) Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, and the application of nutrition principles to the various stages of the human life cycle, the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

HLTH 341 – Sexual Health (3) This course is designed to be an exploration of topics in sexual health. Students will examine adolescent and sexual identity development; sexual health issues such as sexually transmitted disease, reproduction and sexual violence, and community health strategies used to address sexual health such as sexuality education, disease prevention and sexual health promotion efforts, sexual/Reproductive health care. Students will also explore the impact of attitudes about sex on sexual health and on community health strategies to address sexual health. Spring.

HLTH 342 – Women’s Health (3) This course examines health concerns specific to women. Behavioral, psychological and socio-cultural aspects of women's experience in health systems will be explored, as well as general influences such as age, race, ethnicity and social class on women's roles as recipients and providers of health care. Course topics include historical perspectives on women's health, gender differences in morbidity and mortality, patient and health care provider relationships, health care consumerism, the impact of employment, motherhood, divorce and aging, and other health concerns unique to women. Fall.

HLTH 343 – Maternal and Child Health (3) Maternal Child Health (MCH) offers an introduction to health issues affecting infants, children, adolescents and women of reproductive age. The course focuses on the ways in which poverty, politics, and racial/ethnic disparities affect the health of families in the U.S. and abroad. Students will examine the history and organization of MCH programs in the U.S., discuss the organization and financing of MCH health services, and explore current topics and trends in MCH, including pregnancy and childbirth, children with special needs, and teen pregnancy, among others. Spring.

HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3) This seminar-style course explores issues related to the health and well being of lesbian, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. As warranted.

HLTH 345 – Child Abuse and Neglect (3) This course will examine child abuse and neglect as a significant public health problem. Students will examine the nature, prevalence, determinants and consequences of abuse and neglect. In addition, programs and systems to identify, respond to and prevent abuse and neglect will be critically reviewed. As warranted.

HLTH 346 – Preventing Violence Against Women (3) This course will provide students with an introduction to violence against women and efforts to prevent it. While violence is perpetrated against men, the focus of this course is to understand its etiology and impact against women. In this course, students will learn about types of violence against women, the health consequences of violence, as well as risk factors for both victimization and perpetration. Students will explore the efficacy of violence prevention efforts in both public health and the criminal justice systems. As warranted.

HLTH 361 – Foundations of Community Health (3) This course outlines the history, evolution and status of the practice of health education among groups of people who define themselves as a community. There is a focus on health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention. Gen Ed: SA and SI credit. Fall and Spring.
HLTH 371 – Nutrition for Special Populations (3) This course will cover issues related to the nutrition among specific populations of people. Topics will include prenatal nutrition, nutrition for children and the elderly, and nutrition for athletes. Fall, odd years.

HLTH 373 – Current Topics in Community Health Nutrition (3) This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements. Fall, even years.

HLTH 375 – Navigating the American Diet (3) This course will provide an in-depth analysis of the science of weight management. Using current scientific nutrition research students will learn about the nature of hunger, appetite and satiety and will explore how the current American diet promotes weight gain. Students will learn about current fad diets; how obesity and weight gain are associated with chronic disease; the role of physical activity in weight management; the dangers associated with disordered eating; and medical treatment methods for treating obesity including appetite suppressants and gastric bypass surgery. Through interactive, student led activities, students will learn how to maximize nutrients and flavor in the food they eat without also maximizing calories. Spring.

HLTH 380 – Theory in Community Health (3) This course will provide students with an overview of theories used in health education and communication. Fall.

HLTH 385 – Epidemiology and Biostatistics (3) Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease. Spring.

HLTH 391 – Writing for Public Health (1) 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 Physiology (3) This course examines the physiological adaptations to exercise for fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisite: BIOL 107. Spring.

HLTH 430 – Human Disease: Patterns, Prevention and Intervention (3) Contemporary concepts of causation, prevention and intervention of chronic and communicable disease. Individual and community risk factors will be analyzed with an emphasis on prevention. Prerequisites: BIOL 107. Fall and Spring.

HLTH 465 – Health Instruction Strategies (3) An introduction into the philosophy, instructional strategies, and general health topics applied while instructing health courses. Discussion of relevant topics, assessment techniques, and student-teacher interaction will provide students with skills, knowledge, and experience needed to successfully teach a health course to both high school and college students. Emphasis is on appropriate instruction techniques and public speaking skills that most effectively will reach the target population. Restricted to those who are Community Health Majors, and have permission of the instructor. As warranted.

HLTH 470 – Program Planning (3) An analysis of methods and strategies for community health needs assessment, determining community demographics and program needs. Discussion and application of community health program planning and implementation in a variety of settings, as well as criteria and procedures for program evaluation. Prerequisites: HLTH 361. Gen Ed: WI credit. Spring.

HLTH 475 – Minor Seminar (2) Exposes Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education Minors to community programs or agencies. Students gain experience developing or working on an applied project. Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education minors only. Fall, Spring and Summer.

HLTH 480 – Program Evaluation (3) Evaluation theory and fundamental principles of evaluation technique. Process, outcome and impact evaluations of the effectiveness and efficacy of disease and injury prevention and intervention programs will be developed using qualitative and quantitative methods. Prerequisite: HLTH 361 and 470. Fall.

HLTH 485 – Pre-Internship Seminar (2) This course is designed to prepare Community Health majors to select their internships for the following semester. The course will include interviewing techniques, supervisor-employee relationships, responsibilities as an intern, with significant emphasis on student research in the content area of their interest (e.g., nutrition, environmental health, substance use prevention, etc.) Students must take this course the semester prior to their internship. Prerequisite: HLTH 470 or 480. Community Health Majors only. Fall and Spring.

HLTH 490 – Internship (12) A full semester experiential placement in a community-based, health-related agency (two separate 7-week experiences). May require residence in any part of state at student’s expense. To enroll, students must complete all courses required for the major with a 2.5 or higher major GPA; students must earn at least a 2.0 in each course counting toward the major; and students must have earned a passing score on the entrance essay. Contact the Community Health Internship Coordinator Ada Santaferra at santafam@potsdam.edu. Fall, Spring and Summer.

HLTH 530 – School Health – CA, SAVE (3) This course examines signs of child maltreatment and related reporting requirements for teachers; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, drug abuse prevention and child abduction prevention; and behaviors affecting the current and future health of school-aged children and adolescents. The course also explores coordinated school health programs, current health education standards and health-related challenges and controversies schools are facing. Fall and Spring. Also typically offered during Winterim and Summer.

Wilderness Education Course Descriptions

WILD 160 – Introduction to Rock Climbing (1) Technical skills include belay techniques, movement, on rock, rappelling, and safety systems. Students will utilize the indoor climbing wall in Maxcy Hall as part of this course. Gen Ed: PE credit. Counts for academic credit. Fall and Spring.

WILD 170 – Rock Climbing (2) Designed for those who aspire to lead rock climbing trips. Topics include: rock climbing skills progression, site management, climbing anchor systems, fall factors and belay techniques/rappel techniques, and basic rescue techniques. Course includes two consecutive weekend rock climbing trips. Gen Ed: 1 PE activity credit. Counts for academic credit. Fall.

WILD 175 – Ice Climbing (2) Climbing techniques used for both steep, frozen waterfalls and moderate, mountaineering routes with mixed snow and ice. The use of specialized anchors and protection for ice climbing will be examined in addition to objective hazards associated with ice climbing. Course includes two consecutive weekend ice climbing trips. Prerequisite: WILD 170 or WILD 160. Gen Ed: 1 PE activity credit. Counts for academic credit. Spring.

WILD 200 – Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as HLTH 200. Fall.

WILD 220 – Wilderness First Responder (3) An intensive professional certification course designed to develop the medical knowledge and skills needed when medical emergencies occur in isolated settings. Considered by many outdoor recreation professionals as the standard course in the application of techniques of first aid and safety for wilderness medical emergencies. Practical and theoretical applications are examined. Spring.

WILD 240 – Backpacking (2) Introduction to Leave No Trace camping skills, clothing/equipment selection and use, food planning/expedition nutrition, map interpretation, are among topics covered. Culminates in a four-day backpacking trip. Gen Ed: 1 PE activity credit. Counts for academic credit. Fall and Spring.

WILD 300 – Instruction in Wilderness Education (2) Instructional strategies will be explored and refined as students assist in the delivery of Wilderness Education field courses. Students will maintain a journal detailing the effectiveness of lessons and leadership styles during adventure activities. Wilderness education minors only. Prerequisite: WILD 360. As warranted.

WILD 320 – Outdoor Education (3) Introduction to the broad field of Outdoor Education, and the use of wilderness areas for the purpose of recreation, education, development, and therapy. Experiential learning theory associated with leading
Teacher Preparation Programs

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.


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/Lider 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 and the Massena Central School District.
TOC student members are provided enrichment activities that include financial support for review books and payment of the New York State Teacher Certification Examination fees; educational programs on the best methods and strategies to teach at-risk students; opportunities to attend educational conferences; portfolio development; and academic and personal counseling. TOC graduates are also provided mentoring by master teachers during their first year of teaching.

TOC serves full-time undergraduate/graduate students, or part-time graduate students completing the requirements for initial/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 from historically underrepresented or economically disadvantaged groups, but who plan to teach in school districts where there are a large number of at-risk students.

Eligible individuals must achieve at minimum the following GPAs: sophomores, 2.5; juniors and seniors, 2.75; and graduate students, 3.0.

For further information about TOC membership, please contact the TOC Director, Sisson Hall 119, 315-267-2745 or e-mail fisherdg@potsdam.edu and/or visit the TOC web page at www.potsdam.edu/Support/TOC.

Policies for Education Programs
Admission and Advising for Education Programs
All students who wish to pursue Childhood/Early Childhood or Secondary Education are required to complete the declaration process by going to: www.potsdam.edu/academics/SOEPS/EducationAdvising.

Students are accepted into the Childhood/Early Childhood Education program when one of the criteria below is met:

- An incoming freshman student
- An incoming transfer student
- A SUNY Potsdam student with a 2.3 minimum overall GPA with less than 6 Education credits completed (EDLS or EDUC courses)
- A SUNY Potsdam student with a 2.75 minimum overall GPA with 6 or more Education credits completed

Students are accepted into the Secondary Education program when one of the criteria below is met:

- An incoming freshman student
- An incoming transfer student
- A SUNY Potsdam student with a 2.0 minimum overall GPA with less than 6 education credits completed (2.75 for BA/MST program)
- A SUNY Potsdam student with a 2.5 minimum overall GPA with 6 or more education credits completed (2.75 for BA/MST program)

Students in the Childhood/Early Childhood Education program complete an arts and science concentration and a specialization in one of the following areas: English, mathematics, biology, chemistry, geology, physics or social sciences/history. Students in this program also learn to address the special developmental and educational needs of elementary students. The emphasis on academic preparation in the liberal arts and the specialization area strengthens student knowledge base in preparation for teaching.

Students in the Secondary Education programs complete an arts and sciences major appropriate to the area of certification and learn to address the special developmental and educational needs of middle level and high school students. The emphasis on academic preparation in a content area strengthens student qualifications both for careers in teaching and graduate study in their liberal arts major.

Additional Criteria:
- Students must meet with their education adviser at least once each semester. Students cannot register for education courses without permission from their education adviser. Advisers work with students to help them successfully progress through their Education program. It is the student’s responsibility to seek accurate information from College advisers and identify a timeframe for completion of all program requirements.
- Students must fulfill the program’s Gates/Benchmarks and Dispositional Framework criteria in order to remain in an Education program.

Specific Childhood/Early Childhood Education Gates/Benchmarks and Dispositional Framework can be found at: www.potsdam.edu/academics/SOEPS/EducationAdvising/ChildhoodEarlyChildhood-Programs.cfm

Specific Secondary Education Gates/Benchmarks and Dispositional Framework can be found at: www.potsdam.edu/academics/SOEPS/EducationAdvising/Secondaryed.cfm

Pre-Student Teaching Field Experiences
Students planning to become teachers in the State of New York are required to have 100 hours of 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 Center for School Partnerships and Teacher Certification and not by the candidates themselves.

While the New York State Education Department regulations for teacher education programs require successful completion of all field experiences, admittance to a teacher education program does not guarantee access to any public school. School districts reserve the right to screen and select all pre-service candidates before allowing them into classrooms for field experiences.

Conduct unbecoming 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/academics/SOEPS/fieldexperiences. Candidates must read and be familiar with the contents of the Guide to Student Teaching, available online at www.potsdam.edu/academics/SOEPS/fieldexperiences.
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 liberal arts course;
• A minimum grade of 2.0 (2.7 for Childhood/Early Childhood Education) in any required Education course;
• 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 (3.0 overall for Childhood/Early Childhood Education).

Please Note: These criteria are subject to change; candidates are responsible for being aware of the current requirements for program completion.

Student Teaching Placements
Candidates must complete a semester-long, College-supervised student teaching experience in order to be recommended for certification. The placement of candidates in all School of Education and Professional Studies-supervised field experiences is at the discretion of the Center for School Partnerships and Teacher Certification. Placements are made according to students’ subject areas, availability of College supervisors, the willingness of public schools to accept teacher candidates, and the College’s commitment to serve public schools equally. The school designee will assign classroom placements in cooperation with the Director of Field Experiences.

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.

SUNY Urban Teacher Education Center (SUTEC)
The Center for School Partnerships and Teacher Certification at SUNY Potsdam works closely with the SUNY Urban Teacher Education Center (www.suny.edu/sutec), under the direction of the New York City Department of Education. SUTEC’s primary mission is to assist the 17 SUNY campuses that offer teacher preparation programs in the placement of teacher candidates in New York City public schools. These experiences prepare prospective teachers to become competent and confident professionals in urban, multicultural education environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for scholarship and research on urban education.

Prospective and current candidates are welcome to contact or visit the SUTEC office in New York City to talk with the Director about the opportunities for student teaching in New York City and other issues relating to their student teaching, the housing application process, or future employment in the city schools.

Student Teaching Abroad Program
Student Teaching Abroad (STA) in Australia is coordinated through SUNY Potsdam’s Office of International Education, the Center for School Partnerships and Teacher Certification, Colin Balfour, Co-Director, and SUNY Corlnd. Applications and further information for Student Teaching Abroad (STA) are available online at www.potsdam.edu/academics/SOEPS/fieldexperiences.

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 and HLTH 230/530 have been completed.

Candidates should consult with the Certification Officer 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. Tests are subject to change.

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.

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 online and will be recommended by the Certification Officer at SUNY Potsdam 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 should be sent to the Certification Officer and may require a minimum of five business days to complete.

The process for certification is complex and has many facets. Contact the Certification Officer at 315-267-3450 for clarification on the process.
Department of Curriculum and Instruction
Birth – Grade 6

Co-Chairs:
Sandy Chadwick
201 Satterlee, 315-267-2502, chadwisc@potsdam.edu
Deborah Conrad
208 Satterlee, 315-267-2505, conraddj@potsdam.edu

Professors: Sergei Abramovich, Sandy Chadwick, Andrew Ha
Associate Professors: Deborah Conrad, Kathleen Valentine
Assistant Professors: Debbie Anderson, Shelley Jones, Donna Sharkey
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
123-128 credit hours required.

Contact Person: Becky Duprey, Program Coordinator
202G Satterlee, 315-267-2737, dupreybl@potsdam.edu

Education Major
48 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Required Courses</th>
<th>Proffessional Block I: (prerequisite to Block II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>EDLS 201 Principles of Education (prerequisite to the following education courses)</td>
<td>EDLS 306 Early Childhood Literacy</td>
</tr>
<tr>
<td></td>
<td>EDLS 207 Literacy I (4 credits) (prerequisite to Block I)</td>
<td>EDUC 308 Practicum I (1 credit)</td>
</tr>
<tr>
<td>13</td>
<td>EDUC 310 Childhood/Early Childhood Mathematics Methods: PK-6</td>
<td>EDUC 312 Childhood/Early Childhood Social Studies Methods: PK-6</td>
</tr>
<tr>
<td></td>
<td>EDUC 312 Childhood/Early Childhood Social Studies Methods: PK-6</td>
<td>EDUC 314 Teaching Students with Special Needs, Grades Birth-6</td>
</tr>
<tr>
<td>14</td>
<td>EDUC 303 Creative &amp; Sensory Experiences for Young Children B-2</td>
<td>Professional Block II: (prerequisite to student teaching)</td>
</tr>
<tr>
<td></td>
<td>EDUC 407 Childhood Literacy</td>
<td>EDUC 303 Creative &amp; Sensory Experiences for Young Children B-2</td>
</tr>
<tr>
<td></td>
<td>EDUC 408 Practicum II (2 credits)</td>
<td>EDUC 407 Childhood Literacy</td>
</tr>
<tr>
<td></td>
<td>EDUC 409 Childhood/Early Childhood Science Methods: PK-6</td>
<td>EDUC 408 Practicum II (2 credits)</td>
</tr>
<tr>
<td></td>
<td>EDUC 411 Foundations of Classroom Behavior for Childhood/Early Childhood PK-6</td>
<td>EDUC 409 Childhood/Early Childhood Science Methods: PK-6</td>
</tr>
</tbody>
</table>

Student Teaching Semester
EDLS 414 Student Teaching Seminar (2 credits)
EDUC 425 Student Teaching Internship I: PK-Grade 2 (6 credits)
EDUC 426 Student Teaching Internship II: Grades 3-6 (6 credits)

Certification Requirements
1. New York State Teacher Certification Examinations required for Initial Certification.
2. Fingerprinting Clearance

Arts and Sciences Concentration
60-62 credit hours, plus 2 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

Please note: General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

<table>
<thead>
<tr>
<th>English</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 101 Writing and Critical Thinking (4 credits)</td>
<td></td>
</tr>
<tr>
<td>LITR 100 Introduction to Literature</td>
<td></td>
</tr>
<tr>
<td>COMM 106 Basic Principles of Speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 101 Mathematics for Elementary Education I</td>
<td></td>
</tr>
<tr>
<td>MATH 102 Mathematics for Elementary Education II</td>
<td></td>
</tr>
<tr>
<td>MATH 125 Probability and Statistics I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL125 Biological Concepts</td>
<td></td>
</tr>
<tr>
<td>GEOL125 Dynamic Earth</td>
<td></td>
</tr>
</tbody>
</table>

Plus one of the following:

| Physical Science |
| Chemistry 125 Matter and Energy |

Note: For students planning to pursue a science specialization in physics, PHYS 101 College Physics I is a recommended alternative to PHYS 100 or CHEM 125.

<table>
<thead>
<tr>
<th>Social Science/History</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 100 World History</td>
<td></td>
</tr>
<tr>
<td>HIST 121 U.S. History and Geography</td>
<td></td>
</tr>
<tr>
<td>HIST 295A European History and Geography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fine Arts I: one of the following</th>
<th>3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 140 World Art and Culture</td>
<td></td>
</tr>
<tr>
<td>ART 100 Idea and Image</td>
<td></td>
</tr>
<tr>
<td>ART 101 Survey of Art: Ancient to Renaissance</td>
<td></td>
</tr>
<tr>
<td>ART 102 Survey of Art: Renaissance to Modern</td>
<td></td>
</tr>
<tr>
<td>DANC 100 Mind of the Artist (4 credits)</td>
<td></td>
</tr>
<tr>
<td>DRAM 101 Introduction to Performance Studies</td>
<td></td>
</tr>
<tr>
<td>DRAM 208 Orientation to Theater</td>
<td></td>
</tr>
<tr>
<td>DRAM 210 Interpretation and Analysis of Plays</td>
<td></td>
</tr>
<tr>
<td>DRAM 312 History of Theatre I</td>
<td></td>
</tr>
<tr>
<td>DRAM 313 History of Theatre II</td>
<td></td>
</tr>
<tr>
<td>MULH 101 Crane Live</td>
<td></td>
</tr>
</tbody>
</table>

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.
Fine Arts II: one of the following 3-4
ARTS 107 Introduction to Watercolor
ARTS 110 Foundations of Drawing I (4 credits)
ARTS 120 Color and Design (4 credits)
ARTS 144 Art of Handmade Paper
DRAM 302 Dance Education and Performance for Children K-4 (4 credits)
ARTS 110 Foundations of Drawing I (4 credits)
ARTS 120 Color and Design (4 credits)
ARTS 144 Art of Handmade Paper
DANC 302 Dance Education and Performance for Children K-4 (4 credits)

Psychology 6
PSYC 220 Child Development
PSYC 350 Educational Psychology

Health 2
HLTH 230 School Health (CA, SAVE, 2 credits)

Modern Language (ML) Requirement or Liberal Arts Elective 9
Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.

Physical Education Requirements
PE 148 Cooperative Activities (1 credit)
1 additional PE course
Note: These are not considered academic credits and are therefore, not listed in the credit totals above.

Specialization Areas
15-18 credit hours required.

All Childhood/Early Childhood Education majors must select one of the following Specialization Areas. Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses. Each course in the specialization area must be completed with a 2.0 or higher.

The GPA for the specialization area (including courses in the Arts and Sciences Concentration related to the specialization discipline) must be 2.5 or higher to be allowed to complete the Childhood/Early Childhood Education Program and enroll in student teaching.

English Specialization 16-17
One of the following:
LITR 200 Literary Traditions
LITR 201 Patterns of Literature
Plus one of the following:
COMP 201 Writing Arguments (4 credits)
COMP 202 Introduction to Creative Writing (4 credits)
Plus all of the following:
LITR 322 Children's Literature
LITR One 300-level LITR course
One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)

Mathematics Specialization 17
MATH 151 Calculus I (4 credits)
MATH 152 Calculus II (4 credits)
MATH 340 Set Theory and Logic
MATH 375 Linear Algebra I
MATH Upper Division Elective (chosen under advisement)

Biology Specialization 16-18
BIOL 152 General Biology II (4 credits)
BIOL 300 Ecology
BIOL 311 Genetics
BIOL Upper Division Electives (6-8 credits)

Chemistry Specialization 17
CHEM 105 General Chemistry I (4 credits)
CHEM 106 General Chemistry II (4 credits)
Plus at least nine credits from the following:
CHEM 301 Fundamentals of Environmental Science
CHEM 304 Chemistry Lab Techniques (1-2 credits)
CHEM 311 Quantitative Analysis (4 credits)
CHEM 315 Forensic Science
CHEM 341 Organic Chemistry I (4 credits)
CHEM 342 Organic Chemistry II (4 credits)

Geology Specialization 15
GEOL 204 Historical Geology
Select 12 credits from the following:
GEOL 301 Sedimentary Geology (4 credits)
GEOL 302 Principles of Paleontology (4 credits)
GEOL 306 Geology of our National Parks
GEOL 311 Mineralogy (4 credits)
GEOL 340 Geographic Information Systems (4 credits)
GEOL 370 Science in Society
GEOL 407 Geophysics
GEOL 409 Seismology and Plate Tectonics
GEOL 430 Hydrology & Hydrogeology
GEOL 440 Economic Geology (3 credits)
GEOL 475 Geology Laboratory Techniques (1 credit)
PHYS 330 Meteorology
PHYS 335 Astronomy

Physics Specialization 16
One of the following:
PHYS 111 Laser and Light
PHYS 130 Music Acoustics
Plus all of the following:
PHYS 202 College Physics II (4 credits)
PHYS 330 Meteorology
PHYS 335 Astronomy
Plus one of the following:
PHYS 325 Energy and the Environment
GEOL 407 Geophysics
CHEM 301 Fundamentals of Environmental Science
CHEM 315 Forensic Science

Social Science/History Specialization 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)
Adolescence Education: English (B.A.)
Grades 7-12 with 5-6 extension
71-81 credit hours required.

Contact Person: Laura Walsh, Program Coordinator
202F Satterlee, 315-267-3197, walshla@potsdam.edu

All English education courses must be completed with a 2.0 or higher;
with a 2.75 GPA in the education major.

Students pursuing the Adolescence English Education Program for
English Language Arts certification in grades 7-12 must also complete
the English (Literature/Writing) major with a 2.75 overall GPA. Contact
the chair of the English and Communication Department to declare
the major, be assigned an English adviser and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites to Learning Communities</td>
</tr>
<tr>
<td>COMM 201 Mass Media and Society</td>
</tr>
<tr>
<td>COMP 202 Introduction to Creative Writing (4 credits)</td>
</tr>
<tr>
<td>EDLS 349 Introduction to Middle and Secondary School Education</td>
</tr>
</tbody>
</table>

Note: Four courses in Literature/Writing major (12+ credits) must
also be completed prior to beginning the learning communities.

Learning Community I (LA1) Fall only
Introduction to Teaching the English Language Arts: Grades 5-12
(prerequisites: successful completion of EDLS 349)
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)
SECD 361 English Language Arts: Grades 5-12 (4 credits)

Learning Community II (LA2) Spring only
Teaching Writing, Language and Communication: Grades 5-12
(prerequisites: successful completion of Learning Community I and
recommendation to continue to Learning Community II)
Courses which must be taken concurrently:
COMP 402 Theory of Composition
EDLS 315 Teaching Students with Special Needs: Grades 5-12
SECD 371 Teaching Writing, Language and Communication: Grades 5-12 (4 credits)
SECD 391 Practicum I: Teaching the English Language Arts: Grades 5-12 (2 credits)

Learning Community III (LA3) Fall only
Teaching Reading and Literature: Grades 5-12
(prerequisites: successful completion of Learning Communities I and II and recommendation to continue to Learning Community III)
Courses which must be taken concurrently:
LITR 323 Young Adult Literature
SECD 340 Classroom Management in Secondary Education (1 credit)
SECD 471 Teaching Reading and Literature: Grades 5-12 (4 credits)
SECD 491 Practicum II: English Language Arts: Grades 5-12 (2 credits)

Learning Community IV (LA4)
Student Teaching in the English Language Arts Classrooms: Grades 5-12
(prerequisites: Completion of Adolescence English Education program requirements and English Literature/Writing major and recommendation to continue to Learning Community IV)
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
20-21
All cognate courses must be completed with a 2.0 or higher.
One of the following:
ANTH 203 Language and Culture (4 credits) (OR LNGS 203)
EDLS 333 Education, Language and Culture
GRED 545 Teaching the English Language Learner in the Mainstream Classroom
GRED 551 Diversity and Advocacy
One of the following:
LNGS 301 Language and Structure
LNGS 302 Language and Meaning
LNGS 310 American English Grammar
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 (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: French (B.A.)
Grades 7-12 with 5-6 extension
59-60 credit hours required.

Contact Person: Donald Straight, Department Chair
216A Satterlee, 315-267-2553, straigdc@potsdam.edu

All education courses must be completed with a 2.0 or higher with a
2.75 GPA in the education major.
The Adolescence French Education Program requires completion of a French major. The French major must be completed with a 2.5 GPA. Contact the chair of the Department of Modern Languages to declare the major, be assigned a French major adviser and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

### Education Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECD 210</td>
<td>Computer Applications in Middle and Secondary Education (1 credit)</td>
</tr>
<tr>
<td>SECD 340</td>
<td>Classroom Management in Secondary Education (1 credit)</td>
</tr>
<tr>
<td>SECD 356</td>
<td>Reading in the Middle and Secondary School</td>
</tr>
<tr>
<td>EDLS 315</td>
<td>Teaching Students with Special Needs: Grades 5-12</td>
</tr>
<tr>
<td>EDLS 333</td>
<td>Education, Language, and Culture</td>
</tr>
<tr>
<td>EDLS 349</td>
<td>Introduction to Middle and Secondary School Education</td>
</tr>
</tbody>
</table>

Courses which must be taken concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECD 374</td>
<td>Introduction to First and Second Language Acquisition: Grades 5-12</td>
</tr>
<tr>
<td>SECD 394</td>
<td>Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)</td>
</tr>
</tbody>
</table>

Courses which must be taken concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECD 474</td>
<td>Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12</td>
</tr>
<tr>
<td>SECD 494</td>
<td>Practicum in the Foreign Language Classroom, Grades 5-12 (1 credit)</td>
</tr>
</tbody>
</table>

### Student Teaching Semester

Courses which must be taken concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 421</td>
<td>Seminar in Middle/Junior and Secondary School Education (2 credits)</td>
</tr>
<tr>
<td>SECD 455</td>
<td>Student Teaching in the Middle/Junior High School (6 credits)</td>
</tr>
<tr>
<td>SECD 456</td>
<td>Student Teaching in the Senior High School (6 credits)</td>
</tr>
</tbody>
</table>

### Cognate Requirements

All cognate courses must be completed with a 2.0 or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 303</td>
<td>Contemporary France</td>
</tr>
<tr>
<td>FREN 304</td>
<td>Contemporary Quebec</td>
</tr>
<tr>
<td>HLTH 230</td>
<td>School Health (CA, SAVE, 2 credits)</td>
</tr>
<tr>
<td>PSYC 321</td>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>PSYC 350</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

One Arts and Sciences elective (selected with education adviser approval)

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 106</td>
<td>Basic Principles of Speech</td>
</tr>
<tr>
<td>COMM 311</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>COMM 324</td>
<td>Persuasive Speaking</td>
</tr>
</tbody>
</table>

Plus one of the following (3-4 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH</td>
<td>(any course)</td>
</tr>
<tr>
<td>MUAM</td>
<td>Music course regarding a Francophonic region of the world (with advisement)</td>
</tr>
</tbody>
</table>

### Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST French (Certification exams are subject to change)
2. Fingerprinting Clearance

---

### Adolescence Education: Mathematics (B.A.)

**Grades 7-12 with 5-6 extension**

63-72 credit hours required.

**Contact Person:** Donald Straight, Program Coordinator 216A Satterlee, 315-267-2553, straigdc@potsdam.edu

All Mathematics Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All students enrolled in the Adolescence Mathematics Education Program must also complete a major in mathematics. The mathematics major must be completed with a 2.5 GPA or higher. Contact the Department of Mathematics to declare the major, be assigned a mathematics adviser, and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

### Education Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 315</td>
<td>Teaching Students with Special Needs: Grades 5-12</td>
</tr>
<tr>
<td>EDLS 349</td>
<td>Introduction to Middle and Secondary School Education</td>
</tr>
<tr>
<td>SECD 316</td>
<td>Technology and Media in Middle and Secondary School Mathematics</td>
</tr>
<tr>
<td>SECD 356</td>
<td>Reading in the Middle and Secondary Schools</td>
</tr>
<tr>
<td>SECD 357</td>
<td>Writing in the Middle and Secondary Schools</td>
</tr>
</tbody>
</table>

Courses which must be taken concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECD 370</td>
<td>Teaching Mathematics in the Middle School</td>
</tr>
<tr>
<td>SECD 390</td>
<td>Practicum in Middle School Mathematics (2 credits)</td>
</tr>
</tbody>
</table>

Courses which must be taken concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECD 470</td>
<td>Teaching Mathematics in the Secondary School</td>
</tr>
<tr>
<td>SECD 490</td>
<td>Practicum in Secondary School Mathematics (2 credits)</td>
</tr>
</tbody>
</table>

### Student Teaching Semester

Courses which must be taken concurrently:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 421</td>
<td>Seminar in Middle/Junior and Secondary School Education (2 credits)</td>
</tr>
<tr>
<td>SECD 455</td>
<td>Student Teaching in the Middle/Junior High School (6 credits)</td>
</tr>
<tr>
<td>SECD 456</td>
<td>Student Teaching in the Senior High School (6 credits)</td>
</tr>
</tbody>
</table>

### Cognate Requirements

All cognate courses must be completed with a 2.0 or higher.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 101</td>
<td>Writing and Critical Thinking (4 credits)</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Probability and Statistics I</td>
</tr>
<tr>
<td>MATH 461</td>
<td>Probability and Mathematical Statistics I</td>
</tr>
</tbody>
</table>

### Modern Language (ML) Requirement

0-9
Recommended Elective
MATH 130 Mathematical Origins

Certification Requirements
1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST Mathematics (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Social Studies (B.A.)
Grades 7-12 with 5-6 extension
91-94 credit hours required.

Contact Person: Robert Vadas, Program Coordinator
211 Satterlee, 315-267-2534, vadasre@potsdam.edu

All Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All Adolescence Social Studies Education programs require completion of an appropriate arts and sciences major, chosen from one of the following majors: anthropology, economics, history, politics or sociology. Contact the chair of one of these departments to declare the major, be assigned an adviser, and select appropriate courses.

The GPA in the selected major must be a 2.5 or higher.

All courses are 3 credits unless noted. Credits are divided as follows:

Education Major
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 Middle and Secondary Schools
SECD 357 Writing in the Middle and Secondary Schools

Courses which must be taken concurrently:
SECD 373 Middle and Secondary School Social Studies Curriculum
SECD 393 Classroom Observation in Middle and Secondary, Social Studies (1 credit)

Courses which must be taken concurrently:
SECD 473 Middle and Secondary School Social Studies Instruction (2 credits)
SECD 493 Practicum: Middle and Secondary School Social Studies Instruction (2 credits)
SECD 484 Secondary Social Studies Content Portfolio (1 credit)

Student Teaching Semester
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
ANTH 202 Cultural Anthropology (4 credits) OR
ANTH 107 World Cultures
GEOG 360 Social Geography (4 credits)

Cognate Requirements
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 from 1500 to 1815
HIST 102 Europe since 1815
ECON 311 European Economic History

One of the following:
HIST 464 Technology in History
ECON 306 United States Economic History
GRED 502 Issues: Science, Technology, Society

Choose two courses on the Non-Western world (6 credits):
(Africa, Asia, or Latin America/Caribbean). The two courses must come from different disciplines: Anthropology, History, Sociology, Geography, and/or Politics

One of the following:
COMM 106 Basic Principles of Speech
COMM 311 Small Group Communication
COMM 324 Persuasive Speaking

One of the following:
ECON 105 Principles of Microeconomics
ECON 110 Principles of Macroeconomics

One of the following:
POLS 337 International Political Economy (4 credits)
POLS 432 Politics of Global Inequality (4 credits)
ECON 302 The Global Economy
ECON 326 Current Economic Policy
ECON 105 OR 110 if not chosen above

One of the following:
PHIL 314 Contemporary Moral Issues
PHIL 330 Environmental Ethics

One of the following:
POLS 110 Introduction to U.S. Politics (4 credits)
POLS 200 Political Ideas (4 credits)

Modern Language (ML) Requirement
0-9

Certification Requirements
1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST Social Studies (Certification exams are subject to change)
2. Fingerprinting Clearance
Adolescence Education: Spanish (B.A.)
Grades 7-12 with 5-6 extension
59 credit hours required.

Contact Person: Donald Straight, Department Chair
216A Satterlee, 315-267-2553, straigdc@potsdam.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

The Adolescence 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:

<table>
<thead>
<tr>
<th>Education Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 315</td>
<td>Teaching Students with Special Needs: Grades 5-12</td>
</tr>
<tr>
<td>EDLS 333</td>
<td>Education, Language, and Culture</td>
</tr>
<tr>
<td>EDLS 349</td>
<td>Introduction to Middle and Secondary School Education</td>
</tr>
<tr>
<td>SECD 210</td>
<td>Computer Applications in Middle and Secondary Education (1 credit)</td>
</tr>
<tr>
<td>SECD 340</td>
<td>Classroom Management in Secondary Education (1 credit)</td>
</tr>
<tr>
<td>SECD 356</td>
<td>Reading in Middle and Secondary Schools</td>
</tr>
</tbody>
</table>

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 credit hours required.

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
23 credit hours required.

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 |
| PSYC 350       | Educational Psychology |
| SPAN 303       | Culture of Spain |
| SPAN 304       | Culture of Latin America |

Arts and sciences elective selected with education adviser approval.

One of the following:

| COMM 106       | Basic Principles of Speech |
| COMM 311       | Small Group Communication |
| COMM 324       | Persuasive Speaking |

Plus one of the following:

| ARTH          | Elective |
| MUAM          | Music course regarding a Spanish-speaking region of the world (with adviser approval) |

Certification Requirements
1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST Spanish (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Biology, Chemistry, Earth Science, or Physics (B.A.)
Grades 7-12
49-62 credit hours required.

Contact Person: Melissa Cummings, Program Coordinator
215C Satterlee, 315-267-2712, cumminma@potsdam.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the Education major.

Students pursuing the Adolescence Science Education program must complete an appropriate science major, selected from the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses.

The science major must be completed with a 2.5 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Education Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 315</td>
<td>Teaching Students with Special Needs: Grades 5-12</td>
</tr>
<tr>
<td>SECD 356</td>
<td>Reading in Middle and Secondary Schools</td>
</tr>
<tr>
<td>SECD 357</td>
<td>Writing in the Middle and Secondary Schools</td>
</tr>
<tr>
<td>SECD 472</td>
<td>Science Curricula, Programs, and Standards</td>
</tr>
<tr>
<td>GRED 502</td>
<td>Issues in Science, Technology, Society</td>
</tr>
</tbody>
</table>

Courses which must be taken concurrently:

| SECD 372        | Science Instruction and Assessment: Grades 5-12 |
| SECD 410        | Middle or Secondary Science Field Experience |

Student Teaching Semester
14 credit hours required.

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
8 credit hours required.

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 credit hours required.

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, Earth Science, and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

BA-MST Adolescence Education: Science
Option “A” – Certification in One High School Science Content Area with Middle School Extension
100-123 credit hours required.

Contact Person: Melissa Cummings, Program Coordinator
215C Satterlee, 315-267-2712, cumminma@potsdam.edu

Application into this program requires a minimum of 2.3 in each course in the science content major. All Education courses must be completed with a 2.3 or higher with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. Adolescence Science Education Option “A” (for certification in one High School science with an extension to middle school) must complete an appropriate science major and a distribution in other science courses as listed.

Select one of the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses.

The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Education Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLS 315 Teaching Students with Special Needs: Grades 5-12</td>
<td>15</td>
</tr>
<tr>
<td>EDLS 349 Introduction to Middle and Secondary School Education</td>
<td></td>
</tr>
<tr>
<td>SECD 356 Reading in Middle and Secondary Schools</td>
<td></td>
</tr>
<tr>
<td>SECD 411 Middle School Science Field Experience</td>
<td></td>
</tr>
<tr>
<td>SECD 472 Science Curricula: Programs and Standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognate Requirements</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>All cognate courses must be completed with a 2.3 or higher, and prior to beginning the graduate portion of the program.</td>
<td></td>
</tr>
<tr>
<td>HLTH 230 School Health (CA, SAVE, 2 credits)</td>
<td></td>
</tr>
</tbody>
</table>

One of the following:
PSYC 100 Introduction to Psychology
PSYC 220 Child Development

Plus one of the following:
PSYC 321 Psychology of Adolescence
GRED 677* Development and Learning in Adolescence

*May be taken during the graduate portion of the program

Additional Science Cognates 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:
Biology 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)
GRED 555 Classroom Management/Leadership: Middle/Secondary School
GRED 557 Writing in Middle and Secondary School
IT IT Elective (514, 614, or 621)

Fall (15 credits)
GRED 501 Seminar: Teaching Science in the Secondary School
GRED 502 Issues in Science, Technology, Society
GRED 571 Science Education Instruction in Secondary Schools
GRED 673 Secondary Science Field Work (Science major)
GRED 675 Secondary Science Teaching Research
Spring: Student Teaching (17 credits)
GRED 670 Culminating Experience (with advisement)
GRED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)
GRED 694 Student Teaching in the Middle/Junior High School: Grades 5-9 (6 credits)
GRED 697 Student Teaching in the Senior High School: Grades 10-12 (6 credits) (major discipline)

Certification Requirements
1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST Biology, Chemistry, Earth Science and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

BA-MST Adolescence Education: Science
Option "B" – Grades 7-12: Certification in Two High School Science Content Areas
116-134 credit hours required.
(e.g., biology and chemistry, biology and physics, biology and earth science, chemistry and physics, chemistry and earth science, or physics and earth science; for other combinations, see adviser)

Contact Person: Melissa Cummings, Program Coordinator
215C Satterlee, (315) 267-2712, cumminna@potsdam.edu

Application into this program requires completion of 16 credit hours in the science content major with a minimum grade of 2.3 in each course. All education courses must be completed with a 2.3 or higher with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. Adolescence Science Education Option “B” (for dual certification in two sciences) must complete an appropriate science major and minor.

Select one of the following majors: biology, chemistry, geology or physics major; and a minor in a second science. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses. The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Major</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>EDLS 315 Teaching Students with Special Needs: Grades 5-12</td>
</tr>
<tr>
<td></td>
<td>EDLS 349 Introduction to Middle and Secondary School Education</td>
</tr>
<tr>
<td></td>
<td>SECD 356 Reading in the Middle and Secondary Schools</td>
</tr>
<tr>
<td></td>
<td>SECD 410 Middle or Secondary Science Field Experience</td>
</tr>
<tr>
<td></td>
<td>SECD 472 Science Curricula: Programs and Standards</td>
</tr>
<tr>
<td>Cognate Requirements</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>All cognate courses must be completed with a 2.3 or higher, and prior to beginning the graduate portion of the program.</td>
</tr>
<tr>
<td></td>
<td>HLTH 230 School Health (CA, SAVE, 2 credits)</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>PSYC 100 Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 220 Child Development</td>
</tr>
<tr>
<td></td>
<td>Plus one of the following:</td>
</tr>
<tr>
<td></td>
<td>PSYC 321 Psychology of Adolescence</td>
</tr>
<tr>
<td></td>
<td>GRED 677 Development and Learning in Adolescence</td>
</tr>
<tr>
<td></td>
<td>*May be taken during the graduate portion of the program</td>
</tr>
</tbody>
</table>

Modern Language (ML) Requirement 0-9
Graduate-level Requirements 41
Summer (9 credits)
GRED 555 Classroom Management/Leadership: Middle/Secondary School
GRED 557 Writing in Middle and Secondary School
IT IT Elective (514, 614, or 621)

Fall (15 credits)
GRED 501 Seminar: Teaching Science in the Secondary School
GRED 502 Issues in Science, Technology, Society
GRED 571 Science Education Instruction in the Secondary Schools
GRED 673 Secondary Science Field Work (Science major)
GRED 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)
GRED 670 Culminating Experience (with advisement)
GRED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)
GRED 693 Supervised Clinical Experience/Student Teaching, Grades 9-12 (6 credits)
GRED 697 Student Teaching: Sr. High School 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 (57-61 credits)
Major in Geology (38 credits)
And one of the following minors:
Minor in Chemistry (22 credits)
Minor in Physics (19 credits)
Minor in Biology (23 credits)

For Physics Majors (52-55 credits)
Major in Physics (30 credits)
And one of the following minors:
Minor in Chemistry (22 credits)
Minor in Biology (23 credits)
Minor in 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 (Certification exams are subject to change)
2. Fingerprinting Clearance
Education Course Descriptions
@ = indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

Education Course Subject Codes
EDLS Liberal Arts Education
EDUC Non-Liberal Arts Childhood/Early Childhood Education
GRED Graduate Education
IT Information Technology
SECD Non-Liberal Arts Secondary Education
SPED Special Education

Seminars and trips focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: teaching the historical background, including an extensive understanding of Vietnamese history; clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim.

EDLS 333 – Education, Language, and Culture (3) This course examines various constructs of the notions of “language” and “culture” in the educational context, the relationship between them, their effect on identity, values, and beliefs as well as their interplay in schools, communities, and society, both in the US and the world. It emphasizes language and culture as a means for knowledge building and explores how social categories relevant to education are linguistically, culturally, and institutionally constructed. The issues are addressed through an interdisciplinary framework, using insights from a variety of fields, including education, behavioral and social sciences, and the arts.

EDLS 349 – Introduction to Middle and Secondary School Education (3) This course is designed to introduce prospective teachers to middle and secondary schools. Students will learn about the history of middle and secondary education in the United States. They will be introduced on an interdisciplinary basis to philosophies of education, the roles of schools in society including science, technology, society and health and drug education, the organization of schools, curriculum development and assessment. Students will begin to develop their own philosophies of education.

EDLS 414 – Student Teaching Seminar (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance and interview attire at professional development workshops is mandatory.


EDLS 421 – Seminar in Middle/Junior and Secondary School Education (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance and interview attire at professional development workshops is mandatory.

Non-Liberal Arts Childhood Education Courses
EDUC 303 – @Creative/Sensory Experience/Young Children B-2 (3) The purpose of this course is to provide students with knowledge of the development of creative 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. Prerequisites: EDUC 306, EDUC 310, 312, & 314. Corequisites: EDUC 407, 408, 409 & 411. Fall and Spring.

EDUC 308 – @Practicum I (1) This pre-student teaching field experience will focus on child development, learning theories, special learning needs and the classroom environment. Components will include: observation, small group work, and at least one large group lesson. Prerequisites: EDLS 201 & 207. Corequisites: EDUC 310, 312, 314, & EDLS 306.

@EDUC 310 – Childhood/Early Childhood Mathematics Methods: PK-6 (3) Mathematics: Elementary Methods is a course designed to prepare students to teach mathematical concepts and skills in grades PK-6. Based on research the NCTM and NAECY Standards, pre-service teachers will learn how to help children in elementary and middle school develop their basic mathematics skills through understanding and practicing. They will also learn how to develop mathematical reasoning and problem solving skills. Simultaneously, the PK-6 mathematics curriculum will be reviewed to increase the knowledge base and the confidence level of the future teacher. Students will be introduced to current issues in mathematics education such as the use of technology and manipulative materials, interdisciplinary education, performance assessment and constructivism. They will learn to develop lessons that meet the New York State Common Core. A practicum in local elementary schools...
will provide students an opportunity to apply the concepts learned. Prerequisites: EDLS 201 & 207. Corequisites: EDLS 306, EDUC 308, 310, & 314. Fall and Spring.

EDUC 312 – @Childhood/Early Childhood Social Studies Methods: PK-6 (3) This course is designed to be theoretical, practical, and personal in nature. Students will experience a constructivist classroom as they build an understanding of teaching social studies in today's diversely populated schools. Framed within the context of the No Child Left Behind Act and by National standards for Childhood and Early Childhood as well as NYS Learning Standards, students will explore traditional and technological means of delivering a program that assists children from birth through elementary age to understand themselves and their place in diverse communities and an increasingly interdependent world. Students will cooperate in professional teams while creating and critiquing practical lessons and mini-units that may be utilized when teaching Social Studies. Students will be expected to continuously reflect on their own and their peers' contributions to major course components. Prerequisite: EDLS 201 & 207. Corequisite: EDLS 306, EDUC 308, 310, & 314. Fall and Spring.

EDUC 314 – @Teaching Students With Special Needs Grades Birth-6 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including 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. Includes 15 hours of field-based experiences. Corequisites: EDLS306, EDUC308, 310 & 312. Prerequisite: EDLS201 & EDLS207.

EDUC 3995 – @Special Topics (3) Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or other interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

EDUC 406 – @Early Childhood Literacy II (3) A continuation of Early Childhood Literacy I. Knowledge and application of literacy instructional strategies are refined and preservice teachers have the opportunity to apply what they have learned in an actual instructional setting (Birth - grade 2). Prerequisite: Block 1; Corequisites: EDUC 402, 404, & 405.

EDUC 407 – @Childhood Literacy (3) Knowledge and application of literacy instructional strategies are refined and pre-service teachers have the opportunity to apply what they have learned in an actual childhood classroom. The emphasis of this course is placed on developing knowledge of literature for younger children (8-12 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Prerequisite: Block 1; Corequisites: EDUC 303, 408, 409, & 411. Fall and Spring.

EDUC 408 – @Practicum II (2) This pre-student teaching field experience will focus on curriculum, strategies, and instructional planning. Components will include planning, classroom management, teaching, and assessment. Prerequisite: Block I. Corequisite: EDUC 303, 407, 409, & 411.

EDUC 409 – @Childhood/Early Childhood Science Methods: PK-6 (3) This course is designed to guide teacher education students to develop a broad competency in teaching science to childhood/early childhood school children. Emphasis will be on the importance of science education as foundation for childhood/early childhood as students examine science content and teaching methods. This course requires observation/participation in the childhood/early childhood classroom. Prerequisite: Block I. Corequisite: EDUC 303, 407, 408, & 411. Fall and Spring.

EDUC 411 – @Foundations of Classroom Behavior for Childhood/Early Childhood: PK-6 (3) Foundations of Classroom Behavior will examine classroom organization and management techniques necessary for success as a childhood/early childhood teacher. This course explores effective teaching strategies and curriculum implementation that foster positive learning environments within the childhood/early childhood classroom and serve the needs of all students. Prerequisite: Block I. Corequisite: EDUC 303, 407, 408, & 409. Fall and Spring.

EDUC 419 – @StudentTeaching:Pre K-6 (6) This course will provide the future theatre teacher with a time and place where the theory of coursework at the college can be put into actual practice of teaching. Experience will include placement at the Pre K - 6 level. This course is designed to focus the future theatre teacher's attention on a complete range of teacher functions and responsibilities found in Authentic Childhood settings. Restricted to Theatre Education students. Corequisites: SECD 457 & EDLS 415. Gen Ed: SI.

EDUC 425 – @Student Teaching Internship 1: PK-Gr2 (6) Half semester of student teaching at PK-Gr2 Level. Fall and Spring.

EDUC 426 – @Student Teaching Internship II: Gr. 3-6 (6) Half semester of student teaching at grades 3-6 level. Fall and Spring.

Graduate Education Courses

GRED 501 – @Sem: Teaching Science in Secondary School (3) Integration of the history and philosophy of science and science curricula.

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.

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 the teacher’s ability to take intellectual risk in making pedagogical and/or curricula decisions. As warranted.

GRED 505 – @Topics in Mathematics for Elementary Teachers (3) This course is designed to improve mathematical preparation of elementary teachers. It fosters the development of profound understanding of mathematics taught to younger children through the in-depth study of basic mathematical ideas and concepts, emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of the teachers and develop their confidence in doing and teaching mathematics.

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. Summer.

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 PK-12 curriculums, and the instructional methods best suited for use in the student’s own teaching situation (be it public school classroom or other educational setting). Involves visits/field work at selected area museums and sites. Designed for education and non-education students. Spring, odd years.

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.

GRED 513 – Comparative Cultures In Education (3) This seminar course investigates the relationship between various learning styles in selected societies throughout the world ranging from non-literate tribal to technologically advanced societies, with the course focus on individual research projects.
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). Summer, Fall and Spring.

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. Offered summer and winterim only.

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. Summer (odd years), Fall and Spring.

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. As warranted.

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 and NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Fall.

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. As warranted.

GRED 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.

GRED 545 – @Teaching the English Language Learner in the Mainstream Classroom (3) This course provides K-12 educators learning and teaching strategies to enhance lesson development and effective instructional practices in order to foster English language development and ensure the English language learner success in the mainstream classrooms.

GRED 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.

GRED 549 – @Adolescent Literature and the Teaching of Reading/Literacy (3) This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources on teaching adolescent literature, constructing reading databases, and examining instructional uses of power point and electronic communication. Summer, Spring and Fall.

GRED 550 – @Introduction to Teaching English Language Arts, Grades 7-12 (3) A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for English Language Arts (reading, writing, speaking, and listening) will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. MST students only. Summer. Corequisites: GRED 530 and GRED 600.

GRED 552 – The Vietnam Cultural/Historical Travel Program (3) This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: Teaching the Historical background, including an extensive understanding of Vietnamese history; Clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim.

GRED 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.

GRED 556 – @Reading in Middle/Secondary School (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Spring and Summer.

GRED 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.

GRED 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.

GRED 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.

GRED 565 – @Elementary Mathematics: Content and Methods (3) Teaching mathematics effectively at the elementary level requires much more than the ability to carry out four arithmetical operations. The teacher must have deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help teacher candidates develop self-confidence in teaching mathematics at the elementary level through exploring various strategies and models for teaching that reflect current New York State and National standards. Fall and Spring.

GRED 566 – @Elementary Science: Content and Methods (3) Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Fall and Spring.

GRED 567 – @Elementary Social Studies: Content and Methods (3) This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Summer, Fall, and Spring.

GRED 568 – @Teaching Mathematics in the Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. They will learn how to provide learning experiences, including interdisciplinary experiences, and create assessments that are developmentally appropriate for middle level students. Preservice teachers will learn how to engage middle school students in meaningful mathematics, work with middle school students who are not meeting minimum standards and prepare middle school students for the abstract world of high school mathematics. They will become knowledgeable about the current NYS Standards in Mathematics and the NCTM Standards. This will include how to integrate mathematics with other disciplines. Students will concurrently take GRED 578. Summer.

GRED 569 – @Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as 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 in Mathematics and the NCTM Standards. Students will concurrently take GRED 579. Fall.

GRED 571 – @Science Education Instruction in Secondary Schools (3) This course begins with an introduction to the national science education teaching and assessment standards for junior high and high school. Topics include cooperative learning in the science classroom, student-centered learning environments, project-based teaching, and assessment of science knowledge and skills. Students will apply their knowledge to strategies of instruction as they teach the science unit that they developed in GRED 672. Prerequisite: GRED 672. MST students only. Fall.

GRED 574 – Navajo Cultural Exchange Program (3) The Navajo Cultural Exchange Program is a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3 hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam preservice teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Summer.

GRED 576 – @Practicum (3) This practicum is designed for the prospective teacher in pre-service training who is interested in teaching English in a country where English is not the primary language in grades K through 12. This practicum is to help the prospective teacher experience “teaching situations” which are believed to have four crucial features such as 1) teacher, 2) learner, 3) subject matter, 4) a social and physical context. MSED Curriculum & Instruction international students only. Fall.

GRED 578 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-6). Summer.

GRED 579 – @Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Fall.

GRED 582 – @Teaching Writing, Language and Communication, Grades 7-12 (3) This course extends study in GRED 550. Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts). Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and non-print “texts” for teaching writing, language, and communication. MST students only. Prerequisite: GRED 550. Corequisites GRED 549, 584, 588, 589, & SPED 505. Fall.

GRED 583 – @The Development of Writing I (2) This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing. Coursework will draw from the writing assignments in the students’ other graduate courses.

GRED 584 – @Teaching Literature and Literacy, Grades 7-12 (3) This course extends study in GRED 550 Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching literature and reading. Based on state and national standards the course will examine: 1) how to integrate study of literary genre and “texts” (including, non-print texts such as film, media, arts, visual literacy, etc.); 2) how to evaluate and select literature for secondary ELA curricula; 3) how to integrate the study of literature with the teaching of reading (including strategies for assessing reading skills, teaching reading comprehension and layered reading, construction meaning, language and vocabulary development, study skills, etc.); 4) how to integrate the teaching of literature and reading with other literacy skills of writing, speaking, and listening; and 5) how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Prerequisite: GRED 550. Corequisites GRED 549, 582, 588, 589, & SPED 505. MST students only. Fall.
GRED 586 – Practicum II (3) This practicum is designed to have students focus on “making systematic observations” that helps to study and analyze the teaching-learning environment in a systematic and objective fashion. With systematic classroom observation, each student is required to produce an acceptable paper which explains and describes the STANDARD SKILLS FOR ALL TEACHERS perceived in the classroom which are divided into five areas such as: Classroom Environment, Preparation for Instruction, Interaction with Students, Management of the Learning Environment, and Professionalism. MSED Curriculum & Instruction international students only. Spring.

GRED 587 – Leadership in Communities of Learners (3) By the end of this course, participants will be able to identify and describe elements of organizational culture in learning communities and related roles of leadership. Organizational culture includes policies and practices that oppress individuals and groups on the basis of socio-economics, race, ethnicity, language, learning styles, gender, sexual orientation, and/or disability. Participants will explore, develop, and apply strategies and skills related to transforming schools in ways that serve the interest of all individuals and groups within a community of learners. Prerequisite: GRED 600, 607, 634 or student teaching.

GRED 588 – Practicum 1: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7-12. 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. Corequisites: GRED 549, 582, 584, 589, & SPED 505. MST students only. Prerequisite: GRED 550. Fall.

GRED 589 – Practicum 2: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in Secondary English Language Arts classrooms, grades 7-12. At least three consecutive days per week are allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Corequisites: GRED 550 Corequisites: GRED 549, 582, 584, 588, & SPED 505. MST students only. Fall.

GRED 590 – Special Social Studies Education Content Topic (3) Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional and evaluation considerations of the content topic for middle and secondary school learning/teaching in social studies. Permission of instructor or advisor required for undergraduate BA students. May be offered as a travel course.

GRED 593 – Development of Writing II (2) This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing.

GRED 595 – Special Topics (1–6) Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

GRED 600 – Philosophical Foundations of Education (3) This course examines the contribution of leading educators from Ancient Greece to the present. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. As warranted.

GRED 603 – Seminar: Teaching Science in the Secondary School (3) This course is designed to provide the student with an understanding of the principles, concepts and methods involved in teaching. The focus will be on the learning process, curriculum development, instructional strategies and materials, planning, grouping, classroom management, evaluation, and drug education. Summer and Fall.

GRED 606 – Advanced Secondary Social Studies Education (3) Examines curriculum and instruction in secondary school social studies. Attention is given to national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary social studies instruction are analyzed: inquiry, use of primary sources, structures of social science disciplines, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681 & 688. Summer.

GRED 607 – Foundations of Education (Birth-Grade 6) (3) This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education and a historical outline of the field. It prepares future teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as the goals of education, learning theories, and teaching and assessment strategies. Summer, Fall and Spring.

GRED 608 – Advanced Secondary Mathematics Education (3) Participants will become familiar with the most recent literature on teaching and mathematics; the organization and structure of professional organizations, the nature of research in mathematics education; goals, strategies, research and standards for the teaching of mathematics. Fall, as warranted.

GRED 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: GRED 672. MST Secondary Science students only. Summer.

GRED 613 – Teaching Internship, Grades 1-3 (6) This course provides the teacher candidate with a time and place where the theory of coursework at the College can be put into the actual practice of teaching. The course is designed to focus the teacher candidate’s attention on the complete range of teacher functions and responsibilities found within a real school setting, including immersion in curriculum and long range planning, such as units. The internship provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. Corequisites: GRED 676 & 696. MST Childhood students only.

GRED 616 – Curriculum and Evaluation (3) Examination of basic elementary curriculum and evaluation concepts, principles and practices, including funded knowledge and conventional wisdom, aims and objectives; the cognitive, affective and psychomotor taxonomies; curriculum design, standardized and informal assessment. Special attention will be given to New York State requirements with respect to curriculum design and evaluation. Each educational professional’s area of content will be studied and applied for the development of appropriate curriculum and evaluation. Summer and Fall.

GRED 623 – Reflection and Inquiry in Teaching Secondary English Language Arts (3) This course will encourage participants to think about and reflect on the design and implementation of instruction that is appropriate to the schools, students and communities in which they will work. It will help participants develop and reflect in essential questions that arise in the teaching of secondary English in order to create lessons, units and activities that will help answer those essential questions, while incorporating district, state and national standards (NCTE, INTASC, NCATE), and the SUNY Potsdam Teacher Education Curriculum Framework. Prerequisite: GRED 660.

GRED 626 – Zebra Stripes and Learning Types (3) The purpose of this course is to: 1) examine the accepted theoretical concepts put forth by psychologists and educational experts today; 2) discuss and define how various learning style concepts and/or models impact on the teacher, the student, the administrator, and the curriculum; and 3) design instructional strategies that provide for the individual learning styles of students. As warranted.

GRED 635 – Educational Research in Curriculum & Instruction (3) This course is designed to meet the needs of Educational Professionals. The fundamentals of research design, data analysis, and evaluation are studied. Teachers become informed consumers of educational research and learn to conduct research in a number of environments including their own classrooms. Summer, Fall and Spring.

GRED 661 – Readings in Social Studies Education (3) Readings, analyses, and discussions of selected articles and books in history, historiography, the social sciences and contemporary social commentary which will be of interest and use for teachers of social studies, K-12. The selections will be primarily publications of the post-World War II period. Some will vary each semester. Emphasized will be the selections’ usefulness as background readings for teachers of social studies. Participants’ comprehension of underlying considerations of contemporary social, economic, political, global, and environmental issues or topics will be enhanced.
Appropriate discussion techniques and critical thinking skills for the social studies lesson or classroom will be discussed and modeled. Spring, even years.

**GRED 664 – Practicum in Childhood Education (1-12)** The future childhood teacher will be provided supervised classroom experience. This practicum (at least 100 hours in the field) will involve working with all aspects of childhood curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment and implementation. Fall and Spring.

**GRED 665 – Language and Culture (3)** This course is designed for the prospective teacher in pre-service training who is interested in teaching English to students in a country where the primary language is not English in grades K through 12. The course is geared to teaching language in cultural context with a focus on “Proficiency-Oriented Instruction”. MSED Curriculum & Instruction Korean international students only. Fall.

**GRED 667 – Topics and Research in Mathematics Education (3)** Designed as a capstone course for the secondary mathematics education Master’s degree programs, this course will allow students to review the research on a current issue related to secondary mathematics. They will develop and present a research proposal. Students will also finalize their teaching portfolio as part of this course. Summer.

**GRED 668 – Professional Portfolio Development (1)** Before graduating, each student is required to complete a professional development performance portfolio (PDPD). This portfolio will demonstrate students’ progress and development over the tenure of their pedagogical preparation. The PDPP is a collection of select artifacts and reflections that represent pre-service teachers’ experiences, knowledge, and growth during the pre-service teaching and teaching experience. This requirement fulfills the culminating experience requirement.

**GRED 669 – Professional Development Performance Portfolio (3)** The Developmental Performance Portfolio (DPP) is an intentional grouping of artifacts that are reflective of the INTASC Standards that demonstrates the pre-service teacher’s progress and growth over the tenure of his/her pedagogical preparation. There should be evidence of achievement and reflection on the achievement. The DPP is a collection of select artifacts and reflections that represent the pre-service teacher’s experiences. The artifacts will include samples of work completed during the program that represent the pre-service teacher’s experiences, knowledge and growth and samples of work from pre-service teaching and student teaching experiences. The DPP should prompt reflective thinking in the knowledge and skills determined by INTASC Standards by providing documented evidence of accomplishments. Fulfills the Culminating Experience requirement. Fall and Spring.

**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 671 – Developing a Professional Teaching Portfolio (3)** The Professional Development Performance portfolio (PDPD) is an intentional grouping of work that shows the pre-service teacher’s progress in professional growth over time. There should be evidence of achievement and reflection on that achievement. The PDPD should be a collection of select artifacts and reflections that represent the pre-service teacher’s experiences, knowledge and growth during the pre-service teaching and student teaching experience. The PDPD is considered a work in progress and should prompt reflective thinking in the knowledge and skills determined by the faculty by providing documented evidence of accomplishments. Fulfills culminating experience requirement for MST Secondary English Degree. This course is taken in conjunction with Student Teaching. Spring.

**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 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 NSSE will be provided at the beginning of the course and will be the focus of course activities. Fall.

**GRED 674 – Culminating Experience/Thesis Research (3)** This course is designed to help the student in planning his or her “Culminating Experience” under the supervision of his or her graduate advisor. For this exit requirement project, the student should be able to complete his or her work relative to “Teaching English As a Second/Foreign Language” or “English-Korean Bilingual Education.” The project should include appropriate aspects of previously completed SUNY Potsdam course work and must have written documentation.

**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. Corequisites: MST Childhood: GRED 613 & 696; MST Secondary Mathematics and Social Studies: GRED 694 & 697; MST Secondary English and Science: GRED 692 & 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 students only. Summer and Fall.

**GRED 681 – Social Studies Curricula in Middle/Secondary School (3)** Introduction to the social studies curricula of middle and secondary schools. Defines and analyzes the processes and products of funded knowledge and conventional wisdom, curriculum development, curriculum, instructional planning, instructional plan, instruction, and evaluation, as they are used in social studies. Also examines the interrelationships of these eight. Emphasizes concepts, their definition, their uses, and their roles in social studies. Examines the substantive and syntactical contributions to social studies of the disciplines of anthropology, economics, geography, history, sociology, and political science. Studies definitions of citizenship: the roles of controversial issues in social studies; and the changing definitions of social studies. Summer.

**GRED 682 – Research in Social Studies Education (3)** Review of selected research in middle and secondary school social studies education. Fall.

**GRED 684 – Secondary Social Studies Content Portfolio (1)** In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisite: GRED 681. Corequisites: GRED 688 & 689. MST Soc Studies 7-12 5-6 Ext majors only.

**GRED 687 – Action Research (3)** With approval from the instructor, an action research topic will be selected by the student that is directly related to his/her content area
and classroom setting. This is a field-based course so students will be conducting action research in their own schools and classrooms. A written paper and presentation will be required for all students. A copy of the action research paper will be maintained in Crumb Library. Fall, Spring and Summer.

GRED 688 – Social Studies Instruction in Middle/Secondary School (2) Introduction to methods and materials of instruction and evaluation in social studies in the middle and secondary schools. Analysis and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST or BA/MST Program (including all required undergraduate courses). For MST students only - GRED 681. Corequisites: GRED 684 & 689. Fall.

GRED 689 – Practicum in Middle/Secondary School Social Studies Instruction (4) Students will observe and instruct social studies in the middle and secondary school. Prerequisites: permission of the instructor. Corequisite: GRED 688. Fall.

GRED 692 – Student Teaching: Junior High School 7-9 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7-9 experience over the course of a half semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. Corequisites: GRED 676 & 697. MST students only. Spring.

GRED 693 – Supervised Clinical Experience/Student Teaching, Grades 9-12 (6) This course will consist of a half semester of field experience in a public school setting. Students will be assigned to a grade 9-12 experience over the course of a half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and evaluating pupil performance. Corequisites: GRED 677 & 693. MST students only. Spring.

GRED 694 – Student Teaching in the Middle/High School 5-9 (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7, 8 and/or 9, under the guidance of a mentor teacher and a college supervisor. Corequisites: GRED 676 & 697. For MST & BA/MST secondary students only. Spring.

GRED 695 Special Topics (1–6) Workshops, seminars, and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, in as electives in Master of Science in Education/Master of Science in Teaching degree programs. For further information relative to special offerings, consult with the department chair or graduate adviser.

GRED 696 – Student Teaching: Childhood Education 4-6 (6) This course provides the student with the initial opportunity to student teach in the public school setting. Students are assigned to an elementary classroom in which the induction process leads to full teaching responsibilities under the direction and supervision of a mentor teacher and college supervisor. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. Corequisites: GRED 663 & 678. MST students only.

GRED 697 – Student Teaching: Sr. High 10-12 (6) This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. Corequisites: GRED 692 or 694, and GRED 676. For MST and BA/MST students only.

GRED 699 – Thesis Research (3) The thesis topic is selected by the student according to his or her interest, with the approval of his or her graduate advisor and thesis committee. An oral defense of the thesis is required. The original typescript of the final document, presented in standard thesis format, becomes part of the holdings of the School of Education and Professional Studies. Summer, Fall and Spring.

Non-Liberal Arts Secondary Education Courses

SECD 210 – @Computer Applications in Middle/Secondary Education (1) To provide an introduction to the use of microcomputers in education. The course will present general knowledge about personal computers, the Internet and an overview of their use in secondary education. The course will emphasize general software applications of computer technology in education. Students will also have the opportunity to examine resources available through the Internet in specific educational areas. Fall and Spring.

SECD 316 – Technology and Media in Middle/Secondary School Mathematics (3) This course will provide students the opportunity to learn how technology and media can enhance the understanding of mathematics when used appropriately. Students will explore appropriate uses of the calculator, graphing calculator, spreadsheets, and software such as Geometer’s Sketchpad. They will review the state regulations related to the use of calculating devices on the NYS Regents examinations and learn how to use technology for adapting instruction to special needs students. Students will study the use of the internet to support secondary mathematics education. In addition, they will review the use of other multimedia devices and products. Prerequisite or Corequisite: EDLS 349.

SECD 340 – Classroom Management in Secondary Education (1) This course is designed to develop the skill necessary to address student behavior in the classroom. The focus will be on effective practices and techniques for behavior management and classroom teacher leadership. Participants will be provided opportunities to practice and observe different approaches through various activities and in the practicum for the English Language Arts Learning Communities and Foreign Language education programs. Current issues and problems will also be discussed. Prerequisite: EDLS 349.

SECD 354 – @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. Spring and Summer.

SECD 357 – @Writing in the Middle/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 361 – @English Language Arts: Grades 5-12 (4) Introduction to teaching literacy (reading, writing, speaking and listening) in the English Language Arts classroom, grades 5-12. Focused studies will include: developmental considerations of middle childhood (grades 5-9) and adolescence (grades 7-12) and their relationship to language acquisition, English language arts curricula, and state and national standards at the two 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: COMM 201, COMP 202, EDLS 349, and 12 credits in Literature. Corequisites: SECD 210. Fall.

SECD 370 – Teaching Mathematics in Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. The students in this course will learn how to engage middle school students in meaningful mathematics, how to work with middle school students who are not meeting minimum standards and how to prepare middle school students for the abstract world of algebra. They will become knowledgeable about the current NYS Learning Standards for Mathematics and the NCTM Standards. Students will concurrently take SECD 390. Prerequisites: EDLS 349 & SECD 316. Spring.

SECD 371 – Teaching Writing Language/Communication: Grades 5-12 (3) Second course in the sequence in teaching literacy in English Language Arts classroom, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English Language Arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of writing, language, and communication. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrat-
ing reading, writing, speaking and listening. Students will also examine media and technology applications, resources, software, computer-based multimedia programs, and non-print "texts" for teaching writing, language and communication. Prerequisite: Learning Community I. Corequisites: EDLS 315, COMP 402, & SECD 391. Spring.

SECD 372 – @Science Instruction and Assessment: Grades 5-12 (3) This course is designed to enable future teachers to examine their own beliefs about science, learning, and teaching, as well as to develop understanding of the tenets upon which the National Science Education Standards and National Science Teacher Association Teacher Preparation Standards are based. The course will focus on standards for teaching and assessment in grades 5-8 and 9-12. Students will use technology in support of active learning throughout this course. Fall.

SECD 373 – @Middle and Secondary School Social Studies Curriculum (3) Introduction to role of social studies in curriculum of junior and senior high school. Emphasizes philosophical bases for social studies in high school program, changing roles of social studies in American high schools (including New York State) since the 1920s, and various current schools of thought as to nature of secondary social studies. Explores contributions of social studies to a liberal secondary school education within democratic society. Corequisite: SECD 393. Spring.

SECD 374 – @Introduction to First and Second Language Acquisition Grades 5-12 (3) Introduction to theory, research, and practice in the fields of first and second language acquisition; understanding of language acquisition at various developmental levels, both within and outside the classroom; and application of language acquisition theories to instructional practice in grades 5-12. Corequisite: SECD 394. Spring.

SECD 390 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Corequisite: SECD 370. Spring.

SECD 391 – @Practicum 1: Teaching the English Language Arts: Grades 5-12 (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 in Foreign Language Classroom Grades 5-12 (1-12) Pre-student teaching field experience involving classroom observation of foreign language teachers and learners in grades 5-12. Corequisite: SECD 374. Spring.

SECD 410 – @Middle or Secondary Science Field Experience (3) This course provides pre-student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre-student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor; 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.

SECD 455 – @Student Teaching in the Middle/Jr. High School (6) Half semester of teaching in student's academic major in grades 7-9, under guidance of sponsor teacher and College supervisor.

SECD 456 – @Student Teaching in the Senior High School (6) Half semester of student teaching in student’s academic major in grades 10-12, under the guidance of sponsor teacher and College supervisor.

SECD 470 – @Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as an everyday citizen and to move successfully into programs that require the study of mathematics at the college level. They will become knowledgeable about the current NYS Learning Standards for Mathematics and the NCTM Standards. Prerequisites: PSYC 350, SECD 357, & SECD 370; Corequisite: SECD 490. Fall.

SECD 471 – @Teaching Reading and Literature: Grades 5-12 (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 databases and examine instructional uses of power point and electronic communication. Prerequisite: SECD 361 & 371. Corequisite: SECD 491. Fall.

SECD 472 – @Science Curricula: Programs and Standards (3) This course is designed to introduce future teachers to science school curricula and programs in grades 7-12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA’s Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Prerequisite: SECD 372. Corequisite: SECD 410.

SECD 473 – @Middle/Secondary School Social Studies Instruction (2) Emphasizes methods and materials of instruction in junior and senior high school social studies. Opportunity to design lesson plans. Classroom observations, protocol observations or other instructional experiences included. Connections between curriculum and instruction emphasized. Prerequisite: SECD 373 & 393. Corequisite: SECD 493. Fall.
SECD 474 – Foreign Language Instruction, Curriculum & Assessment: Grades 5-12 (3) Introduction to history of foreign language education and teaching; understanding of the role of foreign language in junior high/middle and senior high school programs; understanding and application of the national and state foreign language learning standards; introduction to and application of approaches, methods, strategies, and techniques of foreign language instruction; utilization of assessment tools to obtain information about foreign language learners’ learning as well as assist them in reflecting on their own progress; selection, evaluation, development, and modification of foreign language curricula; practice in instructional planning through interdisciplinary lesson and unit development which is developmentally and proficiency level appropriate and incorporates four language skills, culture, and technology; and creation of a community of learners, including students with special needs, in the foreign language classroom. Prerequisites: SECD 374 & 394. Corequisite: SECD 494. Fall.

SECD 484 – Secondary Social Studies Content Portfolio (1) In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisite: SECD 373 & 393. Corequisites: SECD 473 & 493. For BA Social Studies 7-12 5-6 Ext students only.


SECD 491 – Practicum II: English Language Arts: Grades 5-12 (2) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisite: Learning Community I and II. Corequisite: SECD 471.

SECD 493 – Practicum: Middle/Secondary School Social Studies Instruction (2) Students will observe and give instruction in social studies in the middle and secondary school. Prerequisite: SECD 373. Corequisite: SECD 473. Fall.


Special Education Courses

SPED 501 – Foundations in Autism (3) This course will address the identification and needs of students with Autism and related spectrum disorders and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress. It will emphasize exploration of the four main domains of ASD in order to build a successful foundational understanding of the student with autism. Fall and Spring.

SPED 505 – Introduction to Special Education (3) Provides an overview of the categories of disabilities; develops skills related to the identification and remediation of educational, psychological and social needs of learners who are gifted/talented and/or with disabilities, discusses the special education process and impact of state and federal special education laws and policies on the public school program; provides background for designing appropriate individualized instruction, behavioral support, and classroom management applications and interventions for students with diverse learning needs; and develops and uses effective planning, collaboration, and co-teaching practices with peers. This course also includes 15 hours of fieldwork with persons having disabilities; which with the permission of the instructor might include reported observations and volunteering at special education or identified inclusive settings within the classroom, area school districts, BOCES or other institutions. This course may be applied to the prerequisite course requirement in the MSED Special Education Program. Summer, Fall and Spring.

SPED 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. Summer, Fall and Spring.

SPED 601 – Characteristics of Learners with Mild/Moderate Disabilities (3) Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners. Fall.

SPED 607 – Educational Research: Critical Issues in Special Education (3) This course will examine foundational research principles and classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues. Prerequisites: an introductory course in special education or permission of instructor. Spring.

SPED 609 – Field Experience I (1) This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies will be conducted. A philosophy of service to students with disabilities will be developed. Fall.

SPED 612 – Technology in Special Education (3) This is a survey of the varied applications of recent technology, particularly computer-based technology, in the field of special education. Students will work with hardware and software that allow the integration of children with special learning needs into the regular educational program. In addition, they will gain a broad understanding of the variety of technologies designed to meet the special needs of individuals with disabilities. Prerequisite: SPED 505 or equivalent course. Fall and Spring.

SPED 637 – Diagnosis and Assessment of Educational Disabilities (3) Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or Corequisite: SPED 601. Fall and Spring.

SPED 638 – Teaching Reading for Students with Special Needs (3) The purpose of this course is to prepare preservice and in-service special education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). The course includes frameworks and philosophies of assessment and intervention strategies in early childhood through adolescent literacy. Students will explore assessment and intervention methods and activities that can be used to assist and enhance literacy abilities of students with varying abilities. Spring.

SPED 640 – Behavior Management for the Special Educator (3) Considers and provides practice in a range of techniques to achieve behavioral, social, and academic changes among students with disabilities; includes discussion of a range of techniques, including applied behavioral analysis, cognitive behavioral modification and social skills training; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications of various approaches in management of behavior. Prerequisite or Corequisite: SPED 601. Fall.

SPED 646 – Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies for use with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601 & 637. Spring.

SPED 647 – Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies including those related, though not limited to, English, Mathematics, Science and Social Studies for use with secondary students with mild/moderate disabilities. The course also incorporates: developmental, remedial and compensatory strategies for use in instruction and management, modifications
to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; the development of competencies in the formulation of Individualized Education Programs; discussion of life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601 & 637. Spring.

SPED 648 – Strategies of Early Childhood Special Education (3) Identifies the learning and behavioral needs of preschool children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multi-disciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601 & 637. Spring.

SPED 649 – Field Experience II (1) This course will provide pre-service special education teachers the opportunity to acquire experience in planning and conducting instruction with various groups of students with diverse learning needs to meet their academic and/or social needs. This experience will also include design and use of assessment techniques for evaluating student progress. Prerequisites: SPED 601 & 637. Spring.

SPED 650 – Collaborative Consultation with Professionals and Parents (3) Explore and develop competencies needed to work in cooperation with other special educators, general educators and parents, as well as support personnel, with the goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisites: SPED 601 & 637. Fall and Summer.

SPED 669 – Practicum in Special Education (6) Provides experience in the application of techniques for evaluation and instructional programming for learners with mild/moderate learning and behavioral disabilities; work with students shall include educational assessment, implementation of Individualized Education Programs, and planning for instructional activities designed to meet identified student needs. Prerequisites: Completion of all course requirements for the MSED Special Education. Summer (for 6 credits), Fall and Spring (3 credits).

SPED 670 – Culminating Experience (1) This culminating activity includes the compilation of a portfolio including samples of work completed during the program. This process is designed to allow students and instructors to reflect on the experiences in the program and their growth as a result of their experiences. Students receive specific instructions on the assembly of the portfolio during their first semester. Summer, Fall and Spring.

SPED 695S – Special Topics (1-6) Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs. Summer, Fall and Spring.


CRANE SCHOOL OF MUSIC

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

Michael Sitton, Dean
C219 Bishop, 315-267-2415, sittonmr@potsdam.edu

David Heuser, Associate Dean/Director, Music Admissions
C220 Bishop, 315-267-2453, heuserdd@potsdam.edu

Distinguished Teaching Professor: James Peterscak

Distinguished Service Professor: John Lindsey

Guest Artist In-Residence: Stephanie Blythe


Associate Professors: Marsha Baxter, Mark Campbell, Brian Doyle, Kelly Drifmeyer, Heather Eyerly, Donald George, Carol Heinitz, Anna Hendrickson, Sarah Hersh, Christopher Lanz, Deborah Massell, Peter McCoy, John McGinniss, Kathleen Miller, Jill Pearson, David Pittman-Jennings, Rebecca Reames, Raphael Sanders, Kirk Seyerston, Shelly Tramposh, Jess Tyre, Paul Wyse

Assistant Professors: Debra Campbell, Caron Collins, Christopher Creviston, Julianne Kirk Doyle, Jeff Francom, Hannah Gruber, Ching-Chun Lai, Carol Cope Lowe, Andre Mount, Kathryn Sherman, Lorraine Yaros Sullivan, Timothy Sullivan, Heather Wheeler, Lonel Woods

Visiting Instructor: Sonia Wheaton-Dudley

Lecturers: Carol Britt, Jennifer Kessler

Adjunct Instructors: Kent Burchill, Stephen Button, Howard Cohen, Nancy Conley, John Geggie, François Germain, Donald Goodness, Ioan Harea, Kathleen Hubbard, Scott LaVine, Michelle Martin-Atwood, Julie Miller, Catherine Meinun, Daryle Redmond, Jefferson Reeder, Jill Rubio, Alan Solomon, Dan Tremblay, Brenda Vredenburg, Jeffrey Vredenburg, Tracy Wanamaker, Robert Zolner

Professional Staff: Amy Flack, Gary Galo, Glen Grigel, Lane Miller, Lorelei Murdie

Crane Librarian: Edward Komara

Departments & Programs
• Music Education
• Performance
• Theory, History and Composition
• Business of Music

History and Background

The Crane School of Music was founded in 1886, the year Julia Etta Crane established the Crane Normal Institute and developed one of the first curricula in the United States for school music supervisors. Educating those who aim to teach music, primarily in New York State’s public schools, has been the principal mission of the school ever since.

From the earliest days in the history of the School, Crane faculty members have considered it essential that music teachers be thoroughly educated musicians before being considered qualified to teach music to others. As a consequence, the curriculum has always reflected a strong emphasis on performance, balanced with requirements that Crane graduates have a substantial knowledge of the theoretical and historical aspects of music, understand the methodologies and pedagogies of music teaching, and are liberally educated.

Mission

The Crane School of Music is a community of musician-educators committed to fostering a vital musical society. Thriving programs in performance, composition, music business, and the academic disciplines of music history and theory enrich its long-standing heritage of leadership in music education. Undergraduate programs are designed to provide a strong and comprehensive foundation across all areas of study, whereas our graduate programs bring greater depth and focus within these areas. In keeping with SUNY Potsdam’s mission as a student-centered institution, Crane students and faculty collaborate in pursuing a broad range of opportunities for artistic, personal, and professional growth. Blending proven traditional approaches and promising educational innovations in a uniquely supportive and cooperative learning community, The Crane School of Music equips students with both the foundations and flexibility needed for the challenges of the 21st century.

Admission to The Crane School

In addition to meeting the standard academic admission requirements of the College, applicants to The Crane School of Music must successfully complete an entrance performance audition. The performance audition is designed to give candidates an opportunity to demonstrate their readiness to achieve performance requirements on a primary instrument during their College career. The audition is 15-20 minutes in length per medium and is administered by qualified faculty. Candidates for the Performance Major (B.M.) are expected to have a broad performance capability. Please refer to the Crane 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.

The Bachelor of Music degree programs feature more comprehensive study in music than the Bachelor of Arts degree program. All programs include study on the primary instrument with the amount of study varying by major. The only program which leads to certification to teach music in the public schools is the Music Education (B.M.) degree.

Music candidates are expected to indicate a choice of degree program, major, and track in certain majors, from among the following options prior to the audition:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Tracks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music</td>
<td>Music Education</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orchestra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Music</td>
</tr>
<tr>
<td></td>
<td>Musical Studies</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory/History</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business of Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Double Degree: Music</td>
<td>Band</td>
</tr>
<tr>
<td></td>
<td>Education/Performance</td>
<td>Choral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orchestra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Music</td>
</tr>
</tbody>
</table>

Bachelor of Arts Music

Students admitted to The Crane School of Music majoring in music education will automatically be placed into the following tracks based on their applied studio:

<table>
<thead>
<tr>
<th>Applied Studio</th>
<th>Music Education Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winds and Percussion</td>
<td>Band Track</td>
</tr>
<tr>
<td>Bowed Strings</td>
<td>Orchestra Track</td>
</tr>
<tr>
<td>Voice</td>
<td>Choral Track</td>
</tr>
<tr>
<td>Piano, Guitar, and Harp</td>
<td>General Music Track</td>
</tr>
</tbody>
</table>

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.

More information regarding admissions can be found in the Audition Information insert in the Crane View Book and on the Crane Web site at [www.potsdam.edu/crane](http://www.potsdam.edu/crane) (click on “Crane Admissions”).

Transfer Admission to The Crane School of Music

Transfer students who wish to be considered for financial aid in their first semester at The Crane School of Music and are receiving scholarships from another music program accredited by the National Association of Schools of Music, must request a release from their current school. Please contact the Crane Admissions Office at 315-267-2775 for the appropriate form.

Students applying for transfer to The Crane School of Music curricula are required to complete a performance audition. See “Admissions” above or the Crane website (www.potsdam.edu/crane click on “Crane Admissions”) for information about the audition process and requirements.

Transfer Credit in Area of Applied Study

1. Credit in the area of applied study for transfer students is determined through the audition process and evaluation of transcripts. Normally, credit exceeding semester limits of The Crane School of Music will be recorded as free electives.
2. Transfer students are advised that requirements in the area of applied study are based on students’ capacity to develop musically and technically on their instrument in a limited amount of time. For this reason, students will be assigned to an appropriate semester of studio determined by the audition faculty member(s) at the audition and will be informed in their acceptance letter.
3. Following completion of a Transfer Credit Evaluation by the SUNY Potsdam Office of Academic Transfer Services and a music degree audit by the Crane Office of Music Admissions, transfer students should determine whether they will be able to complete their applied study requirements in the time anticipated to degree completion. If this is not possible, students should consider the following alternatives:
   a. Private study at another institution.
   b. Credit by examination in area of applied study (see The Crane School of Music publication, Academic Information Supplement).
   c. Application to take credits exceeding those offered per semester.

Transfer Credit in Theory and Music Literature

Basic Musicianship Sequence

Although all college-level transfer credit will be accepted from regionally accredited colleges, placement within the basic musicianship course sequence will be determined by audit of transcripts and either the completion of a theory/aural skills placement exam or according to a formula found 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 and track. Information for each specific degree program can be found on the Crane Web site: [www.potsdam.edu/Crane](http://www.potsdam.edu/Crane) (click on Quick Link “Degree Programs” and, on the right, select the Academic Year the student entered college). Failure to receive a 2.0 or higher in the second attempt at a music course required for a major (or majors) will result in dismissal from that major (or majors). For purposes of this policy, all studio lessons are considered to be the same course, regardless of whether they are MUCS 420 or MUCS 430. Crane students may only elect S/U for music courses that are not being used to fulfill degree requirements. Major ensembles must be taken for a numerical grade.

Applied Music Requirement

Applied music instruction for music majors includes a combination of private and class study leading to evaluations known as Levels A, B and C (with Pre-A Auditions required for some areas). Level requirements vary according to degree program, are listed by degree program below, and are administered by a jury of qualified faculty from the appropriate performance area(e.g., voice, strings, brass, etc.). Faculty from each area has determined the requirements of each level. In most cases, the successful completion of the required level leads to a required recital performance (also listed below). Students are not permitted to register for more credit hours in the area of applied study than are required in the degree program in which they are enrolled without the recommendation of the individual studio teacher and permission of the dean. More information regarding levels, including each performance area’s specific requirements, is available at the Crane Web site: [www.potsdam.edu/Crane](http://www.potsdam.edu/Crane). Click on Quick Link: Degree Programs. In the
right margin, click on the academic year the student entered college. Then, under the Academic Information Supplement header, click on “Part 3: Applied Music.”

**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**
- 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.
- During their senior year, composers will present a full recital of their 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: Business of Music**
- 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. Note that only one major ensemble credit counts toward the major ensemble requirement per semester; for more on this policy, see the Academic Information Supplement.

Students are assigned to instrumental ensembles by the appropriate studio teacher based on the student’s interests, the judgment of the studio teacher and the needs of the school.

**Ensemble Definitions**

**Major Ensembles**
- **Instrumental:** Concert Band, Symphonic Band, Wind Ensemble, Symphony Orchestra, String Orchestra, up to two semesters of Jazz Ensemble
- **Choral:** Concert Choir, Hosmer Choir, Men’s Ensemble, Opera Ensemble, Phoenix Club

**Chamber Ensembles**
- **Instrumental:** Brass Quintets, Chamber Music, Chamber Music with Piano, Guitar Ensemble, Guitar Quartets, Saxophone Chamber Ensembles, Small Jazz Groups, String Quartets, Woodwind Quintets
- **Vocal:** Voice with Instruments

**Like Ensembles**
Clarinet Choir, Flute Ensemble, Harp Ensemble, Horn Choir, Marimba Ensemble, Repertory Percussion Ensemble, Trombone Ensemble, Tuba/Euphonium Ensemble

**Other Ensembles**
Brass Ensemble, Contemporary Music Ensemble, Early Music Ensemble, Jazz Band, Latin Ensemble, Opera Orchestra, Percussion Ensemble, Campus/Community Band,* Potsdam Community Chorus*

*Note: Campus/Community Band cannot be used to fulfill the ensemble requirement for music majors. Potsdam Community Chorus cannot be used to fulfill the “Chamber, Like or Other” ensemble requirement for string, wind and percussion performance majors.

**Basic Musicianship Sequence for Music Majors**
29 credit hours required.

All courses are 3 credits unless noted. Credits are distributed as follows:

**Semester I**
- MUCB 101 Keyboard Skills I (1 credit)
- MUCB 103 Theory I
- MUCB 104 Aural Skills I (1 credit)

**Semester II**
- MUCB 102 Keyboard Skills II (1 credit)
- MUCB 105 Theory II
- MUCB 106 Aural Skills II (1 credit)

**Semester III**
- MUCB 201 Literature and Style I
- MUCB 203 Theory III
- MUCB 204 Aural Skills III (1 credit)
- MUCP 209 Conducting I (1 credit)

**Semester IV**
- MUCB 202 Literature and Style II
- MUCB 205 Theory IV
- MUCB 206 Aural Skills IV (1 credit)
- MUCP 309 Conducting II (1 credit)

**Semester V**
- MUCB 323 Literature and Style III
General Education Requirements
16-32 credit hours required.

Candidates for the B.M. degree must satisfy the General Education requirements described below. Information for each specific degree program can be found on the Crane 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.

<table>
<thead>
<tr>
<th>Credits</th>
<th>General Education Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication Experience:</td>
</tr>
<tr>
<td></td>
<td>[FW] First-Year Writing (1 course, 4 credits)</td>
</tr>
<tr>
<td></td>
<td>Quantitative Experience:</td>
</tr>
<tr>
<td></td>
<td>[FM] First-Year Mathematics (1 course, 3 credits)</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking Experience:</td>
</tr>
<tr>
<td></td>
<td>[FC] Critical Thinking (1 course, 3 credits)</td>
</tr>
<tr>
<td></td>
<td>Music Education majors:</td>
</tr>
<tr>
<td></td>
<td>Principles of Music Education fulfills the FC requirement</td>
</tr>
</tbody>
</table>

The Modes of Inquiry 9-13
Scientific Inquiry [SP] or [SB] Physical or Biological (1 course, 3-4 credits)
A laboratory experience is recommended
Social Analysis [SA] (1 course, 3 credits)
PSYC 220: Child Development fulfills SA for Music Education majors; Micro or Macroeconomics fulfills SA for Business of Music majors
*Western Civilization [WC] (0 credits; credits in music curriculum)
American History [AH] (1 course, 3 credits)
*Cross-Cultural Perspective [XC] (1 course, 3 credits)
*Aesthetic Understanding [AE] and [AC] Experiential and Critical (0 credits; credits in music curriculum)
*These modes have music courses that can fulfill the requirements. Note that the AE or XC must be taken outside of The Crane School of Music if the other is fulfilled with a music course.

Language Proficiency 0-9
Modern Language requirement must be met as defined by SUNY Potsdam. See General Education Manual for more information.

Physical Education/Health and Wellness 2 experiences. See General Education section on page 57.

Music Education Major (B.M.)
124-139 credit hours required.

Contact Persons:
Peter McCoy, Co-Chair, Department of Music Education
A329 Schuette, 315-267-3210, mccoypm@potsdam.edu
Michael Schaff, Co-Chair, Department of Music Education
A328 Schuette, 315-267-3231, schaffmp@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses Credits
General Education Courses 16-26
Liberal Arts Electives 8
First-Year Writing (1 course, 4 credits)
First-Year Mathematics (1 course, 3 credits)
Critical Thinking (1 course, 3 credits)
Principles of Music Education fulfills the FC requirement
Music Education majors:
Music Electives (limit one ensemble per semester) 3
Upper Division Music History or Theory Elective 3
Upper Division Music Education Elective 3
Required Courses for State Certification 3
EDLS 307 Literacy Education in the Arts Disciplines
[credits included in liberal electives above]
HLTH 230 School Health (2 credits)
[credits included in liberal electives above]
PSYC 220 Child Development

Plus one of the following Tracks 59-64
Band Track (61.5 credits)
Performance
MUCS 420 Performance Concentration (7 @ 2 credits)
Ensembles (7 @ 1 credit)
Music Education
MUCE 205 Principles of Music Education
MUCE 306 Music Teaching and Learning I
MUCE 307 Practicum in Elementary General Music (1 credit)
MUCE 335, 337 Wind Practices Elementary & Secondary (2 @ 2 credits)
MUCE 336 Practicum in Teaching Beginning Instruments (1 credit)
MUCE 445 Special Education Music
MUCE 467 Student Teaching in Music (15 credits)
Technical/Professional Courses
MUCC 161-165 Woodwinds (5 @ .5 credits)
MUCC 330 Percussion (1 credit)
MUCC 123-126 Brass (4 @ .5 credits)
MUCC 203, 204 Functional Keyboard (2 @ 1 credit)
MUCC 341 Choral Techniques (1 credit)
MUCC 342 Orchestra Techniques (1 credit)
MUCC 350 Vocal Techniques I (1 credit) or choral ensemble
Choral Track (59-64 credits)

Music Education
MUCE 205 Principles of Music Education
MUCE 306 Music Teaching and Learning I
MUCE 307 Practicum in Elementary General Music (1 credit)
MUCE 334 Practicum in Elementary Choir (1 credit)
MUCE 338 Choral Practices Elementary/Middle School (2 credits)
MUCE 339 Choral Practices Secondary/Adult (2 credits)
MUCE 445 Special Education Music
MUCE 467 Student Teaching in Music (15 credits)

Plus one of the following:

Vocal Majors
Performance
MUCS 420 Performance Concentration (7 @ 2 credits)
MUCP 131 Introduction to Diction (2 credits)

Technical/Professional Courses
MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
MUCC 350, 351 Vocal Techniques (2 @ 1 credit)
MUCC 340 Band Techniques (1 credit)
MUCC 342 Orchestra Techniques (1 credit)

Orchestra Track (60 credits)

Performance
MUCS 420 Performance Concentration (7 @ 2 credits)
MUCP 131 Introduction to Diction (2 credits)

Technical/Professional Courses
MUCC 201, 202 Functional Keyboard (2 @ 1 credit)
MUCC 301, 302 Functional Keyboard (2 @ 1 credit)
MUCC 350, 351 Vocal Techniques (2 @ 1 credit)
MUCC 340 Band Techniques (1 credit)
MUCC 342 Orchestra Techniques (1 credit)

General Music Track (60.5 credits)

Performance
MUCS 420 Performance Concentration (7 @ 2 credits)

Technical/Professional Courses
MUCC 203, 204 Functional Keyboard (2 @ 1 credit)
MUCC 340 Band Techniques (1 credit)
MUCC 341 Choral Techniques (1 credit)
MUCC 350 Vocal Techniques I (1 credit) or choral ensemble

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 recommended for 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.

Student Teaching for Music Education Candidates
The Music Education curriculum is the only music program that includes an approved professional sequence of courses leading to New York State Initial Certification for teaching music. Student teaching is a College-supervised experience in participating schools located in several areas of New York State.

Since the student teaching experience is considered a full-time commitment the following regulations will apply:

1. No simultaneous coursework is permitted during the student teaching assignment.
2. Any employment during the student teaching assignment must be approved by the Sponsor Teacher and the Student Teaching Supervisor, and notification given to the 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](http://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 Specialty 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 307 Literacy Education in the Arts Disciplines, and PSYC 220 Child Development.

Performance Major (B.M.)

128-143 credit hours required.

The Performance degree is offered in percussion, piano, string instruments (including guitar and harp), wind instruments and voice.

Contact Person: Kirk Severtson, Chair
C106 Bishop, 315-267-2427, severtki@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>22-32</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>14</td>
</tr>
<tr>
<td>Basic Musicianship Sequence (see page 200)</td>
<td>29</td>
</tr>
<tr>
<td>Upper Division Music History or Theory Electives</td>
<td>9</td>
</tr>
<tr>
<td>Performance</td>
<td>25</td>
</tr>
<tr>
<td>MUCS 430 Performance Concentration (8 @ 3 credits)</td>
<td></td>
</tr>
<tr>
<td>Thirty-Minute Recital (no credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 499 Senior Recital (1 credit)</td>
<td></td>
</tr>
<tr>
<td>Plus one of the following</td>
<td>29-34</td>
</tr>
<tr>
<td>Piano Performance Majors (30-31 credits)</td>
<td></td>
</tr>
<tr>
<td>Ensembles</td>
<td></td>
</tr>
<tr>
<td>Major (4 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 366 Chamber Music with Piano (2 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 343 Art of Accompanying and/or</td>
<td></td>
</tr>
<tr>
<td>MUCP 430 Art Song Repertoire (1-2 credits)</td>
<td></td>
</tr>
<tr>
<td>MUCP 324 Piano Literature (2 credits)</td>
<td></td>
</tr>
<tr>
<td>MUCE 460 Piano Pedagogy and Practicum I</td>
<td></td>
</tr>
<tr>
<td>MUCE 461 Piano Pedagogy and Practicum II</td>
<td></td>
</tr>
<tr>
<td>Music Electives (15 credits)</td>
<td></td>
</tr>
<tr>
<td>String, Wind and Percussion Performance Majors (29 credits)</td>
<td></td>
</tr>
<tr>
<td>Ensembles</td>
<td></td>
</tr>
<tr>
<td>Major (8 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>Other (2 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 322 Instrumental Repertory and Pedagogy I (2 credits)</td>
<td></td>
</tr>
<tr>
<td>MUCP 323 Instrumental Repertory and Pedagogy II (2 credits)</td>
<td></td>
</tr>
<tr>
<td>Music Electives (15 credits)</td>
<td></td>
</tr>
<tr>
<td>Voice Performance Majors (34 credits)</td>
<td></td>
</tr>
<tr>
<td>Ensembles</td>
<td></td>
</tr>
<tr>
<td>Major (6 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>Opera (3 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 131 Introduction to Diction (2 credits)</td>
<td></td>
</tr>
<tr>
<td>MUCP 231, 232, 233, 234, 235, 236, 237, or 238 Diction (3@1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 303 Performance Practices for Singers I</td>
<td></td>
</tr>
<tr>
<td>MUCP 330 Vocal Pedagogy (2 credits)</td>
<td></td>
</tr>
<tr>
<td>MUAC 430 Production Techniques/Music Theatre</td>
<td></td>
</tr>
<tr>
<td>MUCS 201, 202, 301, and 302 Functional Keyboard (4 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCP 418 Vocal Coaching (2 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>Music Electives (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Guitar Performance Majors (29 credits)</td>
<td></td>
</tr>
<tr>
<td>Ensembles</td>
<td></td>
</tr>
<tr>
<td>Major (2 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>Guitar Ensemble or Quartet (4 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>Elective (2 @ 1 credit)</td>
<td></td>
</tr>
<tr>
<td>MUCH 445 Guitar History and Literature</td>
<td></td>
</tr>
<tr>
<td>MUCP 480 Guitar Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Music Electives (15 credits)</td>
<td></td>
</tr>
</tbody>
</table>
Harp Performance Majors (29 credits)
Ensembles
  Major (8 @ 1 credit)
  Harp Ensemble (2 @ 1 credit)
MUCE 378 National String Project (4 @ 1 credit)
Music Electives (15 credits)

Business of Music Major (B.M.)
128-138 credit hours required.

Contact Person: Carol Britt, Coordinator
C210 Bishop, 315-267-2103, brittch@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses Credit
General Education Courses 19-29
Liberal Arts and Free Electives 9
Basic Musicianship Sequence (see page 200) 29
Performance 21
  MUCS 420 Performance Concentration (7 @ 2 credits)
  Ensembles (7 @ 1 credit)
Note: Guitar Majors in this degree will take seven semesters (7 cr) of ensembles, four of which must be Guitar Ensemble, taken in any semester they choose. For all others, four of the 7 required semesters of ensemble must be Major Ensembles, taken during the student's first two years.

Music Business 29
  MUAI 327 Business of Music I
  MUAI 328 Business of Music II
  MUAI 329 Essential Practices in Music Business
  MUAI 400 Legal Aspects of the Music Industry
  MUAI 421 Practicum in Music Business (2 credits)
  MUAI 422 Music Business Internship (12 credits)
  MUCE 520 Topics in Music Technology

Music Business Electives 6
  MUAI 300 level or higher

Business and Economics 15
  ECON 105 Principles of Microeconomics
  ECON 110 Principles of Macroeconomics
  (One of these courses counts as general education SA requirement.)
  ACCT 201 Principles of Accounting I
  MGMT 301 Principles of Management
  MKTG 301 Principles of Marketing

Musical Studies Major (B.M.)
126-140 credit hours required.

Contact Person: Nelly Case, Chair
C306 Bishop, 315-267-2759, casennm@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses for both Tracks Credit
General Education Courses 22-32
Basic Musicianship Sequence (see page 200) 29
Music Theory and Analysis 9
  MUCT 421 Orchestration
  Plus one of the following:
    MUCT 414 Modal Counterpoint
    MUCT 415 Tonal Counterpoint
  Plus one of the following:
    MUCT 417 Analytical Techniques
    MUCT 420 Theory and Analysis of 20th Century Music

Plus one of the following Tracks 66-70
Theory/History Track (66 credits)
  Performance
    MUCS 420 Performance Concentration (8 @ 2 credits)
  Ensembles (8 @ 1 credit)
  Research
    MUCR 410 Music Bibliography (2 credits)
    MUCR 488 Research Project in Musical Studies (2 credits)
  Music History Electives (9 credits)
    Upper Division Music History or Theory Electives (6 credits)
    Liberal Arts Electives (14 credits)
    Free (non-music) Electives (9 credits)
Composition Track (70 credits)
  Performance
    MUCS 420 Performance Concentration (5 @ 2 credits)
  Ensembles (6 @ 1 credit)
  Composition
    8 semesters @ 3 credits each selected from the following courses.
    MUCT 401 Composition I
    MUCT 430 Studio Composition
    MUCT 411 Electronic Composition I
    MUCT 430 Studio Composition (Electronic)
  Note: Must include at least 2 semesters of Composition and 2 semesters of Electronic Composition.
  MUCT 499 Recital of Compositions (2 credits)
  Research
    MUCR 410 Music Bibliography (2 credits)
  Music History Electives (6 credits)
  Upper Division Music Electives (3 credits)
  Music Electives (3 credits)
  Liberal Arts Electives (14 credits)

Special Notes
1. Students are accepted for admission who demonstrate by audition the potential to accomplish Level A in area of applied study by the end of the fourth semester. If the Level A is not satisfactorily completed by the end of the fourth semester, a change of applied area or curriculum may be recommended.
2. The minimum performance requirement for the major in Musical Studies is satisfactory completion of Level A and the performance of a Ten-Minute Recital.

3. Students who meet Level A requirements early, 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.

Music Major (B.A.)
123-134 credit hours required.

Candidates for this major must successfully complete The Crane School of Music entrance audition.

Contact Person: Nelly Case, Chair C306 Bishop, 315-267-2759, casenm@potsdam.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 200) | 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)
Ensembles must be taken during the student's first two years. Guitar Majors in this degree will take four semesters (4 cr.) of Guitar Ensemble. For all others the four semesters of ensemble must be Major Ensembles.

Upper Division Music History or Theory Electives | 6
Music Electives | 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 169 for the appropriate minor.

Contact Person: Carol Britt, Coordinator C210 Bishop, 315-267-2103, brittch@potsdam.edu

The Business of Music minor is designed as a flexible course of study which will lead participants into career interest areas in the music business. The required courses investigate the many areas relative to the music business, including arts administration, recording industry, music publishing, music criticism, copyright law, broadcast industry, unions and guilds, and music merchandising. Additional courses, which complement these areas, are recommended in consultation with the adviser of the program. This program enables students to seek entry-level positions in the areas of study, as well as to pursue advanced study in such areas as arts administration and music merchandising.

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses | 8
--- | ---
MUAI 327 Business of Music I
MUAI 328 Business of Music II
MUAI 421 Practicum in Music Business (2 credits)

Music Electives: two of the following | 6
--- | ---
MUAI 301 History of Rock Music
MUAI 400 Legal Aspects of the Music Industry
MUAI 401 Arts Administration and Grant Writing
MUCE 533 Band Instrument Maintenance for Wind Educators
MUCE 534 String Fleet Maintenance for String Educators
MUCE 520 Topics in Music Technology
MUAI 431 Recording and Production Techniques
MUCH 440 Historical Development of Jazz
MUAI 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 | 9
--- | ---
ACCT 201 Principles of Accounting I
ACCT 202 Principles of Accounting II
MGMT 410 Operations Management
MGMT 301 Principles of Management
MKTG 301 Principles of Marketing
MGMT 340 Information Systems for Business
ECON 105 Principles of Microeconomics
ECON 110 Principles of Macroeconomics
ECON 460 Industrial Organization
EMRE 330 Human Resource Management
STAT 100 Statistics
Jazz Studies Minor

22 credit hours required.

Contact Person: Bret Žvacek, Director
C306 Bishop, 315-267-2423, zvacekbr@potsdam.edu

The Jazz Studies minor is open to all students in music degree programs. In special circumstances, students outside The Crane School of Music may be accepted for study. An entrance examination demonstrating sufficient performance and theoretical skills must be passed by potential candidates outside of The Crane School of Music.

The Jazz Studies minor will provide students with guided experiences in improvisation, performance, history, arranging and pedagogy. Upon completion of the Jazz Studies minor, a student’s educational and experiential backgrounds are enhanced as follows:

1. The student will possess a comprehensive understanding of a sophisticated contemporary art music form. The understanding gained will enhance the individual performance skills of the student, enhance the mastery and application of general music theory principles, and encourage personal growth, creativity and problem-solving skills.
2. Students will possess a background that will allow him/her to successfully teach jazz concepts and direct jazz ensembles in the public school setting.
3. Students will possess a background that provides an adequate foundation for successful graduate level jazz study, leading to potential employment as a performer, arranger, or teacher.

All courses are 3 credits unless noted. Credits are divided as follows:

**Required Courses**

19

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCC 420</td>
<td>Jazz Techniques (2 credits)</td>
</tr>
<tr>
<td>MUCT 330</td>
<td>Jazz Theory and Arranging</td>
</tr>
<tr>
<td>MUCT 335</td>
<td>Jazz Improvisation I</td>
</tr>
<tr>
<td>MUCT 422</td>
<td>Jazz Styles and Analysis</td>
</tr>
<tr>
<td>MUCT 424</td>
<td>Advanced Jazz Improvisation (2 credits)</td>
</tr>
<tr>
<td>MUCH 440</td>
<td>Historical Development of Jazz</td>
</tr>
<tr>
<td></td>
<td>One of the following:*</td>
</tr>
<tr>
<td>MUAI 327</td>
<td>Business of Music I</td>
</tr>
<tr>
<td>MUAI 328</td>
<td>Business of Music II</td>
</tr>
<tr>
<td>MUCE 450</td>
<td>Global Music Education</td>
</tr>
</tbody>
</table>

**Performance Stipulation**

3

Minimum of 2 semesters of the following in any combination:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCP 374</td>
<td>Jazz Ensemble (1 credit)</td>
</tr>
<tr>
<td>MUCP 392</td>
<td>Jazz Band (1 credit)</td>
</tr>
</tbody>
</table>

Minimum of 1 semester of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCP 393</td>
<td>Small Jazz Group (1 credit)</td>
</tr>
</tbody>
</table>

*Other courses may be chosen in consultation with the Director of Jazz Studies.

Concentrations

A concentration is a grouping of courses (generally 12–18 credit hours) designed to allow the student to emphasize a specific area of study. These courses may fall within the credit-hour requirements of the selected degree program.

**Piano Pedagogy Concentration**

10 credit hours required.

Open to students enrolled in any music degree program.

Contact Person: Kathryn Sherman, Coordinator
C102 Bishop, 315-267-3230, shermakd@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

**Required Courses**

10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCE 460</td>
<td>Piano Pedagogy and Practicum I</td>
</tr>
<tr>
<td>MUCE 461</td>
<td>Piano Pedagogy and Practicum II</td>
</tr>
<tr>
<td>MUCE 462</td>
<td>Piano Pedagogy and Practicum III</td>
</tr>
<tr>
<td>MUCC 303</td>
<td>Functional Keyboard (1 credit)</td>
</tr>
</tbody>
</table>

(Non-keyboard majors must successfully complete MUCC 204 or 302. In addition, a piano audition administered by the Coordinator of Piano Pedagogy may be substituted for MUCC 303.)

**Jazz Studies Concentration**

12 credit hours required.

Open to students enrolled in any music degree program.

Contact Person: Bret Zvacek, Director
C306 Bishop, 315-267-2423, zvacekbr@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

**Required Courses**

11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCC 420</td>
<td>Jazz Techniques (2 credits)</td>
</tr>
<tr>
<td>MUCT 330</td>
<td>Jazz Theory and Arranging</td>
</tr>
<tr>
<td>MUCT 335</td>
<td>Jazz Improvisation I</td>
</tr>
<tr>
<td>MUCT 422</td>
<td>Jazz Styles and Analysis</td>
</tr>
<tr>
<td>MUCH 440</td>
<td>Historical Development of Jazz</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td>MUAI 327</td>
<td>Business of Music I</td>
</tr>
<tr>
<td>MUAI 328</td>
<td>Business of Music II</td>
</tr>
<tr>
<td>MUCE 450</td>
<td>Global Music Education</td>
</tr>
</tbody>
</table>

**Performance Stipulation**

1

One semester, either of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCP 374</td>
<td>Jazz Ensemble (1 credit)</td>
</tr>
<tr>
<td>MUCP 392</td>
<td>Jazz Band (1 credit)</td>
</tr>
</tbody>
</table>

**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@potsdam.edu

All courses are 3 credits unless noted. Credits are divided as follows:

**Required Courses**

8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCE 445</td>
<td>Special Education Music</td>
</tr>
<tr>
<td>MUCE 446</td>
<td>Practicum in Special Music Education (2 credits)</td>
</tr>
<tr>
<td>MUCE 447</td>
<td>Strategies for Teaching Music in the Self-Contained Special Education Classroom</td>
</tr>
</tbody>
</table>
Options
A minimum of six hours to be chosen from the following options:
(alternate courses can be substituted with the approval of the Special Music Education Adviser).

Option 1 (6 credits)
PSYC 100 Introduction to Psychology
SOCI 101 Introduction to Sociology

Option 2 (6-7 credits)
PSYC 100 Introduction to Psychology
Plus one of the following:
PSYC 300 Research Methods in Psychology (4 credits)
PSYC 321 Psychology of Adolescence
PSYC 322 Mental Retardation
PSYC 361 Elements of Behavior Modification
PSYC 375 Abnormal Psychology

Option 3 (6 credits)
SOCI 101 Introduction to Sociology
Plus one of the following:
SOCI 380 Family Violence
SOCI 385 The Sociology of Troubled Youth

Option 4 (6 credits)
MUCE 448 Psychology of Music
Plus one of the following:
PSYC 100 Introduction to Psychology
SOCI 101 Introduction to Sociology

Note: All courses listed can count towards Liberal Arts elective hours, with the exception of MUCE 448 which can count as a Music Elective.

Crane School of Music Course Descriptions
Note: 600 level courses not listed in this catalog.

@ = Indicates a non-liberal arts course. Please refer to page 45 for a description of non-liberal arts credits.

Courses are offered each semester unless otherwise designated.

Music Course Subject Codes

MUAC Music-related technical courses for all students of the College
MUAM* Music history and literature 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
MUCR Music research courses and projects for Crane students (music majors) only
MUCS Studio/Performance concentration for Crane students (music majors) only
MUCH Music history and literature courses for Crane students (music majors) only
MUCE Music education courses for Crane students (music majors) only
MUCC Technical/Professional courses for Crane students (music majors) only
MUCS Studio/Performance concentration for Crane students (music majors) only
MUCF 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 the means to development 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. May be repeated for credit.

MUCC 102 – Bassoon Reed Making (1) This course is designed to develop skills in bassoon reed making. May be repeated for credit.

MUCC 123 – Trumpet Techniques (.5) For Music Education Majors. Fall and Spring.
MUCC 124 – Horn Techniques (.5) For Music Education Majors. Fall and Spring.
MUCC 125 – Trombone Techniques (.5) For Music Education Majors. Fall and Spring.
MUCC 126 – Tuba Techniques (.5) For Music Education Majors. Fall and Spring.
MUCC 141 – Violin Playing (.5)
MUCC 142 – Viola Playing (.5)
MUCC 143 – Cello Playing (.5)
MUCC 144 – Bass Playing (.5)
MUCC 161 – Flute Techniques (.5)
MUCC 162 – Oboe Techniques (.5)
MUCC 163 – Clarinet Techniques (.5)
MUCC 164 – Saxophone Techniques (.5)
MUCC 165 – Bassoon Techniques (.5)
MUCC 200 – Guitar Techniques (1)
MUCC 201 – Functional Keyboard–Choral/General Music I (1)
MUCC 202 – Functional Keyboard–Choral/General Music II (1)
MUCC 203 – @Functional Keyboard–Band/Orchestra I (1)
MUCC 204 – @Functional Keyboard–Band/Orchestra II (1)
MUCC 241 – @Violin Teaching (.5)
MUCC 242 – @Viola Teaching (.5)
MUCC 243 – @Cello Teaching (.5)
MUCC 244 – @Bass Teaching (.5)
MUCC 301 – @Functional Keyboard–Choral/General Music III (1)
MUCC 302 – @Functional Keyboard–Choral/General Music IV (1)
MUCC 303 – @Functional Keyboard–Piano (1)
MUCC 309 – @Vocal Jazz Piano (1)
MUCC 330 – @Percussion Techniques (1) Band and Orchestra emphasis.
MUCC 340 – @Band Techniques (1)
MUCC 341 – @Choral Techniques (1)
MUCC 342 – @Orchestra Techniques (1)
MUCC 350 – @Vocal Techniques I (1)
MUCC 351 – @Vocal Techniques II (1)
MUCC 370 – @Harp Techniques (1) Technique for pedal and non-pedal harps. Enrollment by permission of instructor only.
MUCC 420 – @Jazz Techniques (2) Survey of pedagogical sources and techniques for the prospective teacher of jazz. Large and small ensemble rehearsal techniques, literature, and educational publications are discussed. Prerequisite: Sophomore standing.

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, researching 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 II (1-3)
MUCE 334 – @Practicum in Elementary Choir (1) This course provides the undergraduate choral music education student the opportunity to conduct and rehearse young artists in a choral context. Students will gain practical understanding of the developing child's voice as they observe, study, rehearse, conduct, and perform a wide variety of choral literature for children's voices. Prerequisite: MUCE 338.
MUCE 335 – @Wind Practices–Elementary (2) Prerequisite: MUCP 309.
MUCE 336 – @Practicum in Teaching Beginning Instruments (1-5) Development of the organizational, pedagogical and administrative skills to operate and direct a school band program. Topics include curriculum planning, rehearsal and lesson strategies, recruiting procedures, scheduling, programming, repertoire and student evaluation. Focuses on elementary methods and practices.
MUCE 337 – @Wind Practices–Secondary (2) Study of all aspects of the public school choral curriculum. Special emphasis placed on methods and materials, appropriate literature, strategies for comprehensive music teaching, choral curriculum development, and teaching musical concepts. Field experiences may be included. Prerequisite: MUCP 309.
MUCE 338 – @Choral Practices–Elementary/Middle School (2) Prerequisite: MUCP 309.
MUCE 339 – @Choral Practices–Secondary/Adult (2) Development of practical knowledge, skills, and understanding to organized and direct a middle school/high school band program. Focus on rehearsal techniques and strategies, the impact of state learning standards on the band curriculum, secondary wind band repertoire, and miscellaneous administrative tasks associated with the secondary instrumental music program. Prerequisite: MUCP 309.
MUCE 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.
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 (2) Focus on practical organization and development of public school string organizations. Topics include curriculum planning, rehearsal and lesson strategies, recruiting procedures, scheduling, programming, repertoire, and student evaluation. Course emphasizes elementary methods and practices.
MUCE 345 – @Piano Pedagogy and Practicum II (3) Emphasis on teaching intermediate piano students. Course topics include survey of intermediate-level piano solo and duet repertoire, writing lesson plans and assignments for intermediate students, teaching repertoire, technique and musicianship skills, preparing students for competitions, teaching transfer students, managing an independent piano studio, and resources for piano teachers. Students gain supervised group and private teaching experience for intermediate and/or elementary students.
MUCE 378 – @National String Project (1-2) Prerequisite: MUCE 340.
MUCE 405 – @Teaching Instruments to Non-Majors (1-15) Students teach a weekly piano lesson to a college non-major. Student teachers are responsible for writing a studio policy and developing an individualized plan of student learning for the semester. Students may teach one student for one credit, or two students for two credits.
MUCE 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 & 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. As warranted.

MUCE 445 – @Special Education Music (3) Planning music objectives and activities in special education programs for children who are mentally retarded, behavior disordered, or who have learning disabilities or speech impairments. Adaptation of standard materials and techniques and use of music to teach basic skills and concepts. Practical experience provided. Prerequisite: 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 445 or 447.

MUCE 447 – @Strategies for Teaching Music in the Self-Contained Special Education Classroom (3) is a three-semester hour course designed to acquaint music education students with planning music goals, objectives and activities in self-contained special education programs for children with a variety of disabilities including mental retardation, physical handicaps, autism, behavior disorders, learning disabilities, speech impairments and multiple disabilities. Adaptation of standard materials and techniques and use of music to teach basic skills and concepts will be discussed. Readings, music activities and originally designed materials are part of this class. Fall.

MUCE 448 – @Psychology of Music (3)

MUCE 450 – @Global Music Education (3) The purpose of this class is to provide a theoretical, practical and analytical framework 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 451 – @Music Teachers and the Law (3) The purpose of this course is to equip each student with a basic understanding of current educational law. Topics will include the legal frameworks affecting public schools students’ constitutional rights, individuals with disabilities, teachers’ legal rights and teacher and school district liability.

MUCE 456 – @Practicum in Early Childhood Music (1) Students interact directly with preschool children, providing musical experiences that engage the children in singing, moving, and exploring a variety of age-appropriate musical instruments. Prerequisite: MUCE 206.

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 503 – @Music Teachers and The Law (3) The purpose of this course is to equip each student with a basic understanding of current educational law. Topics will include the legal framework affecting public schools, students’ constitutional rights, individuals with disabilities, teachers’ legal rights and teacher and school district liability. Broad legal concepts such as separation of church and state, freedom of expression, search and seizure, due process, equal protection, discrimination, and tenure and dismissal will be examined through constitutional law, statutes, case law and commissioner’s decisions. Fall and Spring.

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) Prerequisite: Junior standing.

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
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)

MUAP 310 – @Potsdam Community Chorus (1) A non-auditioned choral ensemble for liberal arts students, college faculty and staff, community members and music majors. Quality literature representing the wide choral spectrum is studied and performed at one major concert each semester. All music majors must also concurrently rehearse and perform in Crane Chorus to fulfill the required ensemble credit.

MUAP 336 – @Saxophone Chamber Ensembles (1) Permission of instructor required. Chamber ensembles featuring, but not necessarily limited to, various combinations of saxophones. Ensembles will rehearse independently multiple times per week, in addition to being coached regularly.

MUAP 338 – @Repertory Percussion Ensemble (1) Open to percussion students and to those who successfully audition for the ensemble. The ensemble performs in concert standard literature representing the functional and aesthetic styles of compositions. The ensemble rehearses in a workshop setting where student can guest conduct and perform, as well as in chamber music settings.

MUAP 340 – @Crane Trumpet Ensemble (1)

MUAP 341 – @Crane Marimba Ensemble (1) Composed of percussion students and those who play marimba and to those who successfully audition for the ensemble. The ensemble learns and performs music composed for the marimba band and is featured on the percussion ensemble concert, as well as in informal settings.

MUAP 347 – @Early Music Ensemble (1)

MUAP 350 – @Crane Chorus* (1)

MUAP 355 – @Phoenix Club* (1) A non-auditioned choral ensemble open to all female students on campus; required of new female vocal majors. Several concerts are scheduled each semester. A commitment for both fall and spring semesters is expected. Students must also concurrently rehearse and perform in Crane Chorus to fulfill the required ensemble credit.

MUAP 356 – @Hosmer Singers (0-2) One of two select mixed voice choral ensembles (SATB) offered at SUNY Potsdam. The Hosmer Singers is predominantly comprised of sophomore and junior level Crane vocal principals, but remains open for audition to any singer enrolled at SUNY Potsdam or the Associated Colleges. Repertoire spans a wide spectrum from before Bach to Rock, with special commitment to explore the music of diverse cultures. Commitment to both fall and spring semesters is expected. All music majors must also concurrently rehearse and perform in Crane Chorus to fulfill the required ensemble credit.

MUAP 357 – @Men’s Ensemble* (1) A non-auditioned choral ensemble open to all male students on campus; required of new male vocal majors. Several concerts are scheduled each semester. A commitment for both fall and spring semesters is expected. Students must also concurrently rehearse and perform in Crane Chorus to fulfill the required ensemble credit.

MUAP 358 – @Crane Concert Choir (1) A select mixed-voiced choral ensemble with an active performance schedule. A commitment for both fall and spring semesters is expected. Singers must also concurrently rehearse weekly and perform in Crane Chorus to fulfill the required ensemble credit.

MUAP 360 – @String Orchestra (1) The String Orchestra concentrates on the study and performance of repertoire written for string ensemble, ranging from baroque to contemporary. Membership is drawn from qualified students on campus. For non-music majors, contact orchestra director for registration and audition information. Attendance at all rehearsals and concerts is required.

MUAP 361 – @Crane Chamber Orchestra (1)

MUAP 362 – @Crane Symphony Orchestra (1) The Crane Symphony Orchestra draws its membership from qualified students on campus. This is a large ensemble that concentrates on the study and performance of orchestral, concerto, opera and choral/orchestra masterworks. Attendance at all rehearsals and concerts is required.

MUAP 363 – @String Quartets (1)

MUAP 364 – @Brass Quintets (1)

MUAP 365 – @Crane Brass Ensemble (1) Preparation and performance of standard works in the brass ensemble repertoire. Instrumentation comprised of 6 trumpets, 4 horns, 4 trombones, 2 euphoniums, 2 tubas, and 5 percussion.

MUAP 367 – @Harp Ensemble (1)

MUAP 368 – @Chamber Music (1) Designed for chamber music ensembles not covered by other course numbers. Membership in ensemble is by audition or selection by instructor. Topics vary. May be repeated for credit.

MUAP 369 – @Voice with Instruments

MUAP 370 – @Crane Wind Ensemble (1) The Crane Wind Ensemble (CWE) includes approximately 56 musicians who perform as a full wind band and also in smaller chamber wind groups. The CWE comprises the most outstanding wind and percussion majors in the Crane School of Music who are selected by studio faculty through semesterly audition. The group is further augmented by members of the double bass, piano and harp studios as repertoire necessitates. This ensemble is dedicated to the performance of the finest wind repertoire, regardless of period or disposition of instrumental forces. The CWE is also dedicated to the music of our time, commissioning and premiering the latest works for wind band by contemporary composers. Flexible instrumentation and player rotation provide members of the ensemble with a variety of responsibilities, challenges, and performing experiences. In addition to tours, the CWE performs at least three programs per semester.

MUAP 371 – @Tuba-Euphonium Ensemble (1) Rehearsal, study and performance of standard repertoire, including original and transcribed works, for the tuba and euphonium ensemble. Prerequisite: permission.

MUAP 372 – @Crane Trombone Ensemble (1) The Crane Trombone Ensemble studies and performs original music and transcriptions/arrangements of music from a virtually every musical genre. Music for trombone groupings from 3 to 16 parts will be used in the class. Historical music from original works by Beethoven and Moravian composers as well as 20th century composers will be explored.

MUAP 373 – @Horn Choir (1) Prepare and perform diverse styles of horn ensemble repertoire for groupsizes 4 - 20+ players. Prerequisite for non-horn majors: permission.

MUAP 374 – @Crane Jazz Ensemble (1) Large, big band jazz ensemble, performing a wide variety of literature.

MUAP 375 – @Guitar Ensemble (1) The preparation and performance of chamber music for multiple guitars and for guitar with other instruments. Although primarily directed toward Crane guitar majors, the course is open to non-music majors with classical guitar experience by audition.

MUAP 376 – @Crane Percussion Ensemble (1) Composed of percussion students at The Crane School of Music, the Crane Percussion Ensemble specializes in the united performance of percussion instruments. The ensemble performs, in concert, music composed and written for percussion ensemble. The ensemble is a setting for learning literature representative of functional, aesthetic, and extremist styles of composition, as well as new music composed by today’s contemporary composers.

MUAP 377 – @Crane Latin Ensemble (1) This ensemble is intended to provide an introduction to the musical styles and forms known as salsa. These genres and styles are investigated through performing a wide variety of musical compositions from the Latin and Latin jazz repertory.

MUAP 380 – @Crane Flute Ensemble (1)

MUAP 381 – @Clarinet Quartets (1) The study and performance of repertoire for clarinet quartet. This course will include weekly coaching sessions throughout the semester discussing and implementing elements of chamber music playing through an ensemble experience. Proper attention to intonation, blending, phrase shaping and performance etiquette will be addressed. Ensembles are expected to rehearse a minimum of once between coachings. Ensembles will perform at least once during the semester of the course.
MUAP 382 – @Woodwind Quintets (1) This course will include weekly coaching sessions throughout the semester discussing and implementing elements of chamber music playing through an ensemble experience. Proper attention to intonation, blending, phrase shaping and performance etiquette will be addressed. Ensembles are expected to arrive at each coaching session prepared and having rehearsed a minimum of once between coachings. Ensembles will perform at least once during the semester of the course.

MUAP 383 – @Clarinet Choir (1)

MUAP 384 – @Guitar Quartets (1) The preparation and performance of music for guitar quartet. Enrollment is restricted by invitation of the instructor only.

MUAP 387 – @Crane Symphonic Band (1) The Symphonic Band and Concert Band are co-equal ensembles of approximately 72 musicians each. Placements are made by studio faculty through auditions taking place at the beginning of each semester. These bands consist primarily of instrumental music majors and perform a broad range of wind band repertoire, representative of all historical periods and styles. The Symphonic and Concert Bands perform two concerts each semester, with the first being a shared program.

MUAP 388 – @Crane Concert Band (1) The Symphonic Band and Concert Band are co-equal ensembles of approximately 72 musicians each. Placements are made by studio faculty through auditions taking place at the beginning of each semester. These bands consist primarily of instrumental music majors and perform a broad range of wind band repertoire, representative of all historical periods and styles. The Symphonic and Concert Bands perform two concerts each semester, with the first being a shared program.

MUAP 391 – @Contemporary Music Ensemble (1)

MUAP 392 – @Jazz Band (1)

MUAP 393 – @Small Jazz Groups (1)

MUAP 394 – @Opera Ensemble & Production (1) Offers students who are cast in the production and/or scenes workshop the opportunity to synthesize a variety of artistic, performing and expressive experiences that may greatly enhance their overall technical skills in music, singing, dramatic skills and movement. Productions are typically cast during the first week of each semester by competitive audition. A variety of repertoire continues to be explored from early and classical period opera, to operetta and contemporary genres (20th century opera and new works). A rigorous rehearsal schedule, participation in technical support aspects, and education outreach activities provide plentiful opportunities for deeper appreciation of all forms of fine and performing arts.

MUAP 396 – @Opera Orchestra (1) Preparation and performance of a fully-staged operatic work. Size of instrumental ensemble depends on specific work being performed, which is drawn from Baroque through contemporary operatic and musical theatre repertoire.

**Performance Courses for Music Majors Only**

**MUAP 131 – @Introduction to Diction (2)** Introduction to Diction is a course designed to introduce students to the International Phonetic Alphabet (IPA); to offer experience in recognizing the IPA symbols and producing the appropriate sounds that the symbols represent; and to gain practical experience in transcribing the symbols. As this course is a prerequisite course for all other lyric diction courses, gaining ease and fluency with the IPA as well as with the anatomy and physiology necessary to make the sounds is its major goal.

**MUAP 209 – @Conducting (1)** Non-verbal communication, beat patterns, use of the left hand, entrances and releases, dynamics, styles of articulation, baton technique. Prerequisite: MUCB 302. Fall.

**MUAP 231 – @English Diction I (1)** The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Spring.

**MUAP 232 – @English Diction II (1)** The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUAP 231. Spring.

**MUAP 233 – @Italian Diction I (1)** The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Fall.

**MUAP 234 – @Italian Diction II (1)** The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUAP 233. Fall.

**MUAP 235 – @French Diction I (1)** The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Fall.

**MUAP 236 – @French Diction II (1)** The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUAP 235. Fall.

**MUAP 237 – @German Diction I (1)** The student will have the opportunity to develop and demonstrate a basic understanding of the principles of lyric diction: pronunciation, enunciation, articulation and expression; further their understanding of the International Phonetic Alphabet; develop fluency and ease in transcribing text from the specific language to IPA; and gain experience singing in the language. Spring.

**MUAP 238 – @German Diction II (1)** The student will have the opportunity to further apply the skills of the IPA, the basics of grammar, transcription and repetition, using larger portions of the poetic repertoire, and focus more intently on the advanced subtleties of lyric diction as it relates to poetic content, analysis, translation, and interpretation. Prerequisite: MUAP 237. Spring.

**MUAP 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 keep a detailed practice log that will reveal trends in your practice time and effectiveness. Open to instrumentalists only.

**MUAP 302 – @Performance Practices for Singers I (3)** Development of professional and interpretive aspects of singing and vocal arts within a collegial and supportive environment. Primary attention is given towards the preparation and performance of solo audition material (individual arias and musical theatre songs) and professional portfolio. Readings and discussion of current topics relevant to vocal performance also addressed along with some attention to performance in small groups/scenes. Though this course is required for Vocal Performance majors, all music majors (and theatre or dance majors with permission of instructor) are welcome to enroll. A class limit of 15 is strictly enforced to ensure that participants enjoy adequate performance time. The ability to independently prepare music is required to successfully participate in this course.

**MUAP 305 – @Performance Practices for Singers II (2)** Development of professional and interpretive aspects of singing and vocal arts within a collegial and supportive environment. Primary attention is given towards the preparation and performance of an entire solo audition package for a specific venue. Readings and discussion of current topics relevant to vocal performance. Development of professional portfolio. Prerequisite: MUAP 303.

**MUAP 309 – @Conducting II (1)** Continuation of MUAP 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: MUAP 209. Spring.
Studio/Performance Courses for Music Majors Only

MUCP 311 – @Conducting III (2) Non-verbal communication concepts designed to evoke specific timbres, improved intonation, rhythmic accuracy, phrasing, and dynamics, methods of score study, critical listening, and rehearsal techniques as they apply in a range of performance settings. Prerequisite: MUCP 309. Upper division elective only.

MUCP 322 – @Instrumental Repertory & Pedagogy I (2)

MUCP 323 – @Instrumental Repertory & Pedagogy II (2)

MUCP 324 – @Piano Literature (2)

MUCP 330 – @Vocal Pedagogy (2) Vocal Pedagogy introduces students to both the art and science of teaching voice. This is accomplished through defining terms, learning basic vocal anatomy and understanding and communicating the fundamentals of vocal technique and vocal health. Approximately two-thirds of this course utilizes a lecture and discussion format. The other one-third is dedicated to the practical application of information presented in the form of mock voice lessons. Prerequisite: Sophomore standing.

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 332 – @Russian Diction (2)

MUCP 342 – @Russian Diction II (1) This course will render to students the access to Russian vocal literature, which will enlarge their repertoire with the highlights of Russian music. Students will polish the usage of Russian lyric diction rules and prepare at least one piece for the final recital. Prerequisite: MUCP 332.

MUCP 343 – @Art of Accompanying Seminar (1) The student will have the opportunity to begin to develop collaborative skills essential for successful musical partnerships at the keyboard, including sight reading, sense of ensemble, process of rehearsing with vocalists and instrumentalists, communication on stage, and work on different styles of music. Coaching, short presentation of the piece, listening, and discussing the recordings is involved. Final recital performance requires 10 minutes of music.

MUCP 344 – @Accompanying

MUCP 345 – @Piano Lessons (1) Students take weekly half-hour lessons with Crane student instructors enrolled in Piano Pedagogy and Practicum III. Lessons are supervised by the instructor of Piano Pedagogy and Practicum III. Prerequisite: MUCP 204 or 302.

MUCP 346 – @Bassoon Orchestral Studies (1) Designed primarily for bassoon majors to develop their skills as orchestral performers and study some of the most requested bassoon excerpts.

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 349 – @Clarinet Orchestral Studies (1) Provides an opportunity for students to learn the art of auditioning, examine selected excerpts and scores, critique others, and be critiqued in a master class setting. For Performance Majors only. Fall and Spring.

MUCP 366 – @Chamber Music With Piano (1)

MUCP 367 – @Harp Ensemble

MUCP 369 – @Voice with Instruments

MUCP 370 – @Crane Wind Ensemble

MUCP 371 – @Tuba-Euphonium Ensemble

MUCP 372 – @Crane Trombone Ensemble

MUCP 373 – @Horn Choir

MUCP 374 – @Crane Jazz Ensemble

MUCP 375 – @Guitar Ensemble

MUCP 376 – @Crane Percussion Ensemble

MUCP 377 – @Crane Latin Ensemble

MUCP 380 – @Crane Flute Ensemble

MUCP 381 – @Clarinet Quartet

MUCP 382 – @Woodwind Quintets

MUCP 383 – @Clarinet Choir

MUCP 384 – @Guitar Ensembles

MUCP 385 – @Crane Saxophone Ensemble

MUCP 387 – @Crane Symphonic Band

MUCP 388 – @Crane Concert Band

MUCP 391 – @Contemporary Music Ensemble

MUCP 392 – @Jazz Band

MUCP 393 – @Small Jazz Group

MUCP 394 – @Opera Ensemble & Production

MUCP 395 – @Chamber Ensemble

MUCP 399 – @Recital Junior Performance (1) Required of performance majors during third year of study.

MUCP 405 – @Teaching Instruments to Non-Majors (1-2) Students teach a weekly instrumental lesson to a college non-major. Student teachers are responsible for writing a studio policy and developing an individualized plan of student learning for the semester. Students may teach one student for one credit, or two students for two credits. Fall and Spring.

MUCP 407 – @Teaching Voice to Non-Majors (1-2) Students provide private vocal instruction to non-music majors in order to develop skills needed to teach voice lessons in public school music programs. Students may teach one student for one credit, or two students for two credits. Prerequisite: 4 semesters of college level vocal study or successful completion of a Level A in voice. Fall and Spring.

MUCP 418 – @Vocal Coaching (1) Coaching for advanced vocal students. In-depth musical work on interpretation and performance of vocal repertoire.

MUCP 430 – @Art Song Repertoire (0-3) This performance course explores the output of the major song composers chronologically, with a balance between historical overview in the form of lecture and readings with in-class performances and discussion by participants. Particular attention is paid to the concurrent literary and artistic movements as they relate to the songs of the period. Each offering will focus on a specific topic within the repertoire, such as American/English, French, or German, as announced.

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.

Music Research Courses for Music Majors Only

MUCR 410 – @Music Bibliography (2) Previously MUCH 410. Fall.

MUCR 488 – Research Project in Musical Studies (2) Written research project that, with the aid of a faculty adviser will allow the Musical Studies major to draw together knowledge and experience. Previously MUCH 488. Fall and Spring.

Studio/Performance Courses for Music Majors Only

MCUS 420 – @Performance Class (2) Studio instruction on a specific performance medium for those degrees requiring two credits.

MCUS 430 – @Performance Class (3) Studio instruction on a specific performance medium for those degrees requiring three credits (B.M. Performance, Double Degree in Music Education and Performance).
Music Business Courses
MUAI 327 – @Business of Music I (3) Study of songwriting, licensing and copyright laws, promotion, publishing, and music unions. Fall.
MUAI 328 – @Business of Music II (3) Discussion of radio production, artist management, concert promotion, theatrical production, music merchandising, and arts administration. Nonsequential with MUAI 327. Spring.
MUAI 329 – @Essential Practices in Music Business (3) For Crane School of Music Business of Music Majors. Seniors only. Prerequisites: MUAI 327 & 328.
MUAI 400 – @Legal Aspects of the Music Industry (3) In-depth investigation of students’ topics of choice. Final document detailing students’ work is required. Prerequisites: MUAI 327 & 328. Spring.
MUAI 401 – @Arts Administration and Grant Writing (3) An in-depth study of arts organizations and how their structure differs from the popular market. Prerequisites: MUAI 327 & 328.
MUAI 410 – @Music Merchandising and Retail (3)
MUAI 421 – @Practicum in Music Business (2) Independent study at a site related to the student’s specific area of interest in the music industry. May be completed during the summer. Prerequisites: MUAI 327 & 328.
MUAI 422 – @Music Business Internship (1-12)
MUAI 431 – @Recording and Production Techniques (3) An introduction to recording techniques including multi-track recording, sound reinforcement and applying effects. Prerequisites: MUAI 327 & 328.
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.
MUAI 433 – @Inside a Record Label (3)

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 105 – Theory II (3) Continuation of MUCB 104, modulation, secondary function, small forms and an introduction to counterpoint. Prerequisites: MUCB 103 & 104. Corequisite: MUCB 106. Spring.
MUCB 106 – Aural Skills II (1) Continuation of MUCB 104, with longer dictation examples and introducing simple chromatic elements. Prerequisites: MUCB 103 & 104. Corequisite: MUCB 105. Spring.
MUCB 201 – Literature & Style I (3) Survey of Western musical styles from antiquity through the mid-Baroque. Prerequisites: MUCB 103 & 104. Fall.
MUCB 202 – Literature & Style II (3) Survey of Western musical styles from the high Baroque through the late Romantic. Prerequisites: MUCB 105 & 106. Spring.
MUCB 203 – Theory III (3) Continuation of MUCB 105; chromatic harmony; 18th and 19th century forms and styles. Prerequisite: MUCB 105 & 106. Corequisite: MUCB 204. Fall.
MUCB 204 – Aural Skills III (1) Continuation of MUCB 106, incorporating modulation, modal mixture, and other chromatic usages. Prerequisites: MUCB 105 & 106. Corequisite: MUCB 203. Fall.
MUCB 206 – Aural Skills IV (1) Continuation of MUCB 204, incorporating such 20th-Century vocabulary as whole tone and modal scales, octatonic material, as well as more challenging tonal exercises. Prerequisites: MUCB 203 & 204. Corequisite: MUCB 205. Spring.

Music History Courses for Music Majors Only
MUCH 201 – Study of Western musical styles from 1900 to the present. Prerequisite: MUCB 203.
MUCH 202 – Music of the Baroque (3) Style, form and historical development in vocal and instrumental music from Monteverdi to J. S. Bach. Prerequisites: MUCB 201, 203, & 204.
MUCH 311 – Choral Literature (3) Style, structure and historical background of great choral works of all periods. Prerequisite: MUCB 205, 206, & 323.
MUCH 313 – Chamber Music Survey (3) Study of the development of chamber music, focusing primarily on works from the Baroque Period through the twentieth century. Special emphasis on the history of the string quartet as a genre from Bocherini to the present. Prerequisites: MUCB 202, 205, & 206.
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, lyrical 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 405 – The German Lied (3) Development of the German Lied from Reichardt to Webern. Style characteristics of the major exponents of the German lied with emphasis on the interrelationship among poetic scansion, literary content, and musical analysis. Prerequisites: MUCB 202, 203, & 204.
MUCH 412 – Opera Literature (3) A survey of opera literature from its Baroque era beginnings through the present day.
MUCH414 – Symphonic Literature (3) Symphonies in standard repertoire. Emphasis on aesthetic, stylistic and historical aspects. Prerequisite: MUCB 202, 203, & 204.
MUCH 424 – Music of the Nineteenth Century (3) Music literature from Beethoven to Debussy. Consideration of stylistic and formal elements together with aesthetic principles and historical perspectives. Prerequisite: MUCB 202, 203, & 204.
MUCH 425 – Music of the 19th Century (3) Prerequisites: MUCB 202, 203, & 204.
MUCH 433 – @Rhetoric and Music (3) Explores connections between the concepts of Classical rhetoric and those of music. Students will have the opportunity to compare musical issues to those raised by the Classicists, including the importance to society of rhetorical skills, of rhetoric as a science, and of developing knowledge from many subjects, as well as studying the basic tenets of rhetorical elements and relating them to music. Prerequisites: MUCB 202, 203, & 204.
MUCH 434 – Renaissance Culture and Music (3) Musical styles from 1400 to 1600, including sacred and secular genres within a cultural context. Prerequisites: MUCB 201, 203, & 204.
MUCH 437 – @European Folk Music (3) Provides a survey of folk or traditional music from its development to the present. Prerequisites: MUCB 202, 203, & 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: MUCB 202, 205, & 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.

MUCH 441 – @The American Musical (3) The historical and stylistic study of the development of the American musical.

MUCH 445 – Guitar History and Literature (3) An exploration of the history and literature of the guitar, lute, and vihuela, from the first Italian publications of the early 16th century, to the recent works of Carter, Berio, and Crumb. Projects include the transcription of tablature notation systems from the Renaissance and Baroque. Prerequisites: MUCB 312, 402, & 406. Spring.

MUCH 455 – Ludwig van Beethoven (3) Music of Ludwig van Beethoven. Historical and biographical factors affecting his music and his influence on the composers who followed him. Prerequisites: MUCB 312/452/456.

MUCH 470 – Post-Romantic Music: 1870-1914 (3) European art music and its cultural content at the turn of the twentieth century. Emphasis on the stylistic features and aesthetics that informed late-romanticism, impressionism, exoticism, expressionism and primitivism. Listening, analysis, papers, presentations required. Prerequisites: MUCB 201, 202, 203, & 206.

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.

MUCT 335 – @Jazz Improvisation (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.

MUCT 401 – @Composition I (3) Composing for solo instruments and small chamber ensembles and voice in a variety of contemporary non-vernacular styles. Prerequisite: all components of MusicianShip Core Sequence.

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) 16th Century contrapuntal techniques, including species counterpoint exercises and imaginative vocal procedures.

MUCT 415 – @Tonal Counterpoint (3) Contrapuntal music of the Baroque era with emphasis on works of J. S. Bach. The study of two- and three-voice counterpoint, invention, forms based on the chorale, invertible counterpoint, and fugue. Prerequisite: MUCB 203 & 204.

MUCT 416 – @Counterpoint (3) Survey of 16th-Century and 18th-Century contrapuntal techniques and genres, including both written exercises and examples. Prerequisites: MUCB 205 & 206.

MUCT 417 – @Analytical Techniques (3) Study of selected analytic approaches to tonal music, including issues of form, harmony, and style.

MUCT 420 – @Theory and Analysis of 20th Century Music (3) Study of selected analytic approaches to 20th Century music, including pitch-class set theory and twelve-tone (serial) theory. Prerequisites: MUCB 205 & 206.

MUCT 421 – @Orchestration (3) Techniques of orchestration for various instrumental ensembles at an advanced level culminating in the scoring of a work for full orchestra or wind ensemble.

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.

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.

MUCT 425 – @Analysis of Rock Music (3) By the end of the course, students will be able to discover and critique aspects of phrase rhythm, key, mode, cadences, harmonic palettes, and harmonic succession that differentiate rock music from common-practice art music. They will also be able to identify and discuss some aspects of rock music that are similar or identical to aspects of art music. Finally, they will learn some of the issues and skills involved in the study of popular music. Prerequisites: MUCB 201, 202, 205, 206, & 323.

MUCT 426 – @Pedagogy of Music Theory (3) This course encompasses the study and development of teaching approaches necessary for the music theory class. Both college and pre-college curricula are examined, as well as the inclusion of computer-assisted instruction. Prerequisites: MUCB 205 & 206.

MUCT 430 – @Studio Composition (3) Studio instruction in composition. Prerequisite: Music Studies Major with concentration in composition.

MUCT 455 – Music of Beethoven (3) Music of Ludwig van Beethoven. Historical and biographical factors affecting his music and his influence on the composers who followed him. Prerequisites: MUCB 202, 203, & 204.

MUCT 499 – @Recital of Compositions (2) Senior composition majors organize and present recital of original works that reflect variety of style and genre. Prerequisites: MUCT 401, 411, & 430.

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 101 – @Women & Popular Music in the U.S. 1920-1990 (3) Survey of historical and stylistic characteristics of major rock genres and movements.

MUAH 350 – Women in Music (3) History of women in music, including teachers, administrators, and patrons, as well as composers, performers, and conductors from ancient Greece to the present. Prerequisites: MUCB 201, 202, 205, & 206.

MULH 101 – Crane Live! (3) Focus on a variety of concerts and recitals in The Crane School of Music. Students gain understanding of all that goes into preparation for public performance. Prerequisite: Non-music major. Gen Ed: AC credit.

MULH 110 – Music Through the Ages (3) Prerequisite: Non-music major. Gen Ed: AC credit.


MULH 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.

MULH 101 – @Class Piano I (2) Class instruction for beginning piano. Prerequisite: Non-music major. Gen Ed: AE credit.

MULH 102 – @Class Piano II (2) Class instruction for beginning piano. Prerequisite: MULH 101 & Non-music major. Gen Ed: AE credit.

MULH 103 – @Class Voice I (2) For students interested in developing better singing voices. Includes vocal literature suitable to stage of development of individuals in class. Prerequisite: Non-music major. Gen Ed: AE credit.

MULH 104 – @Class Voice II (2) Continuation of MULH 103. Prerequisite: MULH 103 & Non-music major. Gen Ed: AE credit.

MULH 105 – @Instrumental Lessons for Non-Music Majors (2) Private or small class instruction in instruments of band and orchestra by qualified music majors under faculty supervision. Prerequisite: Non-music major. Gen Ed: AE credit. May be repeated for credit. Admission dependent upon availability of Crane student teachers.

MULH 106 – @Piano Lessons for Non-Music Majors (2) Prerequisite: Non-music major. Gen Ed: AE credit.

MULP 129 – Beginning Guitar (2) Class instruction in beginning guitar. Both chords and note-reading will be explored and applied to a variety of guitar styles. No previous musical experience is necessary. You must supply your own guitar. Prerequisite: Non-music major. Gen Ed: AE credit.

MULT 101 – Music Theory for Non-Majors I (3) This course provides an introduction to understanding the basic elements of music - rhythm, note-reading, melody and harmony – through reading, writing and listening. No prior knowledge of music theory is required.

MULT 102 – Music Theory for Non-Majors II (3) A continuation of MULT 101, with emphasis on more challenging listening and writing skills. Prerequisite: MULT 101 & Non-music major. Gen Ed: AE credit.
President's Council

Andrew Harradine
Assistant Vice President, Computing & Technology Services

David Heuser
Associate Dean, Crane School of Music

Joshua Holmes
Coordinator, Graduate Studies

Emily Hutchison
Director of Development

John Kaplan
Chief of Police

Susan Kirwan
Director of Student Accounts

Sheila Marshall
Director, Center for Diversity

Phillip Neisser
Associate Dean of Arts and Sciences

Thomas Nesbitt
Director of Admissions

Jill Pearson
Assistant Provost

Ruth Policella
Director, Campus Life

Ramona Ralston
Registrar

Gerald Ratliff
Associate Vice President for Academic Affairs

Jan Trybula
Faculty Senate Chair

April Vasher-Dean
Director of Gibson Gallery

Jim Zalacca
Director, Athletics

Current President
Student Government Association

Administration and Faculty

† Abramovich, Sergei
Professor, Curriculum & Instruction
Ph.D., St. Petersburgh College

Adams, Melissa
Adjunct Instructor, Theatre & Dance

Albert, Marta
Assistant Professor, Literacy Education
Ph.D., SUNY Albany

Aldrich, Susan
Director, Financial Aid
B.A., SUNY Potsdam

Alzo, Nancy
Associate Librarian, College Libraries
M.L.S., University of Toronto

Amati, Lisa
Associate Professor, Geology
Ph.D., University of Oklahoma — Norman

Anable, Stephanie
Teacher's Assistant, North Country Migrant Education Program
M.S.Ed., SUNY Plattsburgh

Anderson, Debra
Assistant Professor, Curriculum & Instruction
Ed.D., Nova Southeastern University

Anderson, Gunnar
Associate Professor, Modern Languages
Ph.D., University of Chicago

Andrews, Kenneth
Professor, Crane School of Music
M.M., Indiana University — Bloomington

Arey, Rachel
Adjunct Instructor, Literacy
M.S.Ed., SUNY Potsdam

Armstrong, Kristen
Tutor, North Country Migrant Education Program
B.S., SUNY Potsdam

Arno, Kevin
Adjunct Instructor, Literacy Education
Ph.D., Syracuse University

Badger, Robert
Professor, Geology
Ph.D., Virginia Polytechnic Institute and State University

Bain, Margaret
Assistant Director, Career Planning
M.Ed., St. Lawrence University

Baker, Thomas
Associate Professor, History
Ph.D., University of North Carolina — Chapel Hill

Barlow, Margaret
Instructional Support Specialist, Chemistry
A.A.S., Pima Community College

Barrigar, Garnet
Network Infrastructure & Media Manager, Computing & Technology Services

Bartell, Joshua
Admissions Adviser, Admissions
B.S., Clarkson University

Bates, Richard
Associate Professor, Literacy Education
Ph.D., SUNY Albany

Baxter, Marsha
Associate Professor, Crane School of Music
Ed.D., Columbia University

Beauchamp, Heather
Associate Professor, Psychology
Ph.D., SUNY Albany

* Chancellor's Award for Excellence in Teaching
∞ Chancellor's Award for Excellence in Professional Service
• Chancellor's Award for Excellence in Librarianship
† Chancellor's Award for Excellence in Scholarship & Creative Activities
◊ Chancellor's Award for Excellence in Faculty Service

State University of New York Board of Trustees

Kaitlyn Beachner, Buffalo
Joseph Belluck, New York City
Ronald Ehrenberg, Ithaca
Tina Good, President of the Faculty Council of Community Colleges
Stephen J. Hunt, Katonah
Eunice Ashman Lewin, Buffalo
Marshall Lichtman, Pittsford
H. Carl McCall, Chairman, New York City
John Murad, Syracuse
Pedro Antonio Noguera, New York City
Kenneth P. O’Brien, President of the Faculty Senate
Linda S. Sanford, Somers
Carl Spielvogel, New York City
Cary F. Staller, Hauppauge
Gerri Warren-Merrick, New York City

System Administration

Nancy L. Zimpher, Chancellor

David K. Lavallee, Executive Vice Chancellor and Provost

Johanna Duncan-Poitier, Sr. Vice Chancellor for Community Colleges & the Education Pipeline

William F. Howard, Sr. Vice Chancellor & General Counsel, Secretary of the University

College Council

Molly Clough, Massena
Bryan J. Hughes, Malone
Harold Johnson II, Watertown
Roger B. Linden, Potsdam
Kenneth MacDonnell, Massena
Sam McCaffrey, Student Representative
June F. O’Neill, Canton
Patrick Regan, Potsdam

Leadership Forum

All President’s Council members, plus the following:

Susan Aldrich
Director, Financial Aid

Debra Anderson
Associate Dean, School of Education and Professional Studies

Bruce Brydges
Director of Academic Assessment

Charlene Deno
Director of Budget

Tony DiTullio
Assistant Vice President for Facilities

Nancy Dodge-Reyome
Director, Research & Sponsored Programs

Mary Dolan
Assistant Vice President for Human Resources

Caroline Downing
Director of General Education

Eric Duchschreiber
Director of Residence Life

Deborah Dudley
Director of Marketing

Tamara Durant
Director, Student Success Center

Thomas Fuhr
Director, Extended Education

Andrew Harradine
Assistant Vice President, Computing & Technology Services

David Heuser
Associate Dean, Crane School of Music

Joshua Holmes
Coordinator, Graduate Studies

Emily Hutchison
Director of Development

John Kaplan
Chief of Police

Susan Kirwan
Director of Student Accounts

Sheila Marshall
Director, Center for Diversity

Phillip Neisser
Associate Dean of Arts and Sciences

Thomas Nesbitt
Director of Admissions

Jill Pearson
Assistant Provost

Ruth Policella
Director, Campus Life

Ramona Ralston
Registrar

Gerald Ratliff
Associate Vice President for Academic Affairs

Jan Trybula
Faculty Senate Chair

April Vasher-Dean
Director of Gibson Gallery

Jim Zalacca
Director, Athletics

Current President
Student Government Association

Administration and Faculty

† Abramovich, Sergei
Professor, Curriculum & Instruction
Ph.D., St. Petersburgh College

Adams, Melissa
Adjunct Instructor, Theatre & Dance

Albert, Marta
Assistant Professor, Literacy Education
Ph.D., SUNY Albany

Aldrich, Susan
Director, Financial Aid
B.A., SUNY Potsdam

Alzo, Nancy
Associate Librarian, College Libraries
M.L.S., University of Toronto

Amati, Lisa
Associate Professor, Geology
Ph.D., University of Oklahoma — Norman

Anable, Stephanie
Teacher's Assistant, North Country Migrant Education Program
M.S.Ed., SUNY Plattsburgh

Anderson, Debra
Assistant Professor, Curriculum & Instruction
Ed.D., Nova Southeastern University

Anderson, Gunnar
Associate Professor, Modern Languages
Ph.D., University of Chicago

*Andrews, Kenneth
Professor, Crane School of Music
M.M., Indiana University — Bloomington

Arey, Rachel
Adjunct Instructor, Literacy
M.S.Ed., SUNY Potsdam

Armstrong, Kristen
Tutor, North Country Migrant Education Program
B.S., SUNY Potsdam

Arno, Kevin
Adjunct Instructor, Literacy Education
Ph.D., Syracuse University

Badger, Robert
Professor, Geology
Ph.D., Virginia Polytechnic Institute and State University

Bain, Margaret
Assistant Director, Career Planning
M.Ed., St. Lawrence University

Baker, Thomas
Associate Professor, History
Ph.D., University of North Carolina — Chapel Hill

Barlow, Margaret
Instructional Support Specialist, Chemistry
A.A.S., Pima Community College

Barrigar, Garnet
Network Infrastructure & Media Manager, Computing & Technology Services

Bartell, Joshua
Admissions Adviser, Admissions
B.S., Clarkson University

Bates, Richard
Associate Professor, Literacy Education
Ph.D., SUNY Albany

Baxter, Marsha
Associate Professor, Crane School of Music
Ed.D., Columbia University

Beauchamp, Heather
Associate Professor, Psychology
Ph.D., SUNY Albany

* Chancellor's Award for Excellence in Teaching
∞ Chancellor's Award for Excellence in Professional Service
• Chancellor's Award for Excellence in Librarianship
† Chancellor's Award for Excellence in Scholarship & Creative Activities
◊ Chancellor's Award for Excellence in Faculty Service
Beauchamp, William
Director of Intramurals and Recreation, Athletics & Physical Education
M.S., SUNY Cortland

Bellardini, Elizabeth
Director of Advancement Services, College Advancement

Bennett, Brenda
Telecommunications Manager, Computing & Technology Services

Berbrich, Nancy
Lecturer, English & Communication
M.S.T., SUNY Potsdam

Berkman, Richard
Lecturer, Athletics & Physical Education
M.A., Salisbury University

Bernard, Christopher
Lecturer, Athletics & Physical Education
M.S., Canisius College

Betrus, Anthony
Professor, CSOLT
Ph.D., Indiana University

Betz, Carl
Assistant Director of Facilities Planning, Physical Plant
B.S., Clarkson University

Blass, Lori
Administrative Information Systems Manager, Computing & Technology Services
M.A., SUNY Potsdam

Blake, Darren
Lead Programmer Analyst, Computing & Technology Services
B.A., SUNY Potsdam

Boak, Robert
Construction Site Representative, Physical Plant
B.S., SUNY Oswego

Bock, Shelley
Adjunct Instructor, Literacy
Ph.D., Mississippi State University

Bondellio, Sandra
Adjunct Instructor, Literacy Education
M.A., St. Lawrence University

Bonnar, Kelly
Assistant Professor, Community Health
Ph.D., Purdue University

Borsh, Donald
Associate Professor, Theatre & Dance
M.F.A., Bennington College

Bou-Abdallah, Fadi
Assistant Professor, Chemistry
Ph.D., Université de Paris

Bouchard, Kimberley
Associate Professor, Theatre & Dance
M.F.A., University of Idaho

Bowdish, Raymond
Instructional Support Technician, Biology
M.S., University of Maine

Bradish, Bridget
Health Educator, Student Health
M.S.Ed., SUNY Potsdam

Bradish, Marion
Assistant Registrar
M.A., California State University – Dominguez Hills

Brehm, Lawrence
Associate Professor, Physics
Ph.D., University of Delaware

Breitsch, Ronald
Professor, Secondary Education
Ed.D., SUNY Albany

Britt, Carol
Lecturer, Crane School of Music
M.S., SUNY Potsdam

Britt, David
Director of Business Planning and Analysis, Business Affairs
M.B.A., Union College

Bronson, Daniel
Sports Information Director, Athletics & Physical Education
M.S., SUNY Cortland

Brookes, Rob
Assistant Athletic Trainer, Athletics & Physical Education
B.S., University of Southern Maine

Brouwer, David
Technology Support Professional, Computing & Technology Services
B.A., Dartmouth College

*Brouwer, Peter
Dean, School of Education & Professional Studies
Ph.D., SUNY Buffalo

Brown, Joshua
Counselor, Counseling Center
M.S., SUNY Plattsburgh

Brown, Lisa
Assistant Athletic Trainer, Athletics & Physical Education
B.S., Ithaca College

Brown, Nancy
Sr. Academic Adviser, Student Success Center
M.S., SUNY Plattsburgh

Brown, William
Instructional Support Specialist, Biology
M.P.S., Cornell University

Bruce, Lauren
Lecturer, Athletics & Physical Education
B.A., Hamilton College

Brydges, Bruce
Director of Academic Assessment, Institutional Effectiveness
Ed.D., Nova Southeastern University

Bugg, David
Assistant Professor, Sociology
Ph.D., Texas Woman’s University

Burchill, Kent
Hudson Valley Off-campus Supervisor, Crane School of Music
M.S., University of Illinois

Burdick, Patricia
Adjunct Instructor, Biology
M.S.T., SUNY Potsdam

Burgoyne, Donald
Technology Support Professional, Computing & Technology Services
B.A., SUNY Potsdam

Busch, Gary
Professor, Crane School of Music
D.M.A., Manhattan School of Music

Bush, Tina
Director, Sheard Literacy Center
M.S., St. Lawrence University

Byrnes, Christine
Adjunct Instructor, Special Education
M.S.Ed., SUNY Potsdam

Cai, Ningyun
Adjunct Instructor, Biology
M.A., Cornell University

Campbell, Debra
Assistant Professor, Crane School of Music
Ph.D., Pennsylvania State University

Campbell, Mark
Associate Professor, Crane School of Music
Ed.D., University of Illinois at Urbana-Champaign

Campbell, Martha
Associate Professor, Economics
Ph.D., The New School

Cannaday, Todd
Assistant Professor, Theatre & Dance
M.F.A., California State University – Fullerton

Canning, Steven
Adjunct Instructor, History
B.A., SUNY Potsdam

Carbone, Laura
Adjunct Instructor, Extended Education
M.S., SUNY Potsdam

Carey, A’Keitha
Assistant Professor, Theatre & Dance
M.F.A., Florida State University

Carey, Jared
Instructional Support Assistant, Community Performance Series
B.A., Wagner College

Carroll, Christa
Director of The Fund for Potsdam, College Advancement
M.A., Clemson University

Carter, Brian
Visiting Assistant Professor, Crane School of Music
M.M., University of N. Carolina – Greensboro

Carter, Margaret
Tutor, North Country Migrant Education Program
B.A., SUNY Potsdam

Cartmill, Joshua
Adjunct Instructor, History

Cartwright, Susan
Adjunct Instructor, Center for School Partnerships and Teacher Certification
B.A., SUNY Potsdam

Cassell, Daniel
Assistant Athletic Trainer, Athletics & Physical Education
B.S., Ithaca College

Catel, Mylene
Associate Professor, Modern Languages
Ph.D., Indiana University – Bloomington

*Chadwick, Sandy
Professor, Curriculum & Instruction
Ed.D., Ball State University

Chambers, Holly
Sr. Assistant Librarian, College Libraries
M.A., Western Michigan University

Chapman, Alison
Adjunct Instructor, Mathematics
M.S.T., SUNY Potsdam

Chapman, Kathleen
Associate Director, Research and Sponsored Programs
B.A., SUNY Potsdam

Chapman, Kerrith
Associate Professor, Mathematics
Ph.D., Kansas State University

Childs, Ellen
Adjunct Instructor, Art
M.A., Wheaton College

Christensen, Donald
Instructional Support Assistant, Community Performance Series
B.M., University of Southern California

* Chancellor’s Award for Excellence in Teaching  ☼ Chancellor’s Award for Excellence in Professional Service  • Chancellor’s Award for Excellence in Librarianship
† Chancellor’s Award for Excellence in Scholarship & Creative Activities  © Chancellor’s Award for Excellence in Faculty Service
Chudzinski, Priscilla  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
M.S.Ed., SUNY Potsdam

Clark, Stefanie  
Adjunct Instructor, History  
B.A., SUNY Potsdam

Clark, Geoffrey  
Professor, History  
Ph.D., Princeton University

Clemens, Margaret  
Adjunct Instructor, Special Education  
M.S.T., SUNY Potsdam

Cliff, Lee  
Assistant Professor, Business Administration  
M.B.A., Clarkson University

Cohen, Howard  
Visiting Instructor, Crane School of Music  
M.S., CUNY College — Staten Island

Colleen, Robin  
Associate Professor, Theatre & Dance  
Ph.D., Texas Women's University

Collins, Caron  
Assistant Professor, Crane School of Music  
Ph.D., Ohio State University

Collins, Karen  
Lead Programmer Analyst, Computing & Technology Services  
M.S., Clarkson University

Compeau, Keith  
Staff Associate, College Libraries  
M.S.Ed., SUNY Potsdam

Conley, Nancy  
Instructor, Crane School of Music  
M.M., SUNY Binghamton

ô Conley, Walter  
Professor, Biology  
Ph.D., University of South Florida

Conrad, Deborah  
Associate Professor, Curriculum & Instruction  
Ph.D., Virginia Polytechnic Institute and State University

Conrad, Dennis  
Associate Professor, Special Education  
Ph.D., Virginia Polytechnic Institute and State University

Corcoran, Carolyn  
Assistant Director, Financial Aid  
B.A., SUNY Plattsburgh

Corriveau, Carrie  
Adjunct Instructor, Community Health  
M.A., University of Phoenix

Cote, John  
Staff Assistant, Mail Service

Creviston, Christopher  
Assistant Professor, Crane School of Music  
D.M.A., Michigan State University

Crosby, Kelly  
Admissions Counselor, Admissions  
B.A., SUNY Potsdam

Crowley, Timothy  
Assistant Coach, Athletics & Physical Education  
B.S., SUNY Brockport

Cummings, Emily  
Adjunct Instructor, Extended Education

Cummings, Melissa  
Instructor, Secondary Education  
M.S.T., SUNY Potsdam

Curley, Maureen  
Assistant Coach, Athletics & Physical Education  
B.A., SUNY Potsdam

Curry, David  
Associate Professor, Philosophy  
Ph.D., University of Virginia

Cutler, Amy  
Assistant Coach, Athletics & Physical Education  
B.A., Hobart and William Smith Colleges

Cutler, Peter  
Graduate Admissions Counselor, Graduate Studies  
B.A., SUNY Potsdam

Das, Biman  
Professor, Physics  
Ph.D., Bryn Mawr College

Davey, Nola  
St. Academic Adviser, Student Success Center  
B.A., SUNY Potsdam

DeFranza, Regan  
Grant Writer, Research and Sponsored Programs  
M.L.S., Kent State University

DeGhett, Stephanie  
Lecturer, English & Communication  
M.A., University of Vermont and State Agricultural College

*DeGhett, Victor  
Professor, Psychology  
Ph.D., Bowling Green University

Deloy, Sharon  
Assistant Professor, Community Health  
M.P.H., University of South Florida

*DiGiovanna, Joseph  
Distinguished Teaching Professor, Philosophy  
Ph.D., University of Notre Dame

Dillabough, Shannon  
Lecturer, Athletics & Physical Education  
B.A., SUNY Potsdam

DiTullio, James  
Director of Facilities Planning, Physical Plant  
M.B.A., Clarkson University

DiTullio, Janet  
Operations Manager, Computing & Technology Services  
A.A.S., SUNY Canton

Dobbs, Sherry  
Lecturer, Athletics & Physical Education  
M.S.T., SUNY Potsdam

Dodge-Reyome, Nancy  
Director, Research and Sponsored Programs  
Ph.D., Cornell University

Dolan, Mary  
Assistant Vice President for Human Resources, Human Resources  
B.A., SUNY Potsdam

Dold, Julie  
Assistant Director of Student Involvement and Leadership, Center for Campus Life  
M.A., SUNY Albany

Donahue, James  
Assistant Professor, English & Communication  
Ph.D., University of Connecticut

Doody, William  
Associate Professor, Secondary Education  
Ph.D., Syracuse University

Doran, Christine  
Assistant Professor, English & Communication  
Ph.D., University of Notre Dame

Dow, Tanya  
Counselor, Student Support Services  
M.Ed., St. Lawrence University

Dowell, Demetrius  
Admissions Counselor, Admissions  
B.S., SUNY Potsdam

*Downing, Caroline  
Distinguished Teaching Professor, Art  
Ph.D., Indiana University — Bloomington

Doyle, Brian  
Associate Professor, Crane School of Music  
D.M.A., University of Michigan — Ann Arbor

Doyle, Julianne Kirk  
Assistant Professor, Crane School of Music  
D.M.A., University of Rochester

Drifmeyer, Kelly  
Associate Professor, Crane School of Music  
M.M., University of Michigan — Ann Arbor

Drown, Kristie  
Tutor, North Country Migrant Education Program  
B.A., SUNY Potsdam

Dumas, Edward  
Tutor, North Country Migrant Education Program  
M.S.Ed., SUNY Potsdam

Dumas, Jason  
Educator, North Country Migrant Education Program  
M.A., Liberty University

Duprey, Becky  
Clinical Faculty, Curriculum & Instruction  
M.A., SUNY Potsdam

Durant, Tamara  
Director, Student Success Center  
M.A., Bowling Green State University

Durham, Jack  
Career Planning & Development Assistant, Career Planning  
B.B.A., SUNY Canton

Edwards, Linda  
Adjunct Instructor, Art  
M.F.A., Norwich University

Ellingsen, Harold  
Associate Professor, Mathematics  
Ph.D., Virginia Polytechnic Institute and State University

Elliott, Sarah  
Coordinator Academic Support, Student Success Center  
M.S.Ed., SUNY Potsdam

Ellis, John  
Professor, Crane School of Music  
D.M.A., Arizona State University — Tempe

Emrich, Lynette  
Adjunct Instructor, Literacy Education  
M.S.Ed., SUNY Potsdam

Evans, Melissa  
Assistant Director, Admissions  
B.P.S., Cazenovia College

Ewy, Robert  
Assistant Professor, Biology  
Ph.D., Purdue University

Eyerly, Heather  
Associate Professor, Crane School of Music  
Ph.D., University of Toronto

Fair-Schulz, Robby  
Visiting Assistant Professor, History  
Ph.D., SUNY Buffalo

Fair-Schulz, Laura-Lee  
Adjunct Instructor, Art  
M.F.A., Brigham Young University

Falcone, Jill  
Community Relations Assistant, Community Performance Series  
B.S., SUNY Potsdam

Farmer, Patricia  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
M.E.D., University of Toronto

* Chancellor's Award for Excellence in Teaching  
∞ Chancellor's Award for Excellence in Professional Service  
• Chancellor's Award for Excellence in Librarianship  
◊ Chancellor's Award for Excellence in Scholarship & Creative Activities  
○ Chancellor's Award for Excellence in Faculty Service
Feml, Nicole  
Instructional Support Specialist, Center for  
School Partnerships and Teacher Certification  
M.A., SUNY Potsdam

Finstine, Donna  
Bridges Adviser, Student Success Center  
B.A., SUNY Oswego

Fisher, Diana  
Director, Student Support Services  
M.A., Syracuse University

Flack, Amy  
Executive Director, Community Performance Series  
B.S., Ithaca College

Flack, John  
Database Administrator, Computing & Technology Services  
B.A., SUNY Potsdam

Foisy, Joel  
Professor, Mathematics  
Ph.D., Duke University

Foley-Deno, Charlene  
Budget Control Officer, Business Affairs  
M.S.T., SUNY Potsdam

Fossum, Timothy  
Professor, CSOLT  
Ph.D., University of Oregon

Foster, Alexis  
Instructional Support Technician, Theatre & Dance  
M.F.A., University of Arkansas

Francis, Matthew  
Senior Staff Assistant, College Libraries  
M.A., Wright State University

Francis, Terry  
Sr. Transfer Admissions Counselor, Admissions  
M.S.T., SUNY Potsdam

Franck, Carol  
Associate Librarian, College Libraries  
M.L.S., University of Washington – Seattle

Francom, Jeffrey  
Assistant Professor, Crane School of Music  
D.M.A., SUNY Stony Brook

Freed, Libbie  
Assistant Professor, History  
Ph.D., University of Wisconsin – Madison

*Fregoe, David  
Professor, English & Communication  
Ph.D., Michigan State University

Gadbow, Katherine  
Counselor, Counseling Center  
M.S., SUNY Plattsburgh

Gaylor, Gary  
Audio Engineer, Crane School of Music  
M.A., SUNY Potsdam

Gardner, Gregory  
Associate Professor, Business Administration  
Ph.D., Capella University

Garwol, Melissa  
Residence Hall Director, Center for Campus Life  
B.A., SUNY Oswego

Gates, Jennifer  
Advise, Financial Aid  
B.S., Clarkson University

Geggie, John  
Adjunct Instructor, Crane School of Music  
M.M., Indiana University – Bloomington

George, Donald  
Associate Professor, Crane School of Music  
M.A., Louisiana State University

Gerber, Rebecca  
Professor, Crane School of Music  
Ph.D., University of California – Santa Barbara

Germain, Francois  
Adjunct Instructor, Crane School of Music  
D.M.A., Université de Montréal

German, James  
Associate Professor, History  
Ph.D., University of California – Riverside

Gerstenberger, Thomas  
Associate Professor, Psychology  
Ph.D., Kent State University

Gibson, Karen  
Visiting Instructor, English & Communication  
M.S.T., SUNY Potsdam

Gillis, Raychon  
Academic Advisement Intern, Equal Opportunity Program  
B.S., SUNY Potsdam

Gingrich, David  
Associate Professor, Chemistry  
Ph.D., University of Wisconsin – Milwaukee

Godreau, Susan  
Assistant Director, Financial Aid  
M.B.A., Babson College

Goeke, Bethany  
Senior Staff Assistant, Student Success Center  
B.S., Niagara University

Gomez, Alexander  
Instructional Support Associate, College Libraries  
B.M., Southern Methodist University

Gonos, George  
Professor, Sociology  
Ph.D., Rutgers University

Goodman, Jackie  
Professor, Sociology  
Ph.D., Columbia University

Goodness, Donald  
Adjunct Instructor, Crane School of Music  
M.M., Catholic University of America

Goodrow, Laura  
Student Insurance Representative, Student Health

Gordini, Timothy  
Assistant Professor, Politics  
Ph.D., SUNY Albany

*Graham, Carleen  
Professor, Crane School of Music  
Director, Center for Undergraduate Research  
Ed.D., Columbia University

Graham, Kenneth  
Adjunct Instructor, Curriculum & Instruction  
M.S.T., SUNY Potsdam

Grant, Linda  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
B.S., SUNY Plattsburgh

Grazioso, Amanda  
Assistant Director, Residence Life  
M.Ed., Suffolk University

Green, Jay  
Lecturer, Athletics & Physical Education  
M.A., Mansfield University of Pennsylvania

∞ Griffin, Nancy  
Development Officer, College Advancement  
M.S., Clarion University of Pennsylvania

∞ Grigel, Glen  
Musical Instrument Technician, Crane School of Music  
B.M., Ithaca College

Gruber, Hannah  
Assistant Professor, Crane School of Music  
M.M., University of South Carolina – Columbia

Guiney, Amy  
Coordinator of Student Teaching, Center for School Partnerships and Teacher Certification  
M.S.Ed., SUNY Potsdam

Guy, Charles  
Professor, Crane School of Music  
D.M.A., Michigan State University

Ha, Andrew  
Professor, Curriculum & Instruction  
Ed.D., Seton Hall University

Haase, Celena  
Lead Programmer Analyst, Computing & Technology Services  
B.A., University of Colorado – Boulder

Habermas, Derek  
Assistant Professor, Mathematics  
Ph.D., University of Arizona

Hall, Jamie  
Assistant Professor, English & Communication  
Ph.D., University of Houston

Hall, Lynn  
Associate Professor, Literacy  
M.S., University of Rochester

Hall, Peggy  
Instructional Support Assistant, Extended Education

Haller, Susan  
Professor, CSOLT  
Ph.D., SUNY Buffalo

Ham, Karen  
Director, Career Planning  
M.S.Ed., University of Southern Maine

Hammond, Deborah  
Project Staff Assistant, Institute of Applied Research

Harcover, Tracy  
Nurse Practitioner, Student Health  
M.S.N., University of Massachusetts – Lowell

Hardy, Jeffrey  
Host and Network Services Manager, Computing & Technology Services  
M.S., Clarkson University

Hare, Joan  
Adjunct Instructor, Crane School of Music  
B.M., University of Bucharest

Harradine, Andrew  
Assistant Vice President, Computing & Technology Services  
B.A., SUNY Potsdam

Hartman, Mark  
Professor, Crane School of Music  
D.M.A., Arizona State University – Tempe

Hauer, Susan  
Staff Assistant, Physical Plant  
B.A., SUNY Plattsburgh

Hayes, Kimberly  
Adjunct Instructor, Literacy  
M.S.Ed., SUNY Potsdam

Hayes, Victoria  
Clinical Faculty, Curriculum & Instruction  
M.S.T., SUNY Potsdam

Hazan, Megan  
Assistant University Financial Analyst, Business Affairs  
B.A., Clarkson University

Healey, Deborah  
Adjunct Instructor, Athletics & Physical Education

* Chancellor’s Award for Excellence in Teaching  
∞ Chancellor’s Award for Excellence in Professional Service  
◊ Chancellor’s Award for Excellence in Librarianship  
† Chancellor’s Award for Excellence in Scholarship & Creative Activities  
© Chancellor’s Award for Excellence in Faculty Service
Hindley, Robert  
Assistant Professor, Politics  
Ph.D., University of California – Santa Barbara

Holmes, Joshua E.  
Coordinator of Graduate Admissions, Graduate Studies  
M.S.Ed., SUNY Potsdam

Hoese, James  
Director of Facilities, Athletics & Physical Education  
B.S., Clarkson University

Hosley, Robyn  
Professor, Crane School of Music  
Ph.D., Nova Southeastern University

Hosmer, Matthew  
Adjunct Instructor, Community Health Counselor, North Country Migrant Education Program  
B.A., SUNY Potsdam

Hossain, M.  
Instructor, Business Administration  
B.A., University of Dhaka

House, Sharon  
Coordinator, Accommodative Services  
M.S.Ed., SUNY Potsdam

Howald, Jason  
Assistant Professor, Mathematics  
Ph.D., University of Michigan – Ann Arbor

Hubbard, James  
Instructional Support Assistant, College Libraries  
B.A., SUNY Potsdam

Hubbard, Kathleen  
Adjunct Instructor, Crane School of Music  
M.B.A., St. Lawrence University

Huff, Mark  
Professor, Art  
M.F.A., Louisiana State University

Hughes, Kathryn  
Coordinator, Teacher/Leader Quality Partnerships Program  
M.S.T., SUNY Potsdam

Huss, Brian  
Assistant Professor, Philosophy  
Ph.D., University of Minnesota – Twin Cities

Hutchison, Emily  
Director of Development, College Advancement  
M.Ed., University of North Texas

Imai, Shiko  
Assistant Professor, History  
Ph.D., Brown University

Infante, Nathaniel  
Art Technician, Art  
M.F.A., SUNY Buffalo

Islam, M. Azad  
Professor, Physics  
Ph.D., Columbia University

Jackling, Roseann  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
M.S., The College of Saint Rose

Jacobs, Alexandra  
Medial Relations/Government Relations Manager, Public Affairs  
B.A., Wagner College

Jaffe, Lois  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
M.A., SUNY Stony Brook

† Januszewski, Alan  
Professor, CSOLT  
Ph.D., Syracuse University

Jeror, Kathryn  
Clinical Faculty, Literacy  
M.S.Ed., SUNY Potsdam

Jock, Joshua  
Assistant Coach, Athletics & Physical Education  
M.S.T., SUNY Potsdam

Johns, Danielle  
Adjunct Instructor, Art  
M.F.A., Rochester Institute of Technology

Johnson, Glenn  
Professor, Biology  
Ph.D., SUNY College of Environmental Science and Forestry

† Johnson-Weiner, Karen  
Professor, Anthropology  
Ph.D., McGill University

Jones, Shelley  
Assistant Professor, Curriculum & Instruction  
Ph.D., University of British Columbia

Jones, Susan  
Adviser, Financial Aid  
B.S., Clarkson University

Jordan, Kristin  
Teacher Education Adviser, School of Education & Professional Studies  
B.A., SUNY Potsdam

Kaiser, Eric  
Assistant Director, Admissions  
M.S.T., SUNY Potsdam

Kaplan, John  
Chief of Police, University Police  
M.A., SUNY Albany

Katz, Steven  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
M.Ed., SUNY Oswego

Kelson, Christopher  
Assistant Professor, Geology  
Ph.D., University of Georgia

Kenyon, Austin  
Residence Hall Intern, Residence Life  
B.A., SUNY Potsdam

Kessler, Jennifer  
Lecturer, Crane School of Music  
M.A., College of William & Mary

Kirwan, David  
Assistant Vice President, Business Affairs  
B.A., SUNY Oswego

Kirwan, Susan  
Director, Student Accounts  
B.S., SUNY Geneseo

Kistler, David  
Assistant Professor, Business Administration  
Ph.D., Northcentral University

Klawitter, Victoria  
Associate Professor, Mathematics  
Ph.D., University of Michigan – Ann Arbor

Knechtel, Sarah  
Tutor, North Country Migrant Education Program  
B.S., SUNY Potsdam

Knopf, Christina  
Assistant Professor, English & Communication  
Ph.D., SUNY Albany

† Komara, Edward  
Associate Librarian, College Libraries  
M.L.S., SUNY Buffalo

Kotary, Veronica  
Adjunct Instructor, Center for School Partnerships and Teacher Certification  
M.A., Southampton College of Long Island

Kraske-French, Patricia  
Adjunct Instructor, Chemistry  
M.S., SUNY Potsdam

Krucez-Aaron, Hadley  
Assistant Professor, Anthropology  
Ph.D., Syracuse University

Kuchyt, Gregory  
Systems Administrator, Computing & Technology Services  
B.A., SUNY Potsdam

Ladd, Brian  
Associate Professor, CSOLT  
Ph.D., University of N. Carolina – Chapel Hill

Ladouceur, Jason  
Director of Gift Planning, College Advancement  
M.A., Ohio University

Lai, Ching-Chun  
Assistant Professor, Crane School of Music  
D.M.A., University of Wisconsin – Madison

Lamar, Faye  
Education Specialist, Student Success Center  
Adjunct Instructor, Student Success Center  
M.A., SUNY Potsdam

Landi, Bonnie  
Project Staff Assistant, North Country Science & Technology Entry Program  
A.A.S., SUNY Canton

* Chancellor’s Award for Excellence in Teaching  
∞ Chancellor’s Award for Excellence in Professional Service  
• Chancellor’s Award for Excellence in Librarianship  
† Chancellor’s Award for Excellence in Scholarship & Creative Activities  
◊ Chancellor’s Award for Excellence in Faculty Service
Lanz, Christopher  
Associate Professor, Crane School of Music  
D.M.A., Stanford University

Laughlin, Courtney  
Assistant Coach, Athletics & Physical Education  
B.A., SUNY Potsdam

LaVack, Krista  
Director of International Education & Programs, Student Success Center  
B.A., Trent University

Layne, Virginia  
Associate Professor, Art  
M.F.A., Virginia Commonwealth University

Lazovik, Jeffrey  
Senior Counselor, Counseling Center  
M.Ed., St. Lawrence University

Leathers, Carolyn  
Sr. Academic Advising Coordinator, Student Success Center  
M.B.A., Clarkson University

Lee, Marijke  
Adjunct Instructor, Modern Languages  
M.S., SUNY Potsdam

† Leuthold, Marc  
Professor, Art  
M.F.A., University of N. Carolina — Chapel Hill

Levitt, Emma  
Associate Professor, English & Communication  
Ph.D., University of Utah

Lewis, Deborah  
Adjunct Instructor, English & Communication  
Ph.D., University of Alabama — Birmingham

Lewis, Nancy  
Associate Professor, Sociology  
Ph.D., Carlton University

* Lindsey, John  
Distinguished Service Professor, Crane School of Music  
M.M., University of Illinois at Urbana-Champaign

Little, Judith  
Professor, Philosophy  
Ph.D., University of Oklahoma — Norman

Louisin, Boris  
Professor, Crane School of Music  
Ph.D., St. Petersburg Conservatory

Lowe, Carol Cope  
Assistant Professor, Crane School of Music  
D.M.A., University of North Carolina — Greensboro

Lucas, Tony  
Associate Professor, Modern Languages  
Ph.D., Indiana University — Bloomington

Madden, Margaret  
Provost and Vice President, Academic Affairs  
Ph.D., University of Massachusetts — Amherst

Madeja, James  
Professor, Crane School of Music  
Ed.D., University of Illinois at Urbana-Champaign

Madore, Blair  
Associate Professor, Mathematics  
Ph.D., University of Toronto

Major, Steven  
Technology Support Professional, Computing & Technology Services

Malbeuf, Lacey  
Assistant Coach, Athletics & Physical Education  
A.A., Jefferson Community College

Maldonado, Miguel  
Tutor, North Country Migrant Education Program  
B.A., SUNY Plattsburgh

Malit, Nasser  
Assistant Professor, Anthropology  
Ph.D., SUNY Binghamton

Mallam, Dorothy  
Director, North Country Migrant Education Program  
M.A., University College

Malloy, Timothy  
Adjunct Instructor, Center for School Partnership and Teacher Certification  
B.Ed., University of Ottawa

Mandigo, Donald  
Adjunct Instructor, Theatre & Dance  
M.A., SUNY Binghamton

* Manfred, Suzanne  
Director of Academic Transfer Services, Admissions  
M.S.Ed., SUNY Potsdam

Manke, John Paul  
Graphic Designer/Production Artist, Public Affairs  
B.A., SUNY Oswego

Manzotti, Vilma  
Associate Professor, Modern Languages  
Ph.D., Temple University

*Marqusee, Steven  
Dean, School of Arts & Sciences  
Ph.D., SUNY Albany

Marshall, Sheila  
Director of Educational Opportunity Program, Center for Diversity  
M.Ed., St. Lawrence University

Martin, Andrew  
Assistant Facilities Program Coordinator, Physical Plant  
B.S., Clarkson University

Martin-Armas, Juana  
Assistant Professor, Modern Languages  
Ph.D., University of Colorado — Boulder

Martin-Atwood, Michelle  
Adjunct Instructor, Crane School of Music  
D.M.A., University of Rochester

Martinchek, Mark  
Director of Procurement, Purchasing & Payables  
B.S., SUNY Brockport

Massell, Deborah  
Associate Professor, Crane School of Music  
D.M.A., University of Montréal

Matthias, Katharine  
College Physician Assistant, Student Health  
B.S., Saint Francis University

Mattimore, Richard  
Staff Assistant, Physical Plant  
B.A., SUNY Potsdam

Maus, Derek  
Associate Professor, English & Communication  
Ph.D., University of North Carolina — Chapel Hill

McCadney, Olayiwon  
Residence Hall Director, Residence Life  
B.S., SUNY Brockport

McCarthy, Maureen  
Associate Professor, Community Health  
Ph.D., Ohio State University

McClain, Carol  
Adjunct Instructor, Center for School Partnership and Teacher Certification  
M.S.Ed., SUNY Potsdam

McCoy, Peter  
Associate Professor, Crane School of Music  
Ph.D., Northwestern University

McGinnis, John  
Associate Professor, Crane School of Music  
Ph.D., University of California — Santa Barbara

McGrath, Mary  
Adjunct Instructor, Center for School Partnership and Teacher Certification  
M.S.Ed., SUNY Potsdam

McGuire, John  
Assistant Professor, Politics  
Ph.D., Washington State University

McIntyre, Sheila  
Associate Professor, History  
Ph.D., Boston University

McLaughlin, D. Kenneth  
Lecturer, Athletics & Physical Education  
M.A., Indiana University — Bloomington

McLaughlin, Francis  
Distinguished Service Professor, Sociology  
Ph.D., Pennsylvania State University

McLear, Joshua  
Assistant Director, Campus Life  
B.A., SUNY Oneonta

McNamara, Mary Jo  
Professor, Art  
Ph.D., Stanford University

McNutt, Donald  
Assistant Professor, English & Communication  
Ph.D., University of Arizona

Medo, Krista  
Coordinator of Advising, School of Arts & Sciences  
M.A., University of Nebraska — Lincoln

Merchant, Richard  
Adjunct Instructor, Community Health  
M.A., University of Florida

Meunier, Catherine  
Adjunct Instructor, Crane School of Music  
D.M.A., Université de Montréal

Miller, Cheryl  
Professor, Mathematics  
Ph.D., Wesleyan University

Miller, Enrico  
Vice President, Institutional Effectiveness and Enrollment Management  
Ph.D., University of Virginia

Miller, Gail  
Adjunct Instructor, Extended Education  
M.A., Cornell University

Miller, Julie  
Adjunct Instructor, Crane School of Music  
M.M., University of Illinois

Miller, Kathleen  
Associate Professor, Crane School of Music  
D.M.A., University of Cincinnati

Miller, Lane  
Sr. Piano Technician, Crane School of Music  
M.S., McNeese State University

Misiak, Mark  
Lecturer, Athletics & Physical Education  
B.A., SUNY Plattsburgh

Misra, Anjali  
Professor, Special Education  
Ph.D., Pennsylvania State University

Mitchell, Jennifer  
Associate Professor, English & Communication  
Ph.D., SUNY Albany

Mitchell, William  
Assistant Athletic Director, Athletics & Physical Education  
M.S.Ed., University of Michigan — Ann Arbor

Moerschell, Linda  
Visiting Instructor, English & Communication  
Ph.D., Walden University

Moliner, Anthony  
Associate Professor, Chemistry  
Ph.D., Virginia Polytechnic Institute and State University

* Chancellor’s Award for Excellence in Teaching  † Chancellor’s Award for Excellence in Scholarship & Creative Activities  • Chancellor’s Award for Excellence in Professional Service  ◊ Chancellor’s Award for Excellence in Faculty Service
Richardson, Jennifer
Assistant Professor, English & Communication
Ph.D., Washington State University

Riedl, Jeremy
Adjunct Instructor, English & Communication
M.A., SUNY Cortland

Riley, Jayne
Special Assistant to the Director, Admissions

Riley, Terrence
Instructional Support Technician, Computing & Technology Services
A.A.S., SUNY Canton

Robbins, Annette
Assistant Director, Residence Life
M.Ed., Springfield College

Roberts, Ronald
Adjunct Instructor, Center for School Partnerships and Teacher Certification
M.S.T., SUNY Potsdam Pielnik

Robinson, Mary E.
Adjunct Instructor, Theatre & Dance
B.A., Hobart William Smith Colleges

Rogers, Jenica
Adjunct Instructor, Theatre & Dance
B.A., SUNY Oswego

Rogers, Jenica
Adjunct Instructor, Theatre & Dance
B.A., SUNY Oswego

Rogers, Jenica
Adjunct Instructor, Theatre & Dance
B.A., SUNY Oswego

Ross, Angelena
M.S., Syracuse University

Rossi-Fries, Carol
B.A., SUNY Oswego

Rossi-Fries, Carol
B.A., SUNY Oswego

Rossi-Fries, Carol
B.A., SUNY Oswego

Roth, Angelena
Adjunct Instructor, Biology
Ph.D., SUNY Binghamton

Rosenberg, Stacy
Assistant Professor, Politics
Ph.D., University of Oregon

Rosenfeld, Mary
Nurse Practitioner, Student Health
M.S., Syracuse University

Ross, Angelena
Adjunct Instructor, Biology
Ph.D., SUNY Binghamton

Ross, Angelena
Adjunct Instructor, Biology
Ph.D., SUNY Binghamton

Rouiller, Carol
Assistant to the President, President’s Office
B.M., SUNY Potsdam

Rowe, Wilda
Instructional Support Specialist, Extended Education
M.S.Ed., SUNY Potsdam

Roy, Graeme
Adjunct Instructor, Center for School Partnerships and Teacher Certification
B.A., Carleton University

Rubio, C. Douglas
Professor, Crane School of Music
D.M.A., University of Southern California

Rubio, Jill
Adjunct Instructor, Crane School of Music
M.M., University of Southern California

Ruckh, Tara
Lecturer, Athletics & Physical Education
M.S.Ed., SUNY Cortland

Rust, Deborah
Project Staff Assistant, Rural Services Institute

Rygel, Michael
Assistant Professor, Geology
Ph.D., Dalhousie University

Sachs, Sarah
Adjunct Instructor, Literacy
M.L.S., Syracuse University

Sanders, Raphael
Associate Professor, Crane School of Music
D.M.A., University of North Texas

Santafera, Ada
Internship Coordinator, Community Health
M.S.T., SUNY Potsdam

Sarmiento, Oscar
Professor, Modern Languages
Ph.D., University of Oregon

Scardera, Francis
Adjunct Instructor, Anthropology
M.A., University of Leicester

Schafer, Michael
Professor, Crane School of Music
D.M.A., Indiana University – Bloomington

Schafer, John
Assistant Facilities Program Coordinator, Physical Plant
B.A., SUNY Oswego

Scharf-Best, Kristen
Adjunct Instructor, Secondary Education
M.S.T., SUNY Plattsburgh

Schatz, F. Douglass
Associate Professor, Art
M.F.A., University of Kentucky

Schertz, Carrie
Adjunct Instructor, Psychology
Ph.D., University of Arizona

Schneider, Edward
Associate Professor, CSOLT
Ph.D., Indiana University – Bloomington

Schreer, Jason
Professor, Biology
Ph.D., University of Waterloo

Schwaller, John
President, President’s Office
Ph.D., Indiana University – Bloomington

Schwarz, Carolyn
Assistant Professor, Anthropology
Ph.D., University of Connecticut

Schwerzmann, Amy
Adjunct Instructor, Literacy
M.A., SUNY Potsdam

Scott, Sheila
Benefits Administrator, Human Resources
M.Ed., St. Lawrence University

Seaman, Ruth
Adjunct Instructor, Center for School Partnerships and Teacher Certification
M.S., SUNY Oswego

Sebald-Chudzinski, Romi
Collections Manager, Roland Gibson Gallery
B.A., SUNY Potsdam

Severtson, Kirk
Associate Professor, Crane School of Music
D.M.A., University of Cincinnati

Sharkey, Donna
Assistant Professor, Curriculum & Instruction
Ph.D., University of Ottawa

Sharlow, Eric
Adjunct Instructor, Extended Education
M.S.Ed., SUNY Potsdam

Sharan, Kathryn
Assistant Professor, Crane School of Music
D.M.A., University of Central Oklahoma

Shu, Florence
Associate Professor, Economics
Ph.D., Michigan State University

Shult, Keith
Adjunct Instructor, Crane School of Music
M.A., St. Lawrence University

Simmons, Daniel
Instructional Support Technician, Computing & Technology Services
A.A.S., SUNY Canton

Simon, Mark
Wilderness Education Program Coordinator
Community Health
M.S.Ed., Southern Illinois University – Carbondale

Singh, Judith
Coordinator of Institutional Research and Assessment, Institutional Effectiveness
M.P.A., University of N. Carolina – Chapel Hill

Singh, Shailindar
Director of EOP and Bridges Programs, Student Success Center
M.Ed., University of N. Carolina – Chapel Hill

Smalley, Paul
Professor, Crane School of Music
Ph.D., University of Minnesota – Twin Cities

Smith, Michael
Dean, Crane School of Music
D.M.A., University of Illinois at Urbana-Champaign

Sloan, Donna
Adjunct Instructor, Center for School Partnerships and Teacher Certification
B.S., SUNY Plattsburgh

Sloan, Ronald
Adjunct Instructor, Center for School Partnerships and Teacher Certification
M.S., St. Lawrence University

Small, Mary
Adjunct Instructor, Center for School Partnerships and Teacher Certification
Ed.D., University of Rochester

Smith, Amanda
Assistant Coach, Athletics & Physical Education
B.S., Pfeiffer University

Smith, Brett
Assistant Professor, Economics
J.D., Washington State University

Smith, Calvin
Environmental Health & Safety Officer, Physical Plant
B.S., SUNY College of Environmental Science and Forestry

Smith, David
Professor, Psychology
Ph.D., Ohio State University

Smith, Harvey
Adjunct Instructor, Curriculum & Instruction
Ed.D., Syracuse University

Smith, Kevin
Associate Professor, History
Ph.D., University of Wisconsin – Madison

Smith, Thomas
Staff Assistant, Physical Plant
A.A.S., SUNY Canton

Smith-Raymond, Donna
Instructor, English & Communication
M.A., SUNY Potsdam

Smoke, Rebecca
Counselor, North Country Science & Technology Entry Program
B.A., SUNY Potsdam

Snyder, Robert
Assistant Professor, Biology
Ph.D., University of Missouri – Columbia

Sokol, Thomas
Adjunct Instructor, Athletics & Physical Education
M.A.T., Keene State College

* Chancellor’s Award for Excellence in Teaching
∞ Chancellor’s Award for Excellence in Professional Service
• Chancellor’s Award for Excellence in Librarianship
† Chancellor’s Award for Excellence in Scholarship & Creative Activities
◇ Chancellor’s Award for Excellence in Faculty Service
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solomon, Alan</td>
<td>Adjunct Instructor, Crane School of Music</td>
<td>Ph.D., University of Kansas</td>
</tr>
<tr>
<td>Springsteen, Karen</td>
<td>Assistant Professor, English &amp; Communication</td>
<td>Ph.D., Michigan Technological University</td>
</tr>
<tr>
<td>Stacy, Susan</td>
<td>Adjunct Instructor, Literacy</td>
<td>M.S.Ed., SUNY Potsdam</td>
</tr>
<tr>
<td>Stananage, Liberty</td>
<td>Instructor, English &amp; Communication</td>
<td>M.A., San Francisco State University</td>
</tr>
<tr>
<td>Stannish, Steve</td>
<td>Associate Professor, History</td>
<td>Ph.D., Miami University – Oxford</td>
</tr>
<tr>
<td>Stebbins, Susan</td>
<td>Professor, Anthropology</td>
<td>Ph.D., SUNY Albany</td>
</tr>
<tr>
<td>Steinberg, Alan</td>
<td>Professor, English &amp; Communication</td>
<td>Ph.D., Carnegie Mellon University</td>
</tr>
<tr>
<td>Steinberg, Paul</td>
<td>Professor, Crane School of Music</td>
<td>D.M.A., University of Oklahoma – Norman</td>
</tr>
<tr>
<td>Stever, Elizabeth</td>
<td>Adjunct Instructor, Literacy</td>
<td>Ed.D., University of Virginia</td>
</tr>
<tr>
<td>Stewart, Lisa</td>
<td>Teacher Education Advising Coordinator, School of Education &amp; Professional Studies</td>
<td>M.S.Ed., SUNY Potsdam</td>
</tr>
<tr>
<td>Stickney, Mary</td>
<td>Director, North Country Science &amp; Technology Entry Program</td>
<td>B.A., SUNY Potsdam</td>
</tr>
<tr>
<td>Stiles, Joanne</td>
<td>Clinical Faculty, Secondary Education</td>
<td>M.S.T., SUNY Potsdam</td>
</tr>
<tr>
<td>Štillwell, Arlene</td>
<td>Professor, Psychology</td>
<td>Ph.D., Case Western Reserve University</td>
</tr>
<tr>
<td>Stone, Carolyn</td>
<td>Instructor, Literacy</td>
<td>M.S.T., SUNY Potsdam</td>
</tr>
<tr>
<td>Straight, Donald</td>
<td>Clinical Faculty, Secondary Education</td>
<td>M.A., SUNY Potsdam</td>
</tr>
<tr>
<td>Strong, Christine</td>
<td>Special Assistant to the President, President's Office</td>
<td>M.S., Indiana State University</td>
</tr>
<tr>
<td>Subramanian, Jane</td>
<td>Librarian, College Libraries</td>
<td>M.L.S., SUNY Albany</td>
</tr>
<tr>
<td>Suchy-Pilalis, Jessica</td>
<td>Professor, Crane School of Music</td>
<td>D.M.A., Indiana University – Bloomington</td>
</tr>
<tr>
<td>Sullivan, Lorraine Yaros</td>
<td>Assistant Professor, Crane School of Music</td>
<td>D.M.A., University of Michigan – Ann Arbor</td>
</tr>
<tr>
<td>Sullivan, Timothy</td>
<td>Assistant Professor, Crane School of Music</td>
<td>Ph.D., University of Michigan – Ann Arbor</td>
</tr>
<tr>
<td>Sullivan-Cattin, Heather</td>
<td>Associate Professor, Sociology</td>
<td>Ph.D., SUNY Albany</td>
</tr>
<tr>
<td>Supernaw, Susan</td>
<td>Teacher's Assistant, North Country Migrant Education Program</td>
<td>B.S., North Country Community College</td>
</tr>
<tr>
<td>Swartele, Amy</td>
<td>Professor, Art</td>
<td>M.F.A., SUNY Buffalo</td>
</tr>
<tr>
<td>Tagliatella, Philip</td>
<td>Professor, Philosophy</td>
<td>Ph.D., New York University</td>
</tr>
<tr>
<td>Templeton-Cornell, Victoria</td>
<td>Vice President, College Advancement</td>
<td>B.S., SUNY Cortland</td>
</tr>
<tr>
<td>Terhune, James</td>
<td>Professor, Psychology</td>
<td>Ph.D., University of California – Santa Barbara</td>
</tr>
<tr>
<td>TeReile, Heather</td>
<td>Admissions Counselor, Admissions</td>
<td>B.A., St. Lawrence University</td>
</tr>
<tr>
<td>Thomas, Anastasia</td>
<td>Assistant Facilities Program Coordinator, Physical Plant</td>
<td>B.A., Wentworth Institute of Technology</td>
</tr>
<tr>
<td>Thompson, Mindy</td>
<td>Director of Web Communications, Public Affairs</td>
<td>B.S., Clarkson University</td>
</tr>
<tr>
<td>Tiernan, Terry</td>
<td>Adjunct Instructor, English &amp; Communication</td>
<td>M.A., Middlebury College</td>
</tr>
<tr>
<td>Tiernan, Vivian</td>
<td>Project Staff Assistant, North Country Migrant Education Program</td>
<td>Ph.D., Clarkson University</td>
</tr>
<tr>
<td>Timmerman, Joe</td>
<td>Associate Professor, Business Administration</td>
<td>Ph.D., Georgia State University</td>
</tr>
<tr>
<td>Tissaw, Michael</td>
<td>Associate Professor, Psychology</td>
<td>Ph.D., Georgetown University</td>
</tr>
<tr>
<td>Todd, Beth</td>
<td>Coordinator of Non-Credit Programs, Center for Lifelong Education &amp; Recreation</td>
<td>B.S., West Virginia Wesleyan College</td>
</tr>
<tr>
<td>Toland, Ray</td>
<td>Adjunct Instructor, Physics</td>
<td>Ph.D., SUNY Albany</td>
</tr>
<tr>
<td>Tomlinson, Richard</td>
<td>Adjunct Instructor, Center for School Partnerships and Teacher Education</td>
<td>M.Ed., Tufts University</td>
</tr>
<tr>
<td>Townsend, Marcia</td>
<td>Adjunct Instructor, Literacy</td>
<td>M.S.Ed., SUNY Potsdam</td>
</tr>
<tr>
<td>Tracy, Nicole</td>
<td>Web Production Associate, Public Affairs</td>
<td>Ph.D., University of Oregon</td>
</tr>
<tr>
<td>Tremblay, Dan</td>
<td>Adjunct Instructor, Crane School of Music</td>
<td>M.M., McGill University</td>
</tr>
<tr>
<td>Trevizan, Liliana</td>
<td>Professor, Modern Languages</td>
<td>Ph.D., University of Oregon</td>
</tr>
<tr>
<td>Trimm, Sara</td>
<td>Instructional Support Assistant, Student Success Center</td>
<td>M.A., Technology Hochschule-B</td>
</tr>
<tr>
<td>Trithart, David</td>
<td>Associate Librarian, College Libraries</td>
<td>M.S.L.S., Syracuse University</td>
</tr>
<tr>
<td>Trybula, Jan</td>
<td>Associate Professor, Biology</td>
<td>Ph.D., Miami University – Oxford</td>
</tr>
<tr>
<td>Tsarov, Eugenia</td>
<td>Professor, Crane School of Music</td>
<td>D.M.A., Saint Pets Conservatory</td>
</tr>
<tr>
<td>Turbett, J. Patrick</td>
<td>Professor, Sociology</td>
<td>Ph.D., Kent State University</td>
</tr>
<tr>
<td>Tyo, Louise</td>
<td>Director, First Year Transitions</td>
<td>M.A., SUNY Potsdam</td>
</tr>
<tr>
<td>Vadas, Robert</td>
<td>Associate Professor, Secondary Education</td>
<td>Ph.D., Kent State University</td>
</tr>
<tr>
<td>Vanden, Sarah</td>
<td>Associate Professor, Curriculum &amp; Instruction</td>
<td>Ph.D., University of South Florida</td>
</tr>
<tr>
<td>Van Blommesteen, Jeremy</td>
<td>Associate Professor, Sociology</td>
<td>Ph.D., University of Florida</td>
</tr>
<tr>
<td>Van Blommesteen, Sharmain</td>
<td>Assistant Professor, English &amp; Communication</td>
<td>Ph.D., University of Florida</td>
</tr>
<tr>
<td>Van Hooreweghe, Kristin</td>
<td>Instructor, Sociology</td>
<td>Ph.D., CUNY Graduate School &amp; University Center</td>
</tr>
<tr>
<td>Van Weringh, Janet</td>
<td>Sr. Programmer Analyst, Computing &amp; Technology Services</td>
<td>M.S., Clarkson University</td>
</tr>
<tr>
<td>Vasher-Dean, April</td>
<td>Director, Roland Gibson Gallery</td>
<td>M.A., California State University – Northridge</td>
</tr>
<tr>
<td>Vaugha, Ashley</td>
<td>Teacher's Assistant, North Country Migrant Education Program</td>
<td>B.A., University Maine</td>
</tr>
<tr>
<td>Veinott, Natalia</td>
<td>Adjunct Instructor, History</td>
<td>M.S., SUNY Potsdam</td>
</tr>
<tr>
<td>Vervaet, MaryAnne</td>
<td>Development Officer, College Advancement</td>
<td>M.B.A., Youngstown State University</td>
</tr>
<tr>
<td>Vondell, Mary</td>
<td>Project Staff Assistant, North Country Migrant Education Program</td>
<td>Adjunct Instructor, Crane School of Music</td>
</tr>
<tr>
<td>Vredenburg, Brenda</td>
<td>Adjunct Instructor, Crane School of Music</td>
<td>M.S., SUNY Albany</td>
</tr>
<tr>
<td>Vredenburg, Jeffrey</td>
<td>Adjunct Instructor, Crane School of Music</td>
<td>M.S., SUNY Albany</td>
</tr>
<tr>
<td>Walker, Martin</td>
<td>Associate Professor, Chemistry</td>
<td>Ph.D., Brandeis University</td>
</tr>
<tr>
<td>Walsh, Laura</td>
<td>Assistant Professor, Secondary Education</td>
<td>M.A., Northern Arizona University</td>
</tr>
<tr>
<td>Wannamaker, Gregory</td>
<td>Professor, Crane School of Music</td>
<td>D.M.A., Florida State University</td>
</tr>
<tr>
<td>Vanda, Tracy</td>
<td>Visiting Instructor, Crane School of Music</td>
<td>M.S.Ed., SUNY Potsdam</td>
</tr>
<tr>
<td>Watson, Eudora</td>
<td>Data Manager/Statistician, CSTEP</td>
<td>M.A., St. Bonaventure University</td>
</tr>
<tr>
<td>Watts, Teresa</td>
<td>Professor, Art</td>
<td>Ph.D., University of Toronto</td>
</tr>
<tr>
<td>Weerts, Jaimin</td>
<td>Associate Professor, Anthropology</td>
<td>Ph.D., Pennsylvania State University</td>
</tr>
</tbody>
</table>

* Chancellor's Award for Excellence in Teaching  ** Chancellor's Award for Excellence in Professional Service  • Chancellor's Award for Excellence in Librarianship  † Chancellor's Award for Excellence in Scholarship & Creative Activities  ◊ Chancellor's Award for Excellence in Faculty Service
Welch, Gaylynn
Adjunct Instructor, History
Ph.D., SUNY Binghamton

Wells, Lucinda
Adjunct Instructor, Special Education
M.S.Ed., SUNY Geneseo

West, Heather
Counselor, Collegiate Science & Technology Program
B.A., SUNY Potsdam

Westerling, Janice
Instructional Support Associate, Chemistry
M.S., University of Minnesota – Twin Cities

Wexler, Mathias
Professor, Crane School of Music
D.Ed., Columbia University

Whalen, Margaret
Adjunct Instructor, History
B.A., SUNY Potsdam

Wheaton Dudley, Sonia
Adjunct Instructor, Crane School of Music
D.M.A., Université de Montréal

Wheeler, Adam
Instructional Support Specialist, Community Health
M.S., University of Louisiana – Lafayette

Wheeler, Heather
Assistant Professor, Crane School of Music
M.M., SUNY Potsdam

Wheelan, Patricia
Professor, Anthropology
Ph.D., SUNY Albany

White, Toby
Director, Experiential Education
M.Ed., St. Lawrence University

Wicke, John
Development Officer, College Advancement
B.S., Clarkson University

Wikorski, Heather
Visiting Assistant Professor, Theatre & Dance
M.F.A., SUNY Brockport

Wilder, Irene
Adjunct Instructor, Extended Education
M.S.Ed., SUNY Potsdam

Wilharm, Anna
Instructional Support Assistant, Community Performance Series
B.A., University of Northern Iowa

Willard, Paula
Senior Staff Assistant, Computing & Technology Services
B.A., St. Lawrence University

Willard, Walter
Assistant Facilities Program Coordinator, Physical Plant
B.S., Clarkson University

Williams, Richard
Associate Professor, Psychology
Ph.D., SUNY Binghamton

Williams, Sharon
Adjunct Instructor, Literacy
M.Ed., The Art Institute of Boston at Lesley University

Williamson, Travis
Teacher’s Assistant, North Country Migrant Education Program
B.A., SUNY Plattsburgh

Wilson, Dannie
Staff Associate, Central Printing

Wilson, Erin
Career Counselor, Career Planning
B.A., SUNY Potsdam

Wilson, Karen
Visiting Instructor, English & Communication
M.A., SUNY Potsdam

Wilson, Lisa
Associate Professor, English & Communication
Ph.D., SUNY Buffalo

Wilson, Noah
Residence Hall Intern, Residence Life
B.S., SUNY Brockport

Wing, Marcia
Adjunct Instructor, Curriculum & Instruction
M.A., SUNY Potsdam

Woods, Lonel
Assistant Professor, Crane School of Music
D.M.A., University of Michigan – Ann Arbor

Wunnava, Shalini Nag
Assistant Professor, Business Administration
D.B.A., Louisiana Tech University

Wyse, Paul
Associate Professor, Crane School of Music
D.M.A., Université de Montréal

Yacketta, Ronald
Systems Administrator, Computing & Technology Services

Yeomans, Michael
Assistant Professor, Art
M.F.A., SUNY Buffalo

Young, Hannah
Admissions Assistant, Admissions
M.A., Syracuse University

Youngblood, John
Associate Professor, English & Communication
Ph.D., University of Kentucky

Yuen, Cornelia
Assistant Professor, Mathematics
Ph.D., University of Michigan – Ann Arbor

Yurgartis, Benjamin
Programmer/Analyst, CSTEP

* Chancellor’s Award for Excellence in Teaching  ∞ Chancellor’s Award for Excellence in Professional Service  • Chancellor’s Award for Excellence in Librarianship
† Chancellor’s Award for Excellence in Scholarship & Creative Activities  ◊ Chancellor’s Award for Excellence in Faculty Service
Index

Symbols
3–2 Computer Science and Engineering  114
3–2 Geology, Civil and Environmental Engineering  131
3–2 Mathematics and Engineering  137
3–2 Physics and Engineering  145

A
Academic
Advising  63
Probation  53
Warning  53
Academic and Career Support Services  63
Academic Building Hours  8
Academic Calendar  6
Academic Enrichment Opportunities  67
Academic Forgiveness Policy  54
Academic Honor Code  43
Academic Honors  44
Academic Philosophy  41
Academic Policies & Procedures  43
Academic Programs  56
  Academic and Career Support Services  63
Academic Residency Requirements  55
Academic Standards Committee  53
Academic Standards Policies  53
Academic Status, Changing  53
Academic Support Lab  65
Acceptable Standing  53
Accident and Sickness Health Insurance  18
Accommodative Services  64
Acting Minor  164
Adirondack Environmental Studies  80
Administration and Faculty Directory  216
Admissions  14
  Bridges  14
  Crane School of Music  16
Deferred  16
Early Admission  14
EOP  15
International Students  15
Non-matriculated  15
Non-traditional Students  15
Post-Baccalaureate  16
Post-Graduation of Non-Degree Students  17
Procedures  14
Readmission  16
Second Bachelor’s Degree  16
Statement  14
Test Scores  14
Transcripts  14
Transfer  15
Undergraduate Admission, Requirements for  14

Adolescence Education
  Biology, Chemistry, Earth Science, or Physics  185
  English  182
  French  182
  Mathematics  183
  Social Studies  184
  Spanish  185
Adult Learners  45
Advance Deposits  16
Advanced Honors  68
Advanced Placement (AP)
  Examination Credits  47
  Transfer Equivalents  61
Advising
  Adult Learner  64
  Non-traditional Student  64
Advising Mission Statement  42
Africana Studies Minor  85
Aid for Part-Time Study (APTS)  21
Anthropology, Dept. of  92
  Biological Anthropology Minor  94
  Course Descriptions  95
  Major  92
  Minor  93
Appeal Procedures  50
Applied Anthropology, Certificate in  95
Applied Music Requirement  199
Applying for an Overload  45
Applying to Graduate  55
Arabic Studies
  Course Descriptions  140
  Minor  139
Archaeological Studies Major  93
Archaeology Minor  94
Art Department Computer Labs  102
Art, Dept. of  99
  Art Education with St. Lawrence University  100
  Art History Major  101
  Art History Minor  102
  Art Studio Major  100
  Art Studio Minor  101
  Course Descriptions  102
  Visual Arts Major (BFA)  99
Art Museum  10
Arts and Sciences, School of  92
Art Studios  10
Asian Studies Minor  85
Associated Colleges of the St. Lawrence Valley
  General Cross-registration Procedures  71
Athletics and Physical Education  90
ATM Services on Campus  39
Auditing Courses  46

B
BA/MA Mathematics Program  136
BA-MST Adolescence Education: Science Option “A”  186
BA-MST Adolescence Education: Science Option “B”  187
Basic Musicianship Sequence for Music Majors  200
BearDeN  41
Bear Express Account  39
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>198</td>
<td>Crane School of Music</td>
<td></td>
</tr>
<tr>
<td>198</td>
<td>Admission</td>
<td>198</td>
</tr>
<tr>
<td>203</td>
<td>Application for Teacher Certification</td>
<td>203</td>
</tr>
<tr>
<td>199</td>
<td>Applied Music Requirement</td>
<td>199</td>
</tr>
<tr>
<td>200</td>
<td>Basic Musicianship Sequence for Music Majors</td>
<td>200</td>
</tr>
<tr>
<td>207</td>
<td>Course Descriptions</td>
<td>207</td>
</tr>
<tr>
<td>201</td>
<td>General Education Requirements</td>
<td>201</td>
</tr>
<tr>
<td>198</td>
<td>General Music Degree Requirements</td>
<td>198</td>
</tr>
<tr>
<td>198</td>
<td>History and Background</td>
<td>198</td>
</tr>
<tr>
<td>199</td>
<td>Mission</td>
<td>199</td>
</tr>
<tr>
<td>200</td>
<td>Performance Ensemble Requirements</td>
<td>200</td>
</tr>
<tr>
<td>202</td>
<td>Sophomore Evaluation</td>
<td>202</td>
</tr>
<tr>
<td>199</td>
<td>Transfer Admission</td>
<td>199</td>
</tr>
<tr>
<td>199</td>
<td>Transfer Credit in Area of Applied Study</td>
<td>199</td>
</tr>
<tr>
<td>199</td>
<td>Transfer Credit in Theory and Music Literature Basic Musicianship Se-</td>
<td>199</td>
</tr>
<tr>
<td>199</td>
<td>quence</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td>Creative Writing Major (B.F.A.)</td>
<td>121</td>
</tr>
<tr>
<td>48</td>
<td>Credit by Examination in The Crane School of Music</td>
<td>48</td>
</tr>
<tr>
<td>45</td>
<td>Credit Loads</td>
<td>45</td>
</tr>
<tr>
<td>46</td>
<td>Credits Not Earned at SUNY Potsdam</td>
<td>46</td>
</tr>
<tr>
<td>156</td>
<td>Criminal Justice Studies Major (B.A.)</td>
<td>156</td>
</tr>
<tr>
<td>156</td>
<td>Criminal Justice Studies Minor</td>
<td>156</td>
</tr>
<tr>
<td>71</td>
<td>Cross-registration Procedures</td>
<td>71</td>
</tr>
<tr>
<td>55</td>
<td>Cumulative Grade Point Average</td>
<td>55</td>
</tr>
<tr>
<td>180</td>
<td>Curriculum and Instruction, Dept. of</td>
<td>180</td>
</tr>
<tr>
<td>180</td>
<td>Childhood/Early Childhood Education</td>
<td>180</td>
</tr>
<tr>
<td>160</td>
<td>Dance</td>
<td>160</td>
</tr>
<tr>
<td>161</td>
<td>Course Descriptions</td>
<td>161</td>
</tr>
<tr>
<td>160</td>
<td>Major (B.A.)</td>
<td>160</td>
</tr>
<tr>
<td>161</td>
<td>Minor</td>
<td>161</td>
</tr>
<tr>
<td>160</td>
<td>Theatre and Dance, Dept. of</td>
<td>160</td>
</tr>
<tr>
<td>51</td>
<td>Deadlines for Course Schedule Adjustments</td>
<td>51</td>
</tr>
<tr>
<td>44</td>
<td>Dean's List</td>
<td>44</td>
</tr>
<tr>
<td>62</td>
<td>Declaration/Change of Major</td>
<td>62</td>
</tr>
<tr>
<td>16</td>
<td>Deferred Admission</td>
<td>16</td>
</tr>
<tr>
<td>55</td>
<td>Degree and Graduation Policies</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>Degree Programs, List of</td>
<td>13</td>
</tr>
<tr>
<td>56</td>
<td>Degree Requirements, College-wide</td>
<td>56</td>
</tr>
<tr>
<td>56</td>
<td>Degrees</td>
<td>56</td>
</tr>
<tr>
<td>16</td>
<td>Deposits, Advance</td>
<td>16</td>
</tr>
<tr>
<td>165</td>
<td>Design and Production Minor</td>
<td>165</td>
</tr>
<tr>
<td>165</td>
<td>Design and Technical Theatre Minor</td>
<td>165</td>
</tr>
<tr>
<td>38</td>
<td>Dining Services</td>
<td>38</td>
</tr>
<tr>
<td>216</td>
<td>Directory, Administration and Faculty</td>
<td>216</td>
</tr>
<tr>
<td>54</td>
<td>Dismissal</td>
<td>54</td>
</tr>
<tr>
<td>66</td>
<td>Diversity, Center for</td>
<td>66</td>
</tr>
<tr>
<td>14</td>
<td>Early Admission</td>
<td>14</td>
</tr>
<tr>
<td>48</td>
<td>Early Alert System</td>
<td>48</td>
</tr>
<tr>
<td>117</td>
<td>Economics, Dept. of</td>
<td>117</td>
</tr>
<tr>
<td>117</td>
<td>Business Economics Major (B.A.)</td>
<td>117</td>
</tr>
<tr>
<td>118</td>
<td>Course Descriptions</td>
<td>118</td>
</tr>
<tr>
<td>117</td>
<td>Major (B.A.)</td>
<td>117</td>
</tr>
<tr>
<td>117</td>
<td>Minor</td>
<td>117</td>
</tr>
<tr>
<td>15</td>
<td>Educational Opportunity Program (EOP)</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>Financial Assistance</td>
<td>22</td>
</tr>
<tr>
<td>65</td>
<td>Support Services</td>
<td>65</td>
</tr>
<tr>
<td>168</td>
<td>Education and Professional Studies, School of</td>
<td>168</td>
</tr>
<tr>
<td>188</td>
<td>Education Course Descriptions</td>
<td>188</td>
</tr>
<tr>
<td>177</td>
<td>Education Unit Conceptual Framework</td>
<td>177</td>
</tr>
<tr>
<td>63</td>
<td>Electives</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>Electronic Music Composition Lab</td>
<td>11</td>
</tr>
<tr>
<td>25</td>
<td>Eligibility for Continued Federal Financial Aid</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>Eligibility for Continued State Financial Aid</td>
<td>24</td>
</tr>
<tr>
<td>54</td>
<td>Eligibility to Register</td>
<td>54</td>
</tr>
<tr>
<td>23</td>
<td>Emergency Refund Advance</td>
<td>23</td>
</tr>
<tr>
<td>52</td>
<td>Emergency Withdrawal from Courses</td>
<td>52</td>
</tr>
<tr>
<td>24</td>
<td>Employment</td>
<td>24</td>
</tr>
<tr>
<td>24</td>
<td>Federal Work-Study (FWS)</td>
<td>24</td>
</tr>
<tr>
<td>24</td>
<td>Part-time Student Employment</td>
<td>24</td>
</tr>
<tr>
<td>71</td>
<td>Engineering Double Degree with Clarkson University (3-2)</td>
<td>71</td>
</tr>
<tr>
<td>75</td>
<td>Engineering Double Degree with SUNY Binghamton (3-2)</td>
<td>75</td>
</tr>
<tr>
<td>119</td>
<td>English and Communication, Dept. of</td>
<td>119</td>
</tr>
<tr>
<td>119</td>
<td>Communication Minor</td>
<td>119</td>
</tr>
<tr>
<td>123</td>
<td>Communication (Speech) Major (B.A.)</td>
<td>123</td>
</tr>
<tr>
<td>121</td>
<td>Creative Writing Major (B.F.A.)</td>
<td>121</td>
</tr>
<tr>
<td>120</td>
<td>English: Creative Writing Major (B.A.)</td>
<td>120</td>
</tr>
<tr>
<td>120</td>
<td>English: Literature Major (B.A.)</td>
<td>120</td>
</tr>
<tr>
<td>120</td>
<td>English: Literature/Writing Major (B.A.)</td>
<td>120</td>
</tr>
<tr>
<td>121</td>
<td>English: Writing Major (B.A.)</td>
<td>121</td>
</tr>
<tr>
<td>122</td>
<td>Film Studies Minor</td>
<td>122</td>
</tr>
<tr>
<td>122</td>
<td>Journalism Minor</td>
<td>122</td>
</tr>
<tr>
<td>123</td>
<td>Language and Linguistics Minor</td>
<td>123</td>
</tr>
<tr>
<td>123</td>
<td>Literature Minor</td>
<td>123</td>
</tr>
<tr>
<td>123</td>
<td>Writing Minor</td>
<td>123</td>
</tr>
<tr>
<td>56</td>
<td>Enrollment Status</td>
<td>56</td>
</tr>
<tr>
<td>82</td>
<td>Environmental Science Minor</td>
<td>82</td>
</tr>
<tr>
<td>80</td>
<td>Environmental Studies Major (B.A.)</td>
<td>80</td>
</tr>
<tr>
<td>81</td>
<td>Course Descriptions</td>
<td>81</td>
</tr>
<tr>
<td>81</td>
<td>Environmental Studies Minor</td>
<td>81</td>
</tr>
<tr>
<td>130</td>
<td>Environmental Technology Minor</td>
<td>130</td>
</tr>
<tr>
<td>15</td>
<td>EOP</td>
<td>15</td>
</tr>
<tr>
<td>22</td>
<td>EOP</td>
<td>22</td>
</tr>
<tr>
<td>65</td>
<td>EOP</td>
<td>65</td>
</tr>
<tr>
<td>64</td>
<td>Experiential Education</td>
<td>64</td>
</tr>
<tr>
<td>89</td>
<td>Extended and Community Education Programs and Services</td>
<td>89</td>
</tr>
<tr>
<td>89</td>
<td>Extended Education, Office</td>
<td>89</td>
</tr>
<tr>
<td>88</td>
<td>Extension Degree Programs</td>
<td>88</td>
</tr>
<tr>
<td>88</td>
<td>Extension Programs</td>
<td>88</td>
</tr>
<tr>
<td>8</td>
<td>Facilities</td>
<td>8</td>
</tr>
<tr>
<td>37</td>
<td>Residence Hall Facilities and Services</td>
<td>37</td>
</tr>
<tr>
<td>55</td>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>55</td>
</tr>
<tr>
<td>23</td>
<td>Federal Direct Graduate PLUS Loan</td>
<td>23</td>
</tr>
<tr>
<td>23</td>
<td>Federal Direct Parent Loans for Undergraduate Students (PLUS)</td>
<td>23</td>
</tr>
<tr>
<td>23</td>
<td>Federal Direct Subsidized Stafford Loans</td>
<td>23</td>
</tr>
<tr>
<td>23</td>
<td>Federal Direct Unsubsidized Stafford Loans</td>
<td>23</td>
</tr>
<tr>
<td>23</td>
<td>Federal Loans</td>
<td>23</td>
</tr>
<tr>
<td>23</td>
<td>Federal Perkins Loan</td>
<td>23</td>
</tr>
</tbody>
</table>
Federal Supplemental Educational Opportunity Grant (FSEOG) 21
Federal Title IV Withdrawals 19
Federal Work-Study (FWS) 24
Fees 17
   Comprehensive Fees 17
   Optional 18
   Other (Required) 18
FERPA. See Family Educational Rights and Privacy Act (FERPA)
FERPA Rights and Procedures 56
Film Studies Minor 122
Final Examination Policy 50
Financial Aid 20
   Appeal Process 25
   Eligibility for Continued Federal Financial Aid 25
   Eligibility for Continued State Financial Aid 24
   Financial Assistance, Other Sources 36
   Grants 20
   Procedures 20
   TEACH Grant/Loan Program 21
Financial Information 17
   Fees 17
   Tuition 17
Fitness Minor 173
French
   Course Descriptions 140
   Depart. of Modern Languages 138
   French Studies Minor 139
   Major (B.A.) 139
French Studies Minor 139
Full-time Students 44

G
General Education Foundations (GEF) 58
General Education Program 57
   Components and Requirements 58
   Program Rationale 58
General Education Requirements for Crane Majors 201
General Education Requirements for Transfer Students 62
General Financial Aid Procedures 20
General Honors 68
Geology, Dept. of 130
   3-2 Geology, Civil and Environmental Engineering 131
   Course Descriptions 131
   Environmental Technology Minor 130
   Major (B.A.) 130
   Major (B.S.) 130
   Minor 131
Grade Point Average 55
Grading and Course Related Policies 48
Graduate, Applying to 55
Graduate Courses for Undergraduate Students 46
Graduate Extension Degree Programs 89
Graduate PLUS Federal Direct LoanProgram 23
Graduate Programs 88
   Crane School of Music 88
   School of Arts and Sciences 88
   School of Education and Professional Studies 88
Graduation in Four Years 56
Graduation Policies 55
Graduation with Honors 44

Grants 20
   Aid for Part-Time Study (APTS) 21
   EOP 22
   Federal Supplemental Educational Opportunity Grant (FSEOG) 21
   Native Americans, State & Federal Aid 22
   Pell Grant, Federal 20
   State Aid Programs 22
   TEACH Grant/Loan Program 21
   Tuition Assistance Program (TAP) 21
   Vocational Rehabilitation 22
Grievance Procedures (Student Appeal) 50

H
Health Insurance, Student Accident and Sickness 18
Health Professions 73
Health Requirements 16
High-Speed Internet & Cable TV 41
History, Dept. of 133
   Course Descriptions 133
   Major (B.A.) 133
   Minor 133
Honor Code 43
Honors. See Academic Honors
Honors Mathematics Program 136
Honors Societies 44
Honors Program 67
   Advanced Honors 68
   Curriculum 68
   Eligibility 67
   General Honors 68
   Graduation Requirements 68
   Orientation and Advising 68
Human Services Minor 157

I
Improvisation Lab 11
Incompletes 48
Independent Students, Financial Aid 20
Information Technology Acceptable Use Policy 43
Information Technology Minor 114
Intercollegiate Sports 91
Interdisciplinary Natural Science Major 83
Interdisciplinary Studies 80
International Baccalaureate Program (IB) 47
International Education Program 65, 69
International Students, Admissions 15
International Student Services 65
Internet 41
Internet2 Access 41
Internship Program 64

J
Jazz Studies Minor 206
Journalism Minor 122

L
Labs. See Computer Labs
Language and Linguistics Minor 122
Leadership and Student Engagement 37
Leadership Forum 216
Learning and Teaching Excellence Center (LTEC) 10
Learning Communities 80
Leave of Absence from College 52
Liberal Arts Credit 45
Liberal Arts Requirement 57
Libraries 9
Literature Minor 123
Loans 23
   Federal Direct Graduate PLUS Loan 23
   Federal Direct Parent Loans for Undergraduate Students (PLUS) 23
   Federal Direct Subsidized Stafford Loans 23
   Federal Direct Unsubsidized Stafford Loans 23
   Federal Perkins Loan 23
   William D. Ford Federal Direct Loans 23
Lower Division 44

M
Majors and Minors 62
Mathematics, Dept. of 136
   3-2 Mathematics and Engineering 137
   Course Descriptions 137
   Major (B.A.) 136
   Mathematics Program, BA/MA 136
   Mathematics Program, Honors 136
   Minor 137
Matriculated Students 44
Matriculation for a Second Bachelor's Degree 17
Maxcy Hall 9
MBA Programs with Clarkson University (4+1) 72
MBA with Alfred University (4+1) 75
MBA with Rochester Institute of Technology (4+1) 76
MBA with SUNY Oswego (4+1) 75
MBA with Union University (4+1) 76
Meal Plans 19, 38
Medical Anthropology Minor 95
Military Credit 47
Ministry, Campus 40
Minor Programs, List of 13
Modern Language Proficiency [ML] 59
Modern Languages, Dept. of 138
   Arabic Studies Minor 139
   Course Descriptions 140
   French Major (B.A.) 139
   French Studies Minor 139
   Spanish Major (B.A.) 139
   Spanish Studies Minor 139
Modes of Inquiry 59
Moodle 40
MSA with Syracuse University (4+1) 77
MSF with Syracuse University (4+1) 77
MSW with University of Louisville (4+2-1/2) 75
Museum Studies Minor 87
Music Business Minor 169
Music Concentrations
   Jazz Studies 206
   Piano Pedagogy 206
   Special Education - Music 206
Music Course Descriptions 207
Music Degree Requirements 199

Music Majors
   Business of Music (B.M.) 204
   Musical Studies (B.M.) 204
   Music (B.A.) 205
   Music Education (B.M.) 201
   Performance (B.M.) 203
Music Minors
   Business of Music 205
   Jazz Studies 206

N
National Student Exchange Program 70
Native American Affairs 66
Native Americans, State & Federal Aid 22
Native American Studies Minor 85
NCMEP. See North Country Migrant Education Program
NCSTEP. See North Country Science and Technology Entry Program
Non-Credit Courses 90
Non-liberal Arts Credit 45
Non-matriculated Students 44, 90
   Admission 15
Non-traditional Students
   Admission 15
   Advising 64
North Country Migrant Education Program 66
North Country Science and Technology Entry Program 66
Nutrition Minor 173

O
Online Course Offerings 90
Optional Fees 18
Optometry (3-4), SUNY College of 74
Orientation 64
Overload, Applying for 45

P
PACES 38
   Dining Services 38
   Meal Plans 38
   SUNYCard 39
Parent Loans for Undergraduate Students (PLUS) 23
Part-time Student Employment 24
Part-time Students 44
PATS. See Potsdam Akwesasne Talent Search
Payment of College Bill 19
Performance Ensemble Requirements 200
Performance Major (B.M.) 203
Philosophy, Dept. of 142
   Course Descriptions 143
   Honors Program 142
   Major (B.A.) 142
   Minor 143
Physical Education 90
   Course Descriptions 90
Physical Education/Health and Wellness [PE/HW] 60
Physics, Dept. of 145
   3-2 Physics and Engineering 145
   Course Descriptions 145
   Major (B.A.) 145
   Minor 145
Index

Policies
Academic Forgiveness Policy  54
Academic Policies & Procedures  43
Academic Standards Policies  53
Campus Life Policies  37
College Credit Policies  45
Commencement Ceremony Participation Policy  55
Degree and Graduation Policies  55
Education Programs  178
Final Examination Policy  50
Grading and Course Related Policies  48
Information Technology Acceptable Use Policy  43
Refund Policy  19
Politics, Dept. of  147
Course Descriptions  148
Minor  148
Political Science Major (B.A.)  147
Pre-Law Minor  148
Study Abroad, Student Exchange, and Internship Opportunities  148
Post-Baccalaureate Admissions  16
Post-Graduation Admission of Non-Degree Students  17
Posthumous Degrees  55
Potsdam Auxiliary and College Educational Services, Inc. (PACES)  38
Potsdam Graduate  42
Potsdam Information Technology Acceptable Use Policy  43
Potsdam Pledge  7
Potsdam Profile  7
History  7
Locale  7
Mission  7
People  7
Pre-Creative Arts Therapy Minor  153
Pre-Law Minor  148
Pre-Law Studies  74
Pre-Professional Programs  73
Prerequisites for Courses  45
Presidential Scholars Program  68
President’s Council  216
President’s List  44
President’s Message  4
Pre-Student Teaching Field Experiences  178
Printing Policy for Computer Labs  12
Probation, Academic  53
Probationary Sanctions  53
Professional Programs  75
Projection Classrooms. See Computer Labs
Psychology, Dept. of  151
Course Descriptions  153
Honors Program  152
Major (B.A.)  151
Minor  152
Pre-Creative Arts Therapy Minor  153
Public Service and Outreach  8

S
Satisfactory Academic Progress (SAP) Requirements  25
Scholarships, SUNY Potsdam  26
Foundation Scholarships for All Students  27
Freshman Students  26
Transfer Students  27
School of Arts and Sciences  92
School of Education and Professional Studies  168
Secondary Education, Dept. of  182
Adolescence Education: Biology, Chemistry, Earth Science, or Physics  185
Adolescence Education: English  182
Adolescence Education: French  182
Adolescence Education: Mathematics  183
Adolescence Education: Social Studies  184
Adolescence Education: Spanish  185
BA-MST Adolescence Education: Science  186
BA-MST Adolescence Education: Science Option “B”  187
Course Descriptions  188
Second Bachelor’s Degree Admissions  16
Selection of Minor  63
Service-Learning Program  65
Sexual Health Minor  173
SiIM  87
Sociology, Dept. of  155
Course Descriptions  157
Criminal Justice Studies Major (B.A.)  156
Criminal Justice Studies Minor  156
Human Services Minor  157
Major (B.A.)  155
Minor  156
Sophomore Evaluation  202
Spanish
Course Descriptions  141
Depart. of Modern Languages  138
Major (B.A.)  139
Spanish Studies Minor  139
Spanish Studies Minor    139
Speaking-Intensive Course [SI]    59
Special Programs    65
Stafford Federal Direct Loans
  Subsidized    23
  Unsubsidized    23
State Aid Programs    22
Statistics    87
Stillman Helpdesk    41
Student Accident and Sickness Health Insurance    18
Student and Family Transitions    64
Student Appeal Procedures    50
Student Classifications    44
Student Conduct and Community Standards    37
Student Employment    24, 40
Student Fellowship Program    68
Student Health Services    39
Student-Initiated Interdepartmental Major (SIIM)    87
Student Learning Assessment Activities    62
Student Life    37
Student Success Center    63
Student Support Services    66
Student Teaching
  Abroad Program    179
  Grade Point Requirements    179
  Guidelines and Regulations    178
  Placements    179
Student Teaching for Music Education Candidates    203
Student Transfer Appeal Processes    47
Student Union Hours    8
Study Abroad    69
Subsidized Stafford Loans    23
S/U Grading Option    51
Summer Camps    90
Summer Session    89
SUNY Board of Trustees    216
SUNYCard    39
SUNY Institute of Technology at Utica/Rome (3-2)    74
SUNY Potsdam Child Care Center, Inc.    40
SUNY Potsdam Scholarships    26
SUNY System Administration    216
Syllabi Statement, Course    49

T
TAP    21
Teacher Opportunity Corps    177
Teacher Preparation Program    177
  Mission Statement    177
TEACH Grant/Loan Program    21
Technology Services    40
Telephone & Voice Mail Services    41
Test Scores, Requirements for Undergraduate Admission    14
Theaters    10
Theatre and Dance, Dept. of    160
  Acting Minor    164
  Course Descriptions    166
  Design and Production Minor    165
  Design and Technical Theatre Minor    165
  Major (B.A.)    163
  Theatre Education Major (B.A.)    163
  Theatre Studies Minor    165
  Therapeutic Recreation Minor    174
  Thomas E. O'Shaughnessy Center for Assistive Technology    12
  Thomas M. Barrington Student Union    8
  Time Limitations    55
  Traffic Regulations    37
  Transcripts, Requirements for Undergraduate Admission    14
  Transfer Admission to Undergraduate Programs    15
  Transfer Credit in Area of Applied Study    199
  Transfer Credit in Theory and Music Literature Basic Musicianship Sequence    199
  Transfer Credits    46, 60
  Transfer Students    45
  General Education Requirements    62
  Transfer Support Services    47
  Tuition    17
    Full-time    17
    Part-time    17
  Tuition Assistance Program (TAP)    21
  Tutorial Study    69

U
Undergraduate Extension Degree Programs    89
Undergraduate Research, Center for    67
University Police    40
Unsubsidized Stafford Loans    23
Upper Division    44
Upper-division Requirement    57
U.S. and Global Studies    84

V
Vehicle and Traffic Regulations    37
Veterans Benefits    36
Visual Arts Major (BFA)    99
Vocational Rehabilitation    22
Voice Mail Services    41

W
Warning, Academic    53
Warning Sanctions    53
W@SP. See Wireless Access
Wilderness Education Minor    174
William D. Ford Federal Direct Loans    23
Winterim Session    89
Wireless Access (Non-Residential)    41
Wireless, High-Speed Internet & Cable TV (Residential)    41
Withdrawal from College    52
Withdrawal from Courses    51
Women's and Gender Studies Major (B.A.)    85
  Course Descriptions    86
Women's Studies Minor    87
World Citizenship    42
Writing Center    67
Writing-Intensive Course [WI]    59
Writing Minor    123