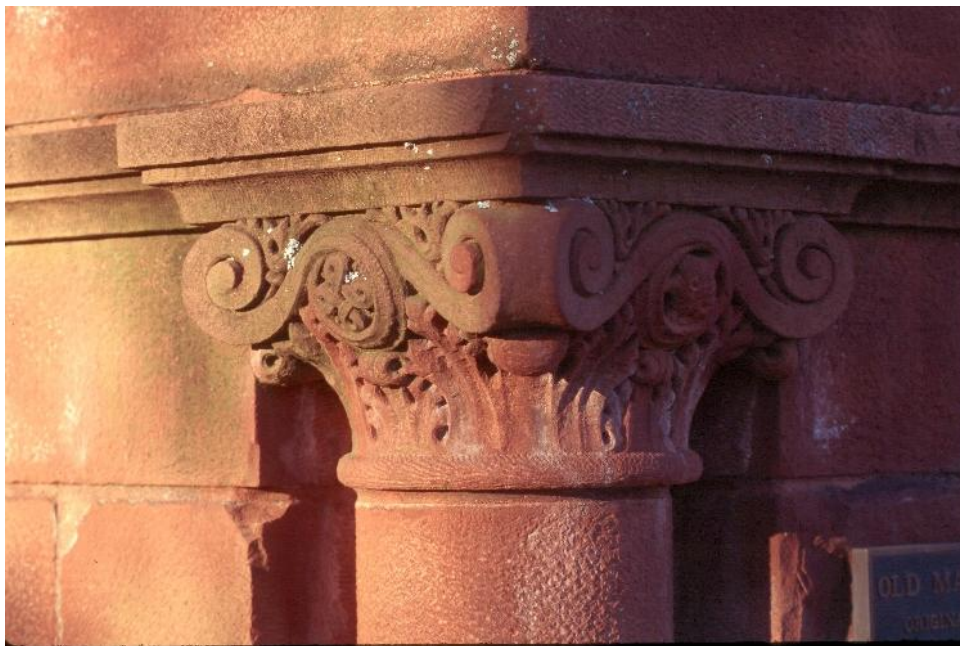


# **SUNY ONEONTA**

State University of New York

College at Oneonta



## **2012 - 2013 Undergraduate Catalog**

SUNY Oneonta  
Oneonta, New York 13820-4015  
(607)436-3500  
(800)SUNY-123  
[www.oneonta.edu](http://www.oneonta.edu)

## 2012-2013 Undergraduate Catalog

This catalog is current as of May, 2012. The State University of New York College at Oneonta reserves the right to make changes in policies, requirements, and regulations as conditions change and such revisions are necessary subsequent to the catalog's publication.

All students are expected to have knowledge of the information contained in this publication and others, including the Student Handbook and the academic advisement materials explaining individual programs.

This catalog describes all current undergraduate programs of the College. For graduate program information, see the current Graduate Catalog. This is the official undergraduate catalog of record.

## Accreditation

The State University of New York College at Oneonta is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the New York State Education Department.

The Human Ecology Department has professional accreditation from the American Association of Family and Consumer Sciences. The Dietetic Program is Accredited by the Commission on Accreditation for Dietetics Education. The Chemistry program has been approved by the American Chemical Society.

The Division of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036, phone: (202)466-7496. This accreditation includes the initial teacher preparation and advanced levels of professional education programs offered at the College at Oneonta.

The Department of Music is accredited by, and is an Associate member of the National Association of Schools of Music.

The business programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

In compliance with the Federal Title II Campus Crime Awareness and Campus Security Act, a report of campus safety and security programs and incidents of crime on the campus is available from the Admissions Office, Alumni Hall, College at Oneonta, Oneonta NY 13820-4016.

## Harassment and Sexual Harassment Policy

It is the policy of the State University of New York College at Oneonta to provide an environment where employees and students are free from harassment, including sexual harassment. No member or group of the College community shall harass another member or group. Additionally, sexual harassment is an unlawful offense as defined by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the New York State Executive Law.

Within our College, a state of civility, trust, respect, and openness among members of the campus community is indispensable to full pursuit of the mission of the institution. Harassment, including sexual harassment, breaks the bonds of civility, trust, respect, and openness.

Harassment creates a hostile environment. Harassment can be created by verbal, written, graphic, or physical conduct that is severe, persistent and/or pervasive and interferes or limits the ability(ies) of a person or persons to work or learn.

Sexual harassment is usually defined as repeated unwelcome and unwanted sexual advances, or sexual allusions, unwarranted references to sexuality or sexual activities, requests for sexual favors, and other speech or conduct of a sexual nature. Sexual harassment can occur among peers, supervisors and supervisees, faculty/staff and students.

Research Foundation, Sodexho, O.A.S. and employees of College contractors should follow the policies and procedures established by their respective employers in compliance with Federal and State Laws. Please contact your Human Resources Office for assistance.

For more information on this Policy, please refer to:

[http://www.oneonta.edu/admin/oei/policies/academic\\_departments.pdf](http://www.oneonta.edu/admin/oei/policies/academic_departments.pdf)

## Discrimination Policy

The State University of New York College at Oneonta completely subscribes to all Federal and State Civil Rights Laws prohibiting discrimination at institutions of higher education.

The State University of New York College at Oneonta aspires to provide an environment of inclusion for all its employees and students.

It is the policy of our College to provide equal employment and educational opportunities for all qualified people. The College shall not discriminate against any employee or applicant for employment or admission to the College because of race, color, gender, religion, age, pregnancy, national origin (including ancestry), disability, being a disabled veteran or veteran of the Vietnam era, sexual orientation, gender expression and gender identity, marital status, or any other protected category.

The College encourages the prompt reporting of any perceived violation of the Discrimination Policy to ensure that appropriate measures are in place to assure a working, living, and learning environment free of discrimination.

An act of discrimination shall be defined as violation of discrimination laws or the College's discrimination policy. The State University of New York College at Oneonta takes violation of its discrimination policy seriously. The College will attempt to handle complaints and investigations with fairness to the rights of the individual perceiving discrimination and the rights of the individual being accused.

The College will maintain confidentiality throughout the process as appropriate and to the fullest extent allowed by law. All individuals involved are informed about the confidentiality and the consequences of retaliation, defamation or false accusation.

Research Foundation, Sodexho, O.A.S., and employees of College contractors should follow the policies and procedures established by their respective employers in compliance with Federal and State Laws. Please contact your Human Resources Office for assistance.

For more information on this Policy, please refer to:

<http://www.oneonta.edu/admin/oei/policies/DiscrimBroch.pdf>

## Diversity Statement

The College at Oneonta is an academic community that values diversity. Diversity at the College is an inclusive value that encompasses race and ethnicity, nationality, religion, gender, sexual orientation, sexual identity and gender expression, age, ability, socio-economic status, and other aspects of identity.

As a campus community, we believe that every individual is important in a unique way and contributes to the overall quality of the institution. We are committed to recruiting and retaining diverse faculty, staff, and students, and to fostering a learning environment which draws strength from, celebrates, and honors diversity. We strive to eliminate prejudice and discrimination; to respect the dignity of all persons; and to learn from differences in people, ideas, experiences and opinions.

Originally approved 2004. Revised and approved by the President's Council on Diversity, 2007

Originally approved 2004. Revision approved by the President's Cabinet, 2007

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# CORRESPONDENCE DIRECTORY

Office	Name	Building/Room	Phone Number (Area Code 607)
President	Nancy Kleniewski	Netzer Admin. 301	436-2500
Provost and Vice President for Academic Affairs	Evelyn Maria Thompson	Netzer Admin. 340	436-2517
Vice President for Student Development	Steven R. Perry	Netzer Admin. 119	436-2513
Vice President for Finance and Administration	Todd D. Foreman	Netzer Admin. 200	436-2081
Vice President for College Advancement and Executive Director of College Foundation	Paul J. Adamo	Netzer Admin. 308	436-2535
Senior Executive Employee Services Officer	Lisa M. Wenck	Netzer Admin 208	436-2518
Director of the Office of Equity and Inclusion	B. Cecilia Zapata	Netzer Admin 133	436-2830
Senior Assistant to the President	Colleen E. Brannan	Netzer Admin. 301	436-2748
Director of College Communications	Hal Legg	Netzer Admin 301	436-2748
Associate Provost for Institutional Assessment and Effectiveness	Patricia L. Francis	Netzer Admin. 135	436-2522
Interim Dean of Behavioral and Applied Science	Alexander Thomas	Netzer Admin. 334	436-2520
Interim Dean of Science and Social Science	Julie D. Freeman	Netzer Admin. 333A	436-2125
Associate Dean of Economics and Business	Wade L. Thomas	Netzer Admin. 226	436-3458
Associate Dean of Education	Joanne M. Curran	Fitzelle Hall 205A	436-2541
Associate Vice President for Enrollment Management	Roger B. Sullivan	Netzer Admin. 119	436-2513
Associate Vice President for Student Development and Chief of University Police	Barton R. Ingersoll	Alumni Hall	436-2491
Associate Vice President for Student Life	Jeanne C. Miller	Netzer Admin. 119	436-2513
Associate Vice President for Development	Barry P. Warren	Bacon Hall 25	436-2792
Chief Information Officer	Karlis Kaugars	Milne Library B258	436-3663
Controller	Susan Clemons	Netzer 200	436-2081
Associate Vice President for Facilities and Safety	Thomas M. Rathbone	Milne Library B217	436-3224
Director of Academic Advisement	Eileen M. McClafferty	Netzer Admin. 100	436-3390
Center for Academic Development and Enrichment	Amy Crouse-Powers	Alumni Hall 225	436-3010
Director of Academic Information Technology	Steven J. Maniscalco	Milne Library	436-2735
Director of Admissions	Karen A. Brown	Alumni Hall 116	436-2524
Director of Advancement Services and Donor Relations	Diane M. Pierce	Netzer Admin. 311	436-2594
Director of Alumni Affairs	Laura Madelone	Alumni Hall 129	436-2526
Director of Annual Giving	vacant	Netzer Admin. 305	436-2563
Director of Athletics, Intramurals, and Recreation	Tracey M. Ranieri	Alumni Field House 311	436-2446
Director of the Budget	Julie Roseboom	Netzer Admin 206	436-2503
Director of Business Services	Betty Tirado	Netzer Admin. 200	436-2081
Director of Campus Activities	William Harcleroad	Hunt College Union	436-2550
Director of Career Development and Student Employment Services	Amy Benedict-Augustine	Netzer Admin. 110	436-2534
Director of Center for Multicultural Experiences	Mary Bonderoff	Lee Hall	436-2663
Director of Center for Social Responsibility and Community	Linda M. Drake	Alumni Hall 101E	436-2633
Director of College Assistance Migrant Program	Patricia A. Hanley	Wilsbach Hall 111B	436-3110
I.T. Systems Manager	Richard Serafin	Netzer Admin. B1	436-2709
Director of Counseling Services	Melissa Fallon	Wellness Center 108	436-3368
Director of Creative Media Services	David W. Geasey	IRC 102	436-3263
General Manager of Dining Services	James Hamm	Hunt College Union	436-3336
Director of Employment Opportunities	Lorraine P. Hall	Netzer Admin 236B	436-2581
Events Coordinator	Graig Eichler	Morris Conference Center	436-2077
Director of Facilities Operations	Donald L. Ackerman	Service Building	436-2507
Director of Financial Aid	Bill Goodhue	Netzer Admin. 123	436-2532
Director of Gift Planning	Ellen M. Blaisdell	Netzer Admin. 306A	436-2781
Director of Graduate Studies	Patrick J. Mente	Netzer Admin 135	436-2523
Director of Hunt College Union	Robb R. Thibault	Hunt College Union	436-3013
Senior Staff Associate, Institutional Research	vacant	Netzer Admin. 107	436-3592
Director of International Education	Carol Mandzik	Schumacher Hall 111	436-3369
Director of Judicial Affairs	Amanda L. Kiakis	Netzer Admin. 119	436-3353
Interim Director of Library	Mary Lynn Benson	Milne Library 111B	436-2723
Director of Multicultural Student Affairs	Bernadette S. Tiapo	Netzer Admin. 119	436-3353
Director of Information Technology Application Research and Development	Philip S. Bidwell	Milne Library B217C	436-2710
Executive Director of Oneonta Auxiliary Services	Diane M. Williams	Hunt College Union	436-3352
Director of Orientation and First-Year Experience	Monica Grau	Wilsbach Hall 101	436-2255

Payroll Manager	Christine L. Krueger	Netzer Admin. 213	436-2504
College Registrar	Maureen P. Artale	Netzer Admin. 127	436-3216
Director of Residential Community Life	Michele Luetzger	Wilsbach Hall 106	436-2514
Director of Special Programs/EOP	Lynda D. Bas- sette-Farone	Netzer Admin. 332B	436-2407
Director of Sponsored Programs	Denise Straut	Bacon Hall 29A	436-2479
Director of Student Accounts	Joann Barnhart	Netzer Admin. 240	436-2528
Director of Student Disability Services	Craig J. Levins	Alumni Hall 209	436-2137
Director of Student Health Services	Ricky O'Donnell	Wellness Center	436-3573
Coordinator of Transfer Credits and Articulation	Cassandra Querques	Alumni Hall 116	436-3499

# THE COLLEGE CALENDAR

The College at Oneonta offers two 15-week semesters during the academic year, as well as summer sessions. The fall semester generally starts in late August, recesses for breaks in October and at Thanksgiving, and concludes around the third week of December. The spring semester generally begins during the third week of January, recesses for breaks in February and at Easter, and concludes around the third week of May with Commencement generally on the third Saturday of May.

## Special Examination Schedule

During the last week in each semester, day classes will be scheduled for two and a half hour periods. The meeting time will be determined by the time pattern as shown in the *Schedule of Classes*. Classes which are not conducted according to time patterns will be scheduled on the basis of the initial weekly meeting of the class. The schedule for the final week is shown in the *Key Dates and Deadlines*.

Classes beginning at 5 p.m. or later generally meet on their regular schedule. Instructors are required to meet their classes during the final week. The assigned times may be used for instruction, examination or both.

## Civil Holidays

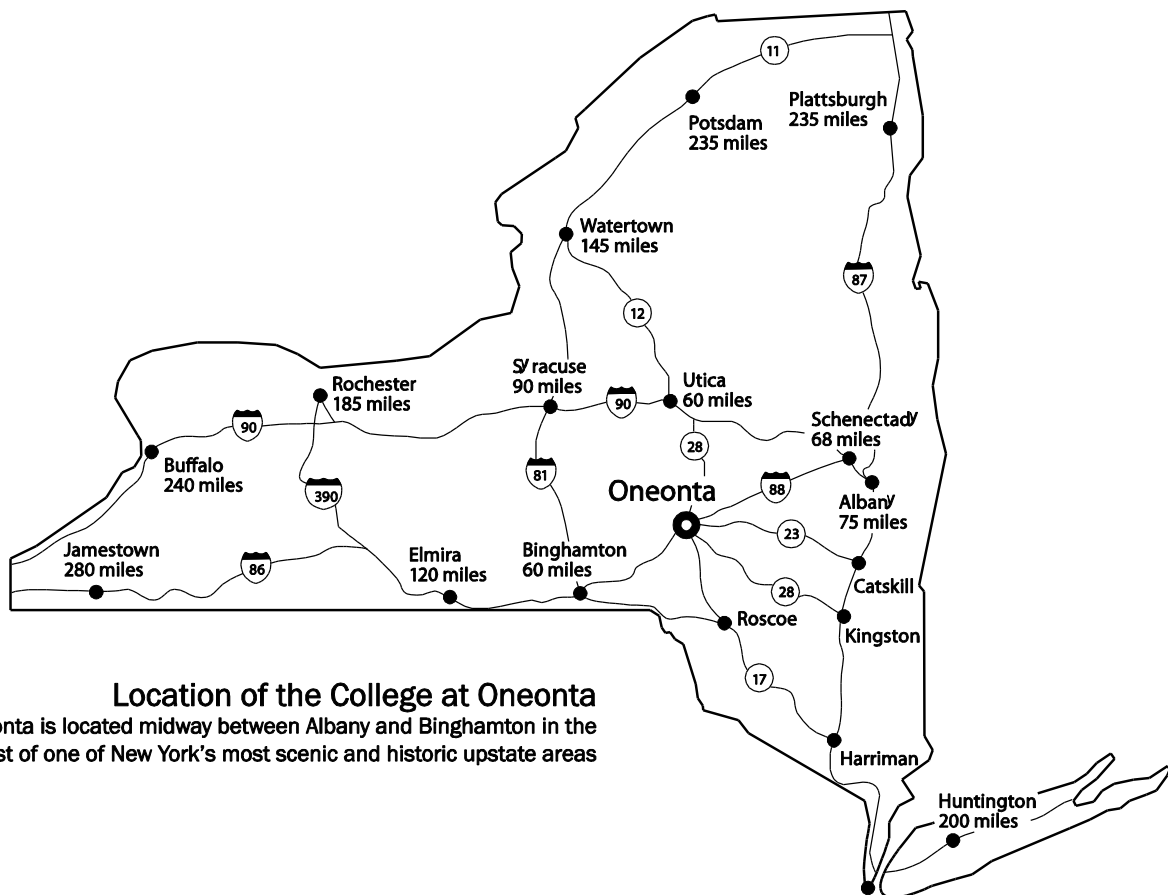
While academic instruction usually is conducted on the following national holidays, during which some administrative office may be closed.

### Fall Semester

Labor Day  
Columbus Day  
Election Day  
Veterans Day

### Spring Semester

Martin Luther King Day  
Lincoln's Birthday  
Washington's Birthday



## Location of the College at Oneonta

The College at Oneonta is located midway between Albany and Binghamton in the midst of one of New York's most scenic and historic upstate areas



# THE COLLEGE AND THE COMMUNITY

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## The Campus

SUNY Oneonta's 250-acre campus overlooks the scenic Susquehanna River Valley in central New York about halfway between Albany and Binghamton. On nearby Otsego Lake in Cooperstown, the College maintains a complex which houses its Biological Field Station and Graduate Program in History Museum Studies.

## The Oneonta Area

Visitors to SUNY Oneonta enjoy the area's natural beauty, outdoor recreational opportunities, and many historic sites. Cooperstown offers the National Baseball Hall of Fame and many museums. Within a 30-minute drive are two state parks (Glimmerglass and Gilbert Lake) and several popular ski areas. Oneonta offers a shopping mall, a distinctive downtown business community, a wide range of shops and restaurants, and convenient public transportation.

The College is located on the outskirts of the City of Oneonta. In addition to being an educational center, the city offers diverse housing, shopping, cultural, and recreational opportunities. SUNY Oneonta contributes significantly to the cultural and intellectual life of the community.

Major cultural activities at SUNY Oneonta include theatrical productions and musical events offered by student groups, community organizations, and national touring companies. Art exhibitions are shown regularly in the College galleries. A wide variety of speakers address provocative and timely topics throughout the year.

The campus is within walking distance of Oneonta's shopping district. Public transportation, connecting the campus with the City of Oneonta, runs on a regular schedule seven days a week. The city is served by Greyhound and Trailways bus companies. Chartered buses take students to and from the New York Metropolitan Area and other parts of the state for vacation periods. The Binghamton airport is about 60 minutes away, and the Albany airport is about 90 minutes away.

Weather in Oneonta is variable. Winters are usually brisk and snowy. Spring and fall bring beautiful, sunny days interspersed with occasional rain. Spring flowers and fall foliage attract many visitors to the area and make these seasons exceptionally beautiful. Warm days and cool nights make the summer sessions extremely popular.

## The College

Founded in 1889, the College at Oneonta became a charter member of the State University system in 1948. Today, it has grown into a liberal arts college with a pre-professional focus. The College is noted for an outstanding and accessible faculty, students committed to both academic achievement and community service, excellent facilities and technology, a beautiful campus with a new field house and a lighted track and field, and a modern library with exceptional electronic and print resources.

After nearly 50 years of specializing in teacher education, the College received authorization to grant baccalaureate degrees, the first of which were awarded in 1942. Since the founding of SUNY in 1948, the development of SUNY Oneonta has paralleled the growth of the State University of New York, a system that has gained a reputation for academic excellence both nationally and internationally. Also in 1948, the College initiated its special program in home economics and began graduate offerings in teacher education. Subsequently, programs were developed both in early secondary education and secondary education.

With the addition of a full range of programs in the arts and sciences in 1964, the College became a comprehensive institution. Several study-abroad programs were initiated in 1967, and the College has continued to expand learning opportunities through international study, internships, community service, and technology. Pre-professional programs prepare students for advanced degrees in law and medicine. Cooperative programs allow students to combine a degree from the College with specialized studies at other institutions.

Today, the College enrolls more than 6,000 students in 69 undergraduate majors, nine graduate programs, and several specialized certificate programs.

## Student Retention to Degree

SUNY Oneonta maintains data on graduation rates of new freshmen and transfer students. The most recent six-year graduation rate for entering freshmen has been 66 percent. The most recent four-year graduation rate for lower division transfers (those with under 56 credit hours) has been 67 percent. The most recent four-year graduation rate for upper division transfers (56 or more credit hours) has been 83 percent.

These graduation rates refer to students graduating from SUNY Oneonta. It should be noted that significant numbers of additional students transfer to and graduate from other colleges. Taking such transfers into account, the percentage of students completing a degree is significantly higher than those given above.

## Facilities

The main campus consists of 36 buildings located on 250 acres overlooking the City of Oneonta and the Susquehanna Valley. The 284-acre College Camp, located about two miles from campus, features an observatory, lodge, and outdoor recreational facilities. In nearby Cooperstown, on the shores of Otsego Lake, the College has 2,600 acres of woodland, pond, and shoreline that serve as an aquatic and terrestrial ecological research area for the Biological Field Station.

Beginning in 1949 and continuing through the 1970s, the new "upper campus" was built on a hill overlooking "Old Main," the former Normal School building that had been the heart of the campus since 1889. At first the new campus consisted of Bacon, Denison, and Morris halls, the original Milne Library, and the Human Ecology Building. In the following years the College constructed additional residence and dining halls, two science buildings, the administration building, the new library, classroom buildings, the Fine Arts building, the physical education building, the Instructional Resources Center, the health center, the Hunt College Union, and service and maintenance buildings. The College's 92,000 square-foot Alumni Field House and a five-story residence hall are the most recent additions to the campus.

*The James M. Milne Library* is an attractive, five-story building where students access information and research materials in a technology-rich environment. The library provides access to traditional library services, including research help, circulation, and interlibrary loan, and offers learning support across the disciplines through the Center for Academic Development and Enrichment (CADE) satellite. Computers and wireless access are available throughout the building.

The Milne Technology Center, opened in 2008, offers over 100 Windows and Macintosh computers with a wide range of productivity software, digital video editing suites, and a presentation rehearsal room with self-video capability. Under one roof, stu-

dents are able to retrieve information, write papers, and create presentations in a collaborative environment. Laptops are available for loan at the computer lab and printing services desk for use within the building.

Help is available in many forms. Professional library staff members offer research assistance online and in-person, as well as by telephone and e-mail. More in-depth research consultations are available by appointment. The Information Technology Help Desk, located within the Technology Center, provides walk-in, e-mail, and telephone support, and the Technology Instruction Program for Students (TIPS) offers one-on-one assistance for computing application needs.

The library is an integral part of the research and instructional activities of faculty and students. Library instruction is designed in collaboration with faculty to develop students' information literacy skills in single classes and multi-class components. The library offers the one-credit course INTD 150: Library & Internet Research in both the fall and spring semesters.

The library's Reading Room, located on the first floor, provides comfortable seating and leisure reading materials, only a short distance away from Jazzman's Café, a popular meeting place where specialty coffees and light fare are served in an inviting atmosphere.

The College's *Fine Arts Building* houses programs in the visual and performing arts. The north section of the building contains art studios, a computer art lab, and student artwork displayed along the walls. The Laurence B. Goodrich Theater and the Hamblin Arena Theater share the central section of the building with the Martin-Mullen Art Gallery and the Project Space Gallery. Extensive renovation of the Music Department's studios, music labs, rehearsal halls, and performance spaces was completed in 2011. Enhancements included soundproofing, acoustically tunable paneling, industry-grade recording equipment, and secure, climate controlled storage.

The *Evelyn R. Hodgdon Instructional Resources Center (IRC)* is designed to accommodate, support, and maintain current technology used in the instructional process on campus. It contains nine lecture halls for large classes and public service activities, two television studios used for the production of video programming both by students and professional staff, computer laboratories, and an instructional support center for faculty. The lecture halls are fully equipped "electronic classrooms" with complete computer, audio-visual, video, and large-screen projection capabilities.

*Computer Facilities* at the College provide a robust technology environment in support of student learning. A campus-wide Technology Initiative stresses the acquisition of computing skills and provides students universal access to computers and software. Supporting this commitment, the College has over 700 networked computers dedicated to student use in about 50 different labs on campus. Many of the labs, including those in each residence hall, are open seven days a week. Some computer labs support specific disciplines and offer specialized software.

All traditional classrooms are equipped with multimedia capabilities, including large-screen computer projection, slides, DVDs, CD ROMs, and other audio-visual applications to enrich the learning environment. The use of technology is supported by an Information Technology Help Desk, which provides consultation and assistance with hardware and software to students and employees of the College.

Every student on campus has access to the College's e-mail, web servers, and instructional support service through a high-speed data network. Wireless networking is available in all academic and residential buildings and some outdoor areas. Through the College's local area network and the Internet, students can register for classes, complete coursework, check grades, pay bills, and complete many other tasks.

The *Charles W. Hunt College Union* is the focal point for many College activities, including student government, leadership programs, Greek affairs, feature films and comedy shows, literary and musical performances, and current affairs programming including speakers and exhibits, as well as faculty functions and educational conferences. It has conference rooms, a lecture hall/movie theater, a snack bar, multimedia lounge, dining room, club and student organization offices, and the Red Dragon Bookstore. The Union's 900-seat ballroom is used for speakers, concerts, craft shows and special events.

The *Outdoor Resource Center*, located in Hulbert Hall, is the campus headquarters for the Outing Club and for a wide assortment of outdoor activities and wilderness programming.

One of the busiest places on the campus is the *Alumni Field House*, which features three basketball courts, a dance studio, an elevated indoor track, a weight training and fitness center, and two racquetball courts. The Dewar Arena in the field house hosts major academic, entertainment, and athletic events. In addition, the *G. Hal Chase Physical Education Building* contains a gymnasium, fitness center, handball/racquetball courts, a quarter-mile track, and a swimming pool. Tennis and basketball courts, athletic fields, and a lighted all-weather track and field are also available on campus for recreational and scheduled sports activities.

The College's 15 residence halls provide housing for over 3,000 students, while five additional buildings have office space and classrooms for other academic departments and programs. *Fitzelle Hall* houses the Education, Mathematics, Computer Science and Statistics, and Psychology Departments. *Schumacher Hall* contains classrooms for the History, English, Foreign Languages and Literatures, Geography, Economics and Business, Philosophy, Political Science, and Sociology Departments. Two well-equipped *Science Buildings* provide laboratory, classroom, office, and research space for Biology, Earth and Atmospheric Sciences, Chemistry and Biochemistry, and Physics and Astronomy, while the *Human Ecology Building* provides its department with laboratories, a CAD computer lab, Child Development Center, and special purpose rooms.

The *Morris Conference Center* is a full-service, year-round residential conference center available to college, community, business, and professional organizations. The Center is noted for excellence in service, dining, and lodging, all at very attractive rates. The Center's comfortable, climate-controlled conference rooms are equipped to support teleconferencing and a variety of audio-visual presentations. Computers with Internet access are also available.

The *Center for Multicultural Experiences*, located in *Lee Hall*, provides social, spiritual, and academic support to students of color and international students. Open to everyone at SUNY Oneonta, the CME is the perfect place for meetings, discussions, receptions, or quiet study.

## The Center for Social Responsibility and Community

The *Center for Social Responsibility and Community (CSRC)* provides students with a wide variety of volunteer and service-learning opportunities, connecting students to a rich learning laboratory of nonprofit organizations and agencies off campus. Located at Alumni Hall in Room 101C, the CSRC office is student-led. Throughout the school year, the Center hosts a number of events, beginning in the fall semester with *Freshman Service Day* when students first arrive on campus. In November, CSRC holds its *Annual Conference on Volunteerism and Social Responsibility*, partnering with neighboring institutions of higher education. Students are encouraged to participate in CSRC-sponsored activities on campus, such as American Red Cross blood drives, and American Cancer Society and Kidney Foundation fundraising events. Each May, CSRC's *Into the Streets*

event brings the campus and local community together through a full day of service that benefits area organizations and residents. Over 20% of the SUNY Oneonta student body participates in volunteer and service-learning activities, averaging 50,000 hours of community service each year in serving over 90 nonprofits and organizations in our region. Upon graduation, the Center recognizes students for their service at a ceremony attended by College administrators and faculty, with certificates and awards given to those who have reached 350, 500 or 750 hours of service.

## The Alumni Association

Established in 1890, the SUNY Oneonta Alumni Association is made up of more than 54,000 alumni who have distinguished themselves in their careers and their service to our College. The Alumni Association can provide you with the tools you need to stay connected, engaged and involved with SUNY Oneonta and each other. Ongoing involvement with the Association can help promote your career and business, increase your professional contacts and lead to other opportunities. The Office of Alumni Affairs works with the SUNY Oneonta Alumni Association Board of Directors to develop programs and services that support the Association's mission. The Office, located in Alumni Hall, Room 128, is open Monday through Friday, 8:00 a.m. to 4:30 p.m.

## The College Foundation

Established in 1982, the *College at Oneonta Foundation* raises, receives, and manages gifts and grants from alumni, parents, friends, faculty, staff, foundations, and corporations. It is governed by a volunteer Board of Directors. The principal of the Foundation constitutes nearly all of the College's endowment, which has grown to \$37million and provides financial support for scholarships, academic programs, faculty development, student research, and a wide range of other College activities. Gifts and grants are made to the College at Oneonta Foundation on an annual basis and through estate planning.

## Oneonta Auxiliary Services (OAS)

The mission of *Oneonta Auxiliary Services* is to support the College at Oneonta through our commitment to exceptional customer service as we establish, operate, manage, enhance and promote programs and auxiliary services for the benefit of the College community. OAS is governed by a Board of Directors consisting of students, faculty and administrators. Services provided either directly by OAS or through a subcontract include: College at Oneonta Dining Services, the Red Dragon Bookstore (supplies, clothing, memorabilia), Damascene Book Cellar at the Red Dragon Bookstore (textbooks), the Shipping Room, the College Camp educational and recreational facility, vending services (snacks and soda), residence hall washers and dryers, Hertz on Demand car sharing program, check cashing services, a campus debit card program and ID/dining card operation. OAS is a not-for-profit corporation that returns \$2 million annually to the College through scholarships, utilities, program accounts and capital improvements.

# ADMISSION TO THE COLLEGE

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The following information applies only to undergraduate admission. Students interested in graduate programs should consult the Graduate Bulletin. In addition to information in this catalog, many departments publish brochures that may be obtained by contacting the Admissions Office. Admission to SUNY Oneonta is based upon academic and personal qualifications, without regard to race, color, religion, national origin, marital status, sexual orientation, age, disability, or status as a veteran.

## Freshman Admission

Freshmen are defined as those students who have attempted no college course work, or whose only college courses were pursued before high school graduation. All candidates for admission to an undergraduate degree program must submit the SUNY application or the Common Application. Application materials are available online.

Applicants for both fall and spring semester admission are encouraged to submit applications as early in the fall of the previous year as possible. Spring decisions are usually made and applicants notified in early November; Fall decisions are made beginning in early December. Declaration of a major upon admission is encouraged but not required.

## Considerations in Admission

Admission decisions are based on an overall enrollment goal for the College, and the spaces available for new students. There is no single formula for the admission decision. Consideration is given to the applicant's past record of achievement, including courses taken, grades received, results of standardized achievement examinations, experiences, talents, and other factors.

Applicants must be graduates of an accredited secondary school or have evidence of equivalent education. The following distribution of high school courses is preferred:

- 4 units of english
- 4 units of social science
- 3-4 units of mathematics
- 3-4 units of science
- 3-4 units of foreign language

Most successful candidates for admission present a minimum of 16 or more units from the afore mentioned areas.

## Notification Dates and Deposit Requirements

All candidates are notified in writing of the decision from the Committee on Admissions. Spring semester applicants will be notified as their application becomes complete. Fall semester applicants are notified beginning in early December, with all applications generally receiving notification by late March. The application contains specific information on recommended application and notification dates.

After acceptance, students must submit a \$100 tuition deposit. Fall semester candidates must submit the \$100 tuition deposit by May 1, or thirty days after acceptance, whichever is later. Spring semester entrants must submit the deposit by January 2, or thirty days after the date of acceptance, whichever is later.

Accepted applicants desiring on-campus housing must submit a \$100 housing deposit. Fall semester entrants must submit the deposit by May 1, or thirty days after the date of acceptance whichever is later. Fall semester housing deposits are refundable

until May 1. Spring semester housing deposits are refundable until December 31.

After acceptance and before registration, a student must submit a Health Form to the Health Center. Health Forms are forwarded to every accepted student who submits a deposit. The services of the Health Center are available only to those who submit this form.

## Early Admission

Students wishing to enter the College at Oneonta after the junior year of high school may do so provided they meet all regular criteria and are able to clearly demonstrate that early admission will be to their educational benefit. The timetable for regular admission should be followed and the student should request that a transcript of mid-year grades be forwarded for review. In addition, students must submit a written statement from the applicant's appropriate school official stating what specific courses at the College at Oneonta must be taken to fulfill high school graduation requirements.

## Early Action

Early action is a non-binding early application/notification program for Fall freshmen. Early action applications should be submitted by November 15 and notification will be sent no later than December 31. Admissions standards for early action will vary based on an overall enrollment goal for the College and the spaces available for new students. Early action consideration will generally parallel regular admission criteria.

## Talented Student/Discretionary Admission

The College does not reserve a set number of places for entering students on the basis of talent or other subjective factors. The College does, however, recognize the diversity of talents and different backgrounds among applicants and considers information submitted by each applicant. Students should ensure that information on any extenuating personal circumstances is available when their application is reviewed. Students with special talents in any academic or performance area should see that evidence of their proficiency is on file.

## Transfer Admission

Transfer students are defined as students who have attended college after high school graduation. The College enrolls a large number of transfers each year and encourages applications from qualified applicants.

All candidates for admission to an undergraduate degree program must submit the SUNY Application or the Common Application. Official transcripts from all institutions attended must be requested by the student and submitted directly to the Admissions Office. A high school transcript or evidence of equivalent education must be provided to Oneonta by all transfer applicants. Students dismissed by another college may not be admitted until at least one calendar year has passed since the date of dismissal and students must present evidence of successful study elsewhere during that period.

Transfer admission decisions are based on an overall enrollment goal for the College and the spaces available for new transfer students. For serious consideration, a student must have a cumulative grade point average of 2.5 or better with a strong record in their major and related fields. Students who wish to major in Education must have a 2.8 GPA.

## Notification Dates and Deposit Requirements

Dates and requirements for transfers are the same as those listed for freshmen earlier in this chapter. Transfer decisions are made on a rolling basis and continue until all seats for a particular semester are filled.

## Transfer Credit Evaluation

Please refer to the section on "Degree Credit, Transfer of Credit From Other Institutions" contained in the "Academic Policies and Standards" chapter of this catalog.

## Readmits

Students who have previously attended SUNY Oneonta, and who did not earn a degree from Oneonta, should refer to the section on "Readmission" contained in the "Academic Policies and Standards" chapter of this catalog.

## Granting of Two Baccalaureate Degrees

Students wishing to receive a second baccalaureate degree from the College at Oneonta must meet all conditions in one of the following three options:

1. The student's first degree was granted by Oneonta. The second degree program must be from an academic department different from the one in which the first degree was granted and a significant amount of additional course work (approximately 30 s.h.) must be completed in the new major field.
2. The student's first degree was granted by Oneonta. The second degree program may be from the same academic department as the one from which the first degree was granted if a significant amount of additional course work (at least 30 s.h.) is required in the new major field and the department has received approval for a second degree program from the Council of Deans and the Provost.  
  
Graduates of the College at Oneonta who pursue a second degree must satisfy a 30 s.h. residency requirement and all minimum requirements for the degree in the second major. The student's transcript will reflect all courses taken at Oneonta. GPA's and credits for all undergraduate course work will be cumulative.
3. The student's first degree was granted by a college other than Oneonta. The student must complete, at a minimum, all of the College's residency requirements (at least 45 s.h.) and all minimum requirements for the second degree. The student's GPA will reflect only those courses taken at Oneonta.

## International Admissions

The State University of New York (SUNY) College at Oneonta welcomes qualified applicants from around the world. The College recognizes the intellectual and cultural contributions that international students offer while diversifying its campus. In addition to its high quality degree programs, the College is an amiable, safe, and engaging environment for over 122 degree seeking international students representing 26 countries, and growing. Additionally, exchange students from 8 countries study for a semester or academic year.

The Office of International Education (OIE) is committed to providing the highest level of service and advice related to student visa guidelines, cultural adaptation, campus quality of life, academic and professional goals, and campus and community involvement. The OIE strives to promote diversity through responsible recruitment practices and global partnerships.

The Office of International Education functions as a center for recruitment, determining admission eligibility for international applicants to its undergraduate degree programs. International

students are defined as those who currently hold or are seeking F1 or other non-immigrant visa categories authorized to engage in full-time academic studies. Eligibility for consideration of admission is based on, but not limited to: academic profile, English proficiency, qualified recommendations, best-fit for the College and intended degree program, and financial resources, among the competitive pool of applicants. Consult the Office of International Education and international undergraduate application for instructions and application deadlines. Upon admission to the College, an acceptance packet will be issued to the applicant promptly. The OIE ensures effective transition to the USA with pre-departure information and continuous communication with the student. A comprehensive international student orientation for all new, transfer, and exchange students is conducted, followed by a campus-wide orientation, upon arrival.

A minimum IBT/PBT TOEFL score of 61/500 is required for consideration of undergraduate admission or the College's requisite SAT/ACT score requirements. An iBT/PBT score of 79/550 or greater is preferred, due to the rigor of the academic degree programs. The College also accepts an IELTS band score of 6.5 (no sub-score below 6.0), ELS Language Center report score of 112, two semesters of community college coursework in good academic standing, or successful completion of an accredited ESL program in the U.S. or overseas, with TOEFL waiver. Students below the minimum English proficiency scores may be eligible for conditional acceptance and may be subject to English as a Second Language (ESL) coursework during the first semester at the College.

Supplementary English as a Second Language (ESL) courses are offered on campus, supported by a Language Lab with ESL multimedia software, The Center for Academic Development and Enrichment (CADE), Writing Center, and professional and peer tutoring services.

SUNY College at Oneonta's tuition is affordable and value-added. International students pay modest out-of-state tuition, residential life (dormitory) and fees. International scholarships are available, subject to eligibility requirements and funding.

A downloadable application is available on the Office of International website. Prospective undergraduate students should direct their inquiries or application material to:

The Office of International Education  
Attn: Director  
SUNY Oneonta  
111 Schumacher Hall  
Oneonta, New York 13820  
USA  
Tel: (607) 436-3369  
[www.oneonta.edu/academics/inted](http://www.oneonta.edu/academics/inted)

## Educational Opportunity Program (EOP)

The Educational Opportunity Program (EOP) at SUNY Oneonta serves educationally and economically disadvantaged high school graduates. The goal of EOP is to make higher education possible for students who are ineligible under traditional standards but who nevertheless have the potential for academic success. EOP provides academic support and financial support. See the chapter "Special Academic Programs" on page 40 in this catalog for programs offered by EOP.

## EOP Admission

Students applying to the College as part of EOP must:

- be residents of New York State,
- have a New York State high school diploma or its equivalent,
- complete the standard State University application form and the required EOP information form (recommended deadline for receipt of these applications is January 31),

- be approved for receipt of financial aid through EOP,
- show historic disadvantage and ineligibility for admittance to the College under regular admission standards, and
- demonstrate potential for satisfactory completion of a degree program.

Using records, recommendations, special application information, and a personal interview, an evaluation of an applicant is made taking into account data that is not considered in the traditional admission process.

The financial aid package of each individual in EOP is determined by the Financial Aid Officer. The Free Application for Federal Student Aid (FAFSA) and the EOP Supplemental application are used to determine a student's financial status. The financial aid package is based on the student's individual financial need, reflecting personal and family resources and obligations.

For information, contact the Director of Special Programs.

## **College Assistance Migrant Program (CAMP)**

The College Assistance Migrant Program, better known as CAMP, is a scholarship program designed to meet the special needs of students from migrant and seasonal farmworking families in pursuing higher education. This federally-funded program assists eligible students in applying, entering and succeeding at the University level. Students applying to the College as part of the CAMP program must qualify in one of the following ways:

- Within the last 2 years, you, your parent or an immediate family member, has performed agricultural activities, on a temporary or seasonal basis, related to: the production of crops, dairy products, poultry or livestock; the cultivation or harvesting of trees; fish farming.

~or~

- You have been, or are a current participant in the Migrant Education Program.

For more information contact Patricia Hanley, Director of the CAMP Program at 877-256-2021.

## **Deferred Admission**

Students who wish to defer their enrollment may request their admission be reconsidered for a future semester within one year of the date of their original request for admission. Applicants will be reevaluated for the requested future term and are typically offered admission for the deferred semester. Students seeking deferred admission must contact the Office of Admissions.

## **Non-Degree Students**

Undergraduate students who seek non-degree enrollment through the Office of Continuing Education do so for a number of reasons. The three main reasons students enroll through our office are 1) to qualify for eventual matriculation at this or another college or university; 2) to take courses as a visiting student from another college or university; and 3) to take courses for personal or professional enrichment.

Students wishing to pursue non-degree work follow a simplified admission procedure. An application is available from the Office of Continuing Education or on the Web

([www.oneonta.edu/academics/conted](http://www.oneonta.edu/academics/conted)). Transcripts and other supporting documentation must be supplied for the applicant to be considered for admission as a non-degree student.

Further information regarding non-degree undergraduate admission can be found in this catalog under "Continuing Education."

# UNDERGRADUATE EXPENSES

Expenses quoted in this section are current at the time of publication, however, fees and expenses may change. Students are therefore urged to view updated costs and policies at [www.oneonta.edu/admin/stacct](http://www.oneonta.edu/admin/stacct) Semester bills are issued in July for the Fall term and December for the Spring term. Bills are also available online at [my.oneonta.edu](http://my.oneonta.edu) <http://my.oneonta.edu>.

## Approximate Costs – Full-time Students

(estimated as of April 2012)

Tuition:	Per Semester
Resident Undergraduate*	\$2,785.00
Non-Resident	7,410.00
Room (double rate, includes laundry)	2,974.00
Dining Plan	1,940.00
Student Health Insurance (optional)	TBA
Comprehensive Student Fee	663.50
Transcript Fee	5.00
Orientation Fee	120.00
Non-billed costs:	
Books and Supplies	600.00
Personal, Transportation, Miscellaneous	1,200.00

## Definitions

*Full-time student:* a student enrolled for 12 or more s.h.

*Part-time student:* a student enrolled for fewer than 12 s.h.

\* *Resident:* To qualify as a New York State resident for tuition purposes, the student must: be domiciled in New York State; or have attended a New York State high school for two years or more, graduated and received a diploma, and applied for admission within five years; and/or meet other qualifications in accordance with guidelines established by the State University of New York. Students charged out-of-state tuition who are applying for in-state residency must submit a Residency Application by the last day of the semester add/drop period. Residency applications are available at the Student Accounts Office.

## Room

Room rates vary depending on dorm. If a room assignment has not been made at the time of billing, the quad rate will be billed and adjusted later if necessary.

## Dining Plan

All resident students are required to purchase the Resident Dining Plan, providing unlimited access to Mills, Wilsbach, and Hulbert dining halls. The plan includes Retail Dining Dollars for use at other venues. Additional dining options are available for Higgins Hall residents and commuter students.

## Student Health Insurance

All matriculated undergraduate and other full-time students are billed for the College's health insurance plan on their initial semester bill each academic year. Any student who has other coverage and/or does not desire to participate in the plan may opt out and remove the charge by completing the waiver section provided on the electronic or paper bill. Waiver requests are also accepted in writing or via email to Student Accounts during the first 30 days of the semester in which insurance is billed.

## Comprehensive Student Fee

This composite fee supports student services, programs, and facilities including the Counseling, Heath, and Wellness Center;

Intercollegiate Athletic programs and facilities; Technology services; and the Student Activity Card.

## Transcript Fee

This fee is billed each semester and covers all transcript requests provided by the Registrar's Office.

## Alumni Fee

The Undergraduate Alumni Fee is a voluntary payment of \$10.00 per semester for four years and results in a Lifetime Membership in the Oneonta Alumni Association. The Fee supports scholarships to undergraduate and graduate students, campus grants for student research, library acquisitions, academic excellence programs, networking events, professional development opportunities, alumni communications, and a variety of cultural, educational, and social programs that enhance our campus. It also one of the criteria considered in the determination of Alumni Association Scholarships.

## New Student Orientation Fee

All new and readmitted students must attend an orientation session. The New Student Orientation Fee is billed at the beginning of the student's first semester of attendance. The fee supports all orientation activities as well as programs offered throughout the semester to assist new students with their transition. *Note:* family members are welcome to attend a summer orientation session with their student at an additional cost.

## Dragon Dollars

Students have the option to establish a pre-paid account which can be used for purchases at the College Bookstore and other on- and off-campus locations.

## Advance Deposits

Each student who accepts admission to the College is required to pay an advance deposit of \$100. This deposit is applicable to the first semester charges. Students who pay the admission deposit and then withdraw before May 1st are eligible for a refund of the deposit.

An additional advance deposit of \$100 is required in order to request dormitory reservations. This deposit is applicable to first semester room charges.

## Expenses for Part-time Students

Tuition for New York State residents carrying fewer than 12 s.h. is \$220 (estimate) per semester hour. For nonresidents, tuition is \$597 (estimate) per semester hour. All part-time students are required to pay the College Fee of \$0.85 per semester hour, transcript fee of \$5.00, and other fees as applicable to the number of credits.

## Deferment of Expenses

Tuition, fee, room, and dining charges may be deferred based on Financial Aid eligibility as indicated on the Financial Aid Award Letter issued by the SUNY Oneonta Financial Aid Office (see Financial Aid Section on page 17 of the Catalog). Federal College Work Study salaries may not be deferred. Other credits may be deferred with documented approval such as Veterans Benefits, Alternative Student Loans, NYS College Savings Program ac-

counts, Tuition Management Systems contracts, and private scholarships.

## Clearing the Bill and Payment Options

Each initial semester bill must be "cleared" by the due date. In order to clear the bill, the student must make appropriate payment and sign the billing Affirmation Statement to accept charges and authorize financial aid payments. Clearing the bill is required to confirm enrollment and to activate financial aid disbursements, dining plan, housing placement, and other on-campus services. Class registration is cancelled for any student whose bill is not cleared by a published date before the start of the semester. Bills may be cleared by mail (check or credit card) or via the web (credit card or e-check) at [my.oneonta.edu](http://my.oneonta.edu) <http://my.oneonta.edu>. Credit card payments are accepted from Mastercard, VISA, Discover, and American Express.

The *Oneonta Installment Plan* is available to families who wish to pay their semester bill in two installments. One-half of the total plus an installment fee of \$22.50 is required by the initial due date. The balance due is billed at mid-semester. Failure to meet payment deadlines prohibits eligibility for future semesters.

## Other Fees

Administrative Fee / Late Payment Fee	\$30
Late Registration Fee	\$40
Drop/Add Fee (late course changes)	\$20
Returned Check Fee	\$20

(personal checks are not accepted after two returns)

Course Fees - additional fees may apply to particular courses that require facilities or supplies unique to the course of study.

SUNY Oneonta reserves the right to establish and collect new fees or charges for services provided; any new charges established will appear in the next printing of this publication.

## Student Internships

Standard tuition and fee rates apply to all approved student internships based on the number of credits earned.

## Past Due Balances and Collection of Unpaid Debts

The College reserves the right to place holds on records and services, which will prevent students from receiving grades, transcripts, and diplomas, accessing dining services, and registering for future semesters until all financial obligations are met. SUNY colleges are authorized to utilize private collection agencies and the New York State Attorney General's Office to collect outstanding student obligations at the end of each semester. Accounts referred for collection are subject to additional fees, interest, and court costs as appropriate.

## Withdrawals from College: Liability and Refunds

Liability for certain College expenses begins on the first day of classes. Students who withdraw are entitled to refunds of personal funds paid according to the information below:

*Tuition, Activity Fee, Alumni Fee, Athletic Fee, Health Fee, Technology Fee:* There is a seven-day liability period beginning on the first day of classes. For example, if classes begin on a Wednesday and a student withdraws prior to the following Wednesday, the refund would be calculated based on the First Week percentage.

Withdrawal During	Amount Refunded (full semester course)
First Week	100%
Second Week	70%
Third Week	50%
Fourth Week	30%
Remainder of Semester	None

A student's liability for tuition and fees is calculated at the time the student completes the official withdrawal process. Simply not attending classes does not reduce or cancel liability.

*College Fee:* refundable only if student withdraws prior to the first day of classes.

*Room:* if a student has registered and occupied a room beyond the first day of classes, then withdraws during the first four weeks of school, 75% of the room charge will be refunded. A student who withdraws during the second quarter will receive a 50% refund. Students withdrawing on or after the second half of the semester begins will receive no refund.

*Dining Plans:* Refund policy is established by Oneonta Auxiliary Services. The policy provides for a prorated refund taking into account an administrative overhead cost incurred, and the number of weeks in the semester which have passed at the time the student leaves the College. A student who withdraws from the College, or is found academically ineligible to continue after the Fall semester and prior to the beginning of the Spring semester, is not entitled to a refund for any unused declining balance amount. Similarly, any declining balance remaining at the end of Spring semester is forfeited. A copy of the refund policy is available by contacting O.A.S.

*Student Health Insurance:* refundable in full only if the student withdraws prior to the first day of classes. Otherwise, coverage will remain in effect for the balance of the plan year, even though the student has withdrawn.

*General:* a student who is dismissed prior to the end of an academic semester shall not be entitled to any refund of tuition and fees paid to the College.

*Federal Aid Eligibility:* Students are entitled to financial aid based on the percent of time in attendance. The unearned portion of aid will be calculated as of the day of withdrawal, returned to the aid program, and the student accordingly billed for any aid disbursed that was not earned. This calculation will occur whether a student officially withdraws or simply stops attending. Please consult the Financial Aid Office for further information.

*Transcript Requests:* All unpaid balances at the time of withdrawal must be paid in full before official College transcripts or grades will be released.



# FINANCIAL AID

## Policies and Procedures

SUNY Oneonta attempts to provide funding for as many students as funding levels permit. Consequently, awards are made according to financial need regardless of class year, major, or other distinctive features. New students must be accepted as a matriculated student and provided official FAFSA data before they will be considered for financial aid. A step-by-step application process can be found at [www.financialaid.oneonta.edu](http://www.financialaid.oneonta.edu)

To be considered for financial aid, students must annually file a Free Application for Federal Student Aid (FAFSA) with the processing agency at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must list the College at Oneonta with the appropriate code (002847) on the FAFSA to have the processing agency release a copy of the form to the college. Students should do this no earlier than January 1 but before March 1 of the award year. To be considered for many institutional scholarships the processed FAFSA must be received no later than March 15 of the award year. Other Financial Aid Awards are made on a first come, first served basis.

In developing the financial aid package, the College will first consider all resources the student has or can be reasonably expected to have. These resources include, but are not limited to, parental contribution, student employment contribution, student asset contributions, private scholarships, assistantships, Federal PELL Grants, State grants, and scholarships.

Once an award has been determined, the College will send an eAward notice to each financial aid recipient. If a student has questions please ask your financial aid counselor indicated on the eAward notice.

The College reserves the right to revise awards if the student receives subsequent additional resources. A revised eAward notice supersedes all previous notices.

## Student's Rights and Responsibilities

1. It is the responsibility of each prospective aid applicant to become familiar with the policies, procedures, and deadlines for financial aid.
2. It is the right of each student to request and receive an explanation of how his or her financial aid award was determined.
3. It is the responsibility of each aid recipient to notify the Financial Aid Office of any additional awards received that were not included in the original financial aid package and any other change in status.
4. It is the right of the student to review his/her financial aid folder. Students do not, however, have access to parents' financial information except with written permission.
5. It is the student's responsibility to notify the Registrar's Office of an address change.

6. It is the student's responsibility to ensure that the College receives all required forms on time.

## New York State Financial Aid

For comprehensive up to date eligibility for New York State Student Aid Programs visit [www.hesc.org](http://www.hesc.org). The combined total of all New York State Awards cannot exceed the cost of tuition. All full-time students eligible for state-sponsored financial aid awards must comply with regulations that set standards in two areas: academic progress and program pursuit. Any student identified by the Student Progress Committee or Financial Aid Office as not maintaining satisfactory progress or standing will have their financial aid revoked until they resolve their academic difficulty.

## Program Pursuit

The State Education Department (SED) regulations require students who receive State awards to complete a minimum number of semester hours or credits each semester as follows:

1. In the first year of State awards, the student must complete a minimum of 50% of a full-time load in each term. 12 s.h. is a full-time load, and to remain eligible, 6 s.h. must be completed with grades other than Withdrawal or resignation.
2. In the second year of State awards, the student must complete a minimum of 75% of a full-time load each term (9 s.h. of a 12 s.h. load).
3. In the third and fourth years of State awards, the student must complete 100% of a full-time load each term. Transfer students who have received State awards for four previous semesters must complete at least 12 s.h. each semester at SUNY Oneonta.

Failure to complete the minimum number of hours or credits in a given term renders the student ineligible for State financial aid in the following term, or until additional hours are completed to reach the minimum level.

## Waivers

Students who fail to complete the required number of hours, or fail to maintain the required GPA may remain eligible for financial assistance by obtaining a waiver. The SED regulations allow for only one waiver during a student's undergraduate and graduate career. According to SED waiver guidelines, a student may ask for and receive the waiver if good reason (death in family, adverse family economic conditions, etc.) is presented for the deficiency in the student's record and the student is expected to make minimum progress thereafter. The waiver is not given automatically and the student must consent to its use.

## Academic Requirements for New York State-Funded Aid

Calendar: Semester

Program: Baccalaureate

	1	2	3	4	5	6	7	8	9	10
Before being certified for this payment										
A student must have earned this many credits	0	6	15	27	39	51	66	81	96	111
With at least this Grade Point Average (GPA)	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0
With grades of A, B, C, D, or E for at least this many credits	0	6	6	9	9	12	12	12	12	12

## New York State Financial Aid Programs

**Tuition Assistance Program:** The New York State Tuition Assistance Program provides awards to eligible, full-time, undergraduate and graduate students. Awards are for New York State residents and are based on applicant/family New York State net taxable income. Eligible applicants must:

- study full time (12 credits per semester),
- be a New York State resident,
- be either a U.S. citizen, or eligible noncitizen,
- be charged tuition of \$200 or more per year,
- be matriculated in an approved program of study in New York State,
- maintain good academic standing,
- not be in default on a student loan guaranteed by NYSHESC and not be in default on any repayment of State awards,
- and declare a major by the time 56 s.h. are earned.

Students must apply annually for this grant. Students first complete the FAFSA and then a TAP on the web application. Applications must be completed by the student and parents and submitted to [www.hesc.org](http://www.hesc.org) no later than May 1 of the academic year for which the award is intended. NYSHESC calculates the award and sends the student an award certificate.

Award amounts may change for any given academic year due to legislative action. Undergraduate students may receive TAP for up to 4 years (8 semesters) of undergraduate study; 5 years if in an approved 5-year program. Students enrolled in 2-year associate degree programs cannot receive more than three years of TAP. The total limit is 8 years (16 semesters) of combined undergraduate and graduate awards.

NYSHESC also offers other awards, including but not limited to: Award for Child of Veteran, Vietnam Veteran Tuition Awards, World Trade Center Memorial Scholarship, NYS aid to Native Americans and Memorial Scholarships for Families of Deceased Police Officers and Firefighters. Complete listing of award and current instructions can be found at [www.hesc.org](http://www.hesc.org)

For any state scholarships, students may contact NYSHESC, 99 Washington Avenue, Albany, NY 12255, call 1-888-NYSHESC, or visit [www.hesc.org](http://www.hesc.org)

**Aid for Part-Time Study (APTS):** This program provides awards for New York State residents studying part-time in an undergraduate program at participating degree granting schools in New York State. Part-time study is defined as at least 3 but less than 12 semester hours per semester. Recipients apply to and are selected by the participating institution, usually the Financial Aid Office. Award amounts may range from \$100 to \$2,000 per year. Students must apply annually with the APTS application, which is available at the Financial Aid Office. A student must meet certain criteria to be eligible. Refer to [www.hesc.org](http://www.hesc.org) for current criteria or contact a SUNY Oneonta Financial Aid Adviser.

## Federal Financial Aid

For comprehensive up to date eligibility for Federal Student Aid Programs visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov) Like New York State financial aid regulations, Federal regulations place eligibility standards on academic progress and program pursuit. The accompanying chart illustrates Federal financial aid eligibility regulations. As an example, a student must accrue at least 30 credits and earn a GPA of 1.4 before receiving the fifth Federal financial-aid payment. Students who fail to meet the academic progress and program pursuit requirements will be disqualified from Federal financial aid until they resolve their academic difficulty.

## Federal Financial Aid Programs

**Federal PELL Grant Program:** Students may receive a Federal PELL Grant payment for up to 12 semesters. To be eligible, a student must be a citizen or a permanent resident of the United States matriculated in a degree program taking at least 6 s.h. per semester. Also, a student cannot be in default on a previously borrowed educational loan or owe a refund on a previous grant.

Students use the FAFSA to apply at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The application must be submitted no earlier than January 1 for the next academic year and no later than May 1 during the academic year for which aid is sought.

In cases where significant family financial changes occur because of disability; total unemployment, separation/divorce, or death of the major wage earner, a Special Circumstances calculation may be used to reflect these changes. Students whose families experience these changes should contact the Financial Aid Office for assistance.

**Federal Supplemental Educational Opportunity Grant (SEOG):** SEOG provides financial assistance to students who would not be able to attend the College without the benefit of this grant. Eligible students must be citizens or permanent residents of the United States enrolled in an undergraduate degree program for their first bachelor's degree and be taking at least 6 s.h.

Through use of the FAFSA and other supporting documents, the College selects the recipients of Federal Supplemental Grants. The awards range from \$100 to \$4,000 per year, not to exceed one-half of the cost of education. A student may not receive over \$8,000 for four undergraduate years. Students may receive Supplemental Grants (not exceeding \$10,000 total) for five years if they are enrolled in a designated five year program or a program of remediation.

**Federal Perkins Student Loan Program:** This loan program enables eligible students to borrow long term low interest (5%) educational loans. Students may borrow up to \$20,000 for undergraduate work and up to \$40,000 for all graduate and undergraduate work combined. Students may borrow only \$4,000 for each year of undergraduate study. Through use of the FAFSA and other supporting documents, the College selects the recipients for this program. Eligible students must be citizens or permanent residents of the United States and be enrolled half-time or more.

For borrowers who received their first Perkins Loan after July 1, 1987, repayment begins nine months after termination of study. The student may have up to 10 years to repay the principal and interest depending on the amount borrowed. Deferment of payment may be secured if the student continues as a half-time matriculated student, obtains certain types of active military service, Peace Corps or VISTA service, or if the borrower becomes unemployed. Deferment provisions are explained during the Exit Interview. See the accompanying chart for a sample repayment schedule (at 5% interest).

**Federal Work Study Program:** The College at Oneonta participates in this Federally sponsored work program and identifies eligible students through the use of the FAFSA and other supporting documents. Job placement occurs after the student has been awarded work study. Eligible students must be citizens or permanent residents of the United States and enrolled at least half-time in a degree program. Students may be employed on or off campus and are paid every two weeks.

**Federal Stafford Loan:** Federal Stafford Loans are low interest loans the student borrows in their name. Students may apply for a subsidized or unsubsidized Stafford Loan by submitting a FAFSA. The results of the need analysis form must be on file in the Financial Aid Office. First time borrowers will be emailed instructions on how to complete an electronic Master Promissory Note

(MPN). When the loan is approved, the student will receive a notice of approval.

Eligible applicants must be citizens or permanent residents of the U.S. admitted to or enrolled at least half-time as a matriculated student. Students who demonstrate financial need may have part of the Stafford Loan subsidized, meaning no interest accrues on the subsidized portion of the loan during the in-school period. Students may borrow up to \$5,500 per year as freshmen (\$3,500 of which may be subsidized if need is determined), \$6,500 as sophomores (\$4,500 of which may be subsidized), and \$7,500 each for the junior and senior years (\$5,500 of which may be subsidized). In no case may a student borrow more than \$31,000 as a dependent student (\$57,500 as an independent student) for undergraduate study or \$138,500 for all years of study (both graduate and undergraduate).

All of the same provisions of the Subsidized Loan apply to the Unsubsidized Loan except the borrower accepts responsibility for the interest payment or deferment while attending college.

**Federal PLUS Loans:** Graduate students or parents of undergraduate students may borrow up to the cost of attendance minus other financial aid to be repaid beginning 60 days after receipt of funds. At the borrower's choosing, a deferral of repayment may be requested from the Federal Direct Loan Program.

**Financial Aid to Native Americans:** Eligible applicants must be one quarter American Indian, Eskimo, or Aleut; enrolled as a member

of a tribe, band, or group recognized by the Bureau of Indian Affairs; enrolled in or accepted for enrollment in an approved four year degree program; and have financial need. Students must apply to the Bureau of Indian Affairs each year, submit a tribal enrollment certification, and file the FAFSA. Additional information may be secured from: U.S. Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523, 100 South Clinton Street, Syracuse NY 13202.

**Federal TEACH Grant Program:** TEACH is a grant with a teaching service obligation that provides up to \$4000 per academic year for full time study to students in education majors. In exchange for the grant, the student must agree to obtain employment and serve as a full time teacher in a high need field (currently defined as Bilingual education and English language acquisition, Foreign language, Mathematics, Reading specialist, Science, Special education) in a school serving low income students for at least four academic years within eight years of completing the program of study. If the student does not satisfy the service obligation, the amounts of the TEACH Grants received are treated as a Federal Direct Unsubsidized Stafford Loan and must be repaid with interest. SUNY Oneonta has defined the Oneonta majors eligible to participate in this program on our [www.financialaid.oneonta.edu](http://www.financialaid.oneonta.edu) website.

## Academic Requirements for Federally Funded Aid

**Calendar: Semester**

**Program: Baccalaureate**

Before being certified for this payment	1	2	3	4	5	6	7	8	9	10	11	12
A student must have earned this many credits	0	3	9	18	30	42	54	66	78	90	102	114
With at least this Grade Point Average (GPA)	0	.5	.75	1.2	1.4	1.5	1.6	1.7	1.8	1.9	1.95	2.0

## Examples of Typical Payments for Perkins Loan Repayment

Total Loan Amount	Number of Payments	Approximate Monthly Payment	Total Interest Charges	Total Repaid
\$4,000	120	\$42.43	\$1,091.01	\$5,091.01
\$5,000	120	\$53.03	\$1,364.03	\$6,364.03
\$15,000	120	\$159.10	\$4,091.73	\$19,091.73

# STUDENT LIFE

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## Student Development

The mission of the Student Development Division is to facilitate student engagement in learning and personal development by providing exceptional enrollment services, co-curricular programs and support services, and fostering a safe and diverse living/learning community.

The Student Development Division contains the following departments: Admissions, Academic Advisement, Intercollegiate and Intramural Athletics, Career Development and Student Employment, College Assistance Migrant Program, Counseling, Disability Services, Educational Opportunity Program (EOP), First Year Experience (FYE) and Orientation, Financial Aid, Health and Wellness, Hunt College Union and Student Activities, Judicial Affairs, Office of Multicultural Student Affairs, Residential and Community Life, and University Police.

The Office of Student Development assists students who are withdrawing from the College, taking leaves of absence, or have prolonged absences from classes. The office assists students in problem solving, makes referrals to other student services as needed, and collects documentation on behalf of students.

## Campus Safety Report

In compliance with the federal law, Title 11 "Campus Crime Awareness and Campus Security Act", SUNY Oneonta provides reports about campus safety and security programs, incidents of crime on campus, and information regarding registered sex offenders. In accordance with changes to the Higher Education Opportunity Act (P.L. 110-315) in 2008, the College annually includes information on campus fire safety procedures and standards. This report is available on line at: <http://www.oneonta.edu/admin/police/pages/safety.asp>.

You may obtain a paper copy of this report from the Vice President for Student Development, 119 Netzer Administration Building, State University of New York College at Oneonta, Oneonta, New York 13820, 607-436-2513, and at these additional locations:

- Admissions Office, Alumni Hall, State University of New York College at Oneonta, Oneonta, New York 13820, 607-436-2524;
- University Police Department, Alumni Hall, State University of New York College at Oneonta, Oneonta, New York 13820, 607-436-3550;
- At our University Police website ([www.oneonta.edu/admin/police/](http://www.oneonta.edu/admin/police/)) at the tab labeled Campus Crime Report;
- Multicultural Student Affairs, 119 Netzer Administration Building, State University of New York College at Oneonta, Oneonta, New York 13820, 607-436-3353;
- Campus crime statistics are available from the United States Department of Education web site at <http://ope.ed.gov/security>.

Information concerning registered sex offenders is transmitted to the campus by the New York State Department of Criminal Justice Services (DCJS) and may be obtained from the Chief of Police, c/o University Police Department, or on the University Police website.

## Orientation

The primary purpose of our orientation program is to introduce new students and their families to the SUNY Oneonta community. Students and their families will have the opportunity to meet and

talk with a variety of academic and student support personnel. Students will meet other students and begin the process of making the transition to their new environment. Along with this fostered interaction, students will receive academic information, engage in individualized academic advisement, register for courses, be assigned an advisor, and receive a College at Oneonta student identification card.

Students accepted for the Fall term attend either a Summer Orientation session or the August Orientation session immediately prior to the start of classes. Students accepted for the Spring term attend orientation in January prior to the beginning of classes.

## Housing

The College's residence facilities consist of 15 non-smoking halls that provide living arrangements with one- to six-student occupancy styles. A variety of optional lifestyles are offered for students to choose from. The halls are self-contained units where the daily needs of students can be conveniently met. There are washing machines and dryers, as well as vending machines in each hall. Lounges are equipped with study space and recreation rooms have televisions and a variety of recreational equipment. Every bedroom is equipped with voice, cable, and data connections. Additionally, each residence hall has at least one computer lab.

Staffing for the residence halls consists of one full-time professional Residence Hall Director, who is a student development specialist. An upperclassman known as a Resident Advisor lives on each floor/ section to personally integrate student life services in the immediate environment. A concerted effort is made to aid students in the development of positive social behavior and good study habits, rather than to exercise close supervision of the individual.

The College believes that all freshmen and sophomores should live in the residence halls. Students living on campus must contract for one of the dining hall meal plans. This system is flexible, providing a variety of choices in food selection, meal times, and sites. It is the student's responsibility to initiate and follow through on the procedures necessary to secure housing and meal plans. Inquiries about campus lifestyle options should be directed to the Residential Community Life Office.

## Privately-Operated Off-Campus Housing

The College does not own or operate any off-campus housing, nor does it inspect or approve available housing, or become involved in private landlord-tenant matters. However, to assist students and faculty, the Residential Life Office does maintain some listings and informational services regarding available private housing for rent.

## Student Health Services

**Appointments:** Services at the Student Health Center are available to all registered students. Students are encouraged to make appointments, which can usually be scheduled within 24 hours of calling. If a student prefers to be seen without an appointment, a registered professional nurse makes an evaluation and recommends follow-up care. Waiting times for walk-in services vary and are difficult to estimate.

**Providers:** Services at the health center are provided by a physician, nurse practitioners and registered professional nurses.

**Health histories and immunizations:** New York State Department of Health requires the college to monitor the vaccine status of all

registered students. Therefore, it is mandatory to provide a copy of immunization records to the Health Center within 30 days of the start of your first semester in attendance at SUNY Oneonta. This includes measles, mumps and rubella, and meningitis information. Students who fail to provide these records will be stopped from registering for classes and status as a registered student at SUNY Oneonta may be affected. It is also strongly recommended that, prior to receiving services at the Health Center, students submit a completed health history that includes a recent physical.

**Services and fees:** Student Health Center services are covered under the comprehensive fee and include the following for no additional charges: assessment and treatment for medical illnesses, minor injuries, nebulizer treatment, cryo-surgery, comprehensive male and female reproductive health, follow-up and counseling for chronic illnesses and healthy life-style assessment, referrals to specialty care, limited on-site laboratory testing, limited prescriptions and over the counter medications, annual influenza injections and health education programming.

*The following services are available for an additional nominal fee:* several types of contraception, sexually transmitted disease testing, Hepatitis B and Meningitis vaccinations. If a student needs comprehensive laboratory or x-ray services, the hospital that provides the services will bill the student or parents directly. Specialty medical care and emergency services are available in the community and at local hospitals.

## Office of Health Education

The Office of Health Education is a division of Student Health Services at SUNY Oneonta and is dedicated to fostering a campus climate that promotes low-risk choices, harm reduction, social norming and disease prevention. The Office of Health Education encourages students to work toward optimal wellness through the following services:

**Wellness Outreach Programs:** The Office of Health Education offers a variety of outreach program that include: Wellness Series Events, Health Awareness Weeks, workshops and presentations for Residence Halls, campus clubs, organizations and/or athletic teams and a monthly health newsletter. Programs include but are not limited to the following topics: dimensions of wellness, sexuality, alcohol and other drugs, tobacco, nutrition and exercise, relationships, body image, eating disorders, contraception, sexually transmitted infections including HIV/AIDS, sexual assault, relationship violence, grief and loss, stress management, diversity and violence. Smoking cessation support is also available to students through this office.

**Advocacy:** The health educator acts as an advocate for students concerning any issues regarding personal health and health care. Students are encouraged to stop in Room 110 at the Counseling, Health & Wellness Center to discuss a health-related issue or concern.

**Peer Health Education:** The peer education group, C.H.O.I.C.E.S. (Choosing Healthier Options in a College Environment Successfully), exists on campus to help promote wellness issues for the entire campus community. CHOICES is one of the component groups of the Oneonta Peer Educator Network (OPEN). All OPEN members receive peer educator training based on the model developed by the nationally recognized Bacchus Network. Interested students should contact the health educator at 436-3540.

**Wellness Resources:** The Office of Health Education is a clearinghouse of information concerning a variety of health topics. Members of the college community may access materials, including pamphlets, posters, videos and books. The health educator acts as a resource person and consultant for students requesting topical materials for class work, service projects or personal use.

**Internships:** Students have the opportunity to earn one to three credits working with the Office of Health Education. Internships can focus on specific health topics or provide a broader view of health promotional activities on the college campus.

For more information please visit us on the web at [www.oneonta.edu/development/wellness](http://www.oneonta.edu/development/wellness) or call 436-3540.

## Services for Students with Disabilities

The College at Oneonta is committed to ensuring access and equity to all students. Students diagnosed with a disability may be entitled to a wide array of accommodations to meet specific needs. These needs are supported through individualized accommodation plans formulated in a collaborative effort by the director of Student Disability Services (SDS) and the student. These plans must be supported by a current evaluation from an appropriate professional. Accommodations may include, but are not limited to, classroom assistance, testing assistance, adaptive technology and individualized accommodations as needed. It is strongly suggested that all new students register with SDS at the beginning of their first semester.

## Counseling Center

The Counseling Center, located in the Counseling, Health and Wellness Building, provides supportive, collaborative, professional counseling for students. When young adults leave home for college, they face many challenges. They may find themselves coping with feelings of stress, anxiety, sadness, or loneliness. There are developmental challenges such as missing home, making new friends, having romances, going through breakups, experiencing loss, learning how to study, worrying about friends and family at home, making career decisions and life style choices. Students face difficult decisions about serious issues such substance use, sexuality, and coping with prejudice. These feelings, challenges, and stresses can interfere with the academic and social goals of students. Talking with a counselor can help students to cope while they learn new strategies and techniques for problem solving. Counseling can help students frame problems in ways that lead to solutions, and help to minimize the negative academic consequences of poor choices and help to clarify values related to career and lifestyle choices.

- Students are seen by appointment on a voluntary basis.
- Counseling is confidential.
- There is no charge.

In addition to providing counseling services, counselors also offer consultation to friends, roommates and family members who may be concerned about a student. Confidential information cannot be discussed, but counselors can help to evaluate concerns, discuss options, and assist in problem solving. Reach the Center by calling 436-3368 or by visiting the Counseling Center's website.

## Career Development Center

The Career Development staff is professionally trained to assist students and alumni in career decision-making, career planning, job search, and graduate school search. The Center's philosophy is to encourage and enhance student development through career counseling, workshops, and support services. Services are available to current students and alumni. Specific services include:

1. **Career Counseling** appointments are scheduled daily to help students work through concerns or problems associated with any aspect of career development.
2. **Discover**, a computer-based career guidance system, helps students analyze their interests, skills, values and to explore career options.

3. The Center's *Career Library* maintains resources in a number of areas for Exploring Careers, Job Searching and Exploring Educational Alternatives.
4. *Career Development Center Staff* is available to present a variety of career topics to halls, classes, clubs, organizations, honor societies, fraternities and sororities.
5. The Center produces, receives, and subscribes to many different vacancy listings. Job seekers can identify which listings are most appropriate in their fields, and monitor them regularly by visiting the office or DragonLink.
6. *On Campus Recruitment* events are scheduled through the Center during fall and spring semesters. Representatives from graduate/professional schools, business and industry, education, and government visit the campus to hold information sessions and interviews. Interested students should view the calendar of events on the Career website or stop by the office for last minute additions.
7. *Internship Opportunities*: In partnership with faculty internship coordinators the Career Development Center Internship Coordinator provides local and regional outreach to representatives of organizations offering experiential learning opportunities. Internship information is disseminated to students through [DragonLink](#). Students are required to first meet with Faculty Internship Coordinators to discuss academic requirements.
8. *Summer Opportunities Fair*: This annual Spring Semester event provides a venue to learn about potential jobs and internships, career paths and organizations, and to network with employers. Student registration is not required. However, it is encouraged that students submit professional documents to CDC Staff for review prior to the event. Professional attire is recommended.
9. *Credential Files* are maintained for students and alumni to support their efforts to obtain employment or admission to graduate/professional school. Students must initiate and update the file by picking up a "credential registration packet" at the Center.
10. The *Student Employment Service* is available to all currently enrolled students seeking part-time jobs on or off campus. As this is an on going service, students are encouraged to check job listings regularly.
11. *Mock Interviews* are scheduled with a career professional for students who would like to practice their interviewing skills. Students have the opportunity to practice answering typical interview questions while being videotaped which will then be reviewed to discuss areas needing improvement.
12. *Resume and Cover Letter* critiques are offered to students and alumni who need to improve the appearance and content of their resume and/or cover letter when applying for jobs, internships and scholarships. The resumes and cover letters may be dropped off and picked up typically within 48 business hours.
13. An annual *Graduate and Professional School Fair* is offered in the fall semester with an average of 50 schools in attendance.
14. For undecided freshman and sophomores, the Center offers PROF 100, Survey of Career Fields, a 1 credit, 5 week mini course in which students learn about themselves and career options through inventories, structured assignments and exercises.
15. *Career Development Website* is a comprehensive site that offers many office services online to help cater to students' hectic 24/7 lifestyle. There are interactive career related videos and podcasts, an online job searching database, 'what can you do with a major in...' packets, as well as information

on all of the aforementioned services. The site can be accessed at [www.oneonta.edu/career](http://www.oneonta.edu/career)

## The Student Association

The Student Association uses the Student Activities Fee that all undergraduate students pay to fund campus organizations, intramural athletics, concerts, lectures, movies, plays, the campus newspaper, radio station, "Red Dragon Safe Escorts," a portion of College Camp, scholarships, and free legal advice. The Student Association also funds the OPT bus service from campus into the city and to Southside Oneonta. The Student Association is managed by an elected student government, and all fee-paying students are qualified to seek a position in any one of the three governmental areas (Senate, Judicial, and Executive Board), as outlined in the Student Association Constitution. The Student Association is also the primary liaison between the administration/faculty and the student body. If students ever have a concern, they are highly encouraged to let the Student Association know by coming to a meeting (6:30 Tuesdays in the Waterfront) or e-mailing [SA@oneonta.edu](mailto:SA@oneonta.edu)

Organizations of the Student Association include academic clubs, cultural enrichment organizations, musical and performance organizations, special interest and recreational groups, and men's and women's intramural sports. A complete list of clubs and organizations is available on the college website. Please visit the SA website at <http://mySA.oneonta.edu> The SA is "for students and by students"—and student participation is encouraged and vital!

# ACADEMIC PROGRAMS AND DEGREES

## The Academic Divisions

The undergraduate curriculum offerings of the College are divided into three major curricular areas: Behavioral and Applied Science, Fine Arts and Humanities, and Science and Social Science. Requirements for curriculum majors are shown in detail under their respective departmental headings in the chapter, "Academic Departments, Programs, and Courses."

## Degrees Offered

The chart on the next page details the major degree programs for undergraduates at the College at Oneonta. These degree programs appear on the Inventory of Registered Degree Programs maintained by the New York State Education Department. Students enrolled in any of these programs, and who qualify for financial aid, are eligible for any financial aid programs administered by the College at Oneonta.

## Teacher Education Programs

Students interested in teaching may consider a number of program options leading to certification. The four-year undergraduate college program leads to the initial teaching certificate. This certificate is valid for five years. It is then necessary to earn a master's degree for professional certification. All programs are accredited by the National Council of Accreditation of Teacher Education (NCATE).

When reviewing programs it should be noted that the elementary programs require a 30 s.h. concentration in a content area. The adolescence programs require a major or its equivalent in a content area.

### Options Available

#### I. Early Childhood Education

This program leads to a baccalaureate degree and initial certification for teaching early childhood education (birth-grade 2). A 30 s.h. concentration in one of 13 different concentrations which are aligned with the New York State Learning Standards is required.

The program is designed to prepare the teacher to create a productive learning environment; plan and execute instructional activities; monitor and assess student learning; address the special developmental and educational needs of students in the pre-school and primary grades. Field experiences and student teaching in both the lower primary and pre-school levels are included.

#### II. Childhood Education

This program leads to a baccalaureate degree and initial certification for teaching grades 1-6. A 30 s.h. concentration in one of 13 different concentrations which are aligned with the New York State Learning Standards is required.

This program is designed to prepare the teacher to create a productive learning environment, plan and execute instructional activities; monitor and assess student learning; and address the special and developmental needs of students in the lower and upper elementary grades. Field experiences and student teaching at both levels are included.

#### III. Early Childhood/Childhood Education Dual Certificate

This program leads to a baccalaureate degree and initial certifications for teaching early childhood education (Birth-grade

2) and childhood education (grades 1-6). A 30 sh. concentration in one of 13 different concentrations which are aligned with the New York State Learning Standards is required. This dual certificate program may take more than four years to complete because it requires two semesters of methods. Field experiences and student teaching at both levels are included.

#### IV. Adolescence Certification for Grades 7-12

This certification requires completion of one of the following programs: Family and Consumer Science Education (all grades), Biology Education, Chemistry Education, Earth Science Education, English Education, French Education, Mathematics Education, Physics Education, Social Studies Education, and Spanish Education. Each program includes courses in professional education, content, and related work. Professional education consists of a sequence of courses that aids the preservice teacher in the knowledge, comprehension, and application of the skills and strategies professional educators judge to be necessary to be an effective teacher. Each program involves over 100 hours of field experience prior to student teaching and college-supervised student teaching in both the middle level and high school grades.

The programs are designed to prepare the teacher to create a productive learning environment; plan and execute instructional activities; monitor and assess student learning; address the special developmental and educational needs of diverse student populations; effectively integrate technology; and be reflective, self-directed lifelong learners.

## Acceptance into Teacher Education Programs

The number of students accepted into teacher education programs at Oneonta depends upon several factors that may vary by academic year:

- the space available in any particular program;
- the needs of the teaching profession;
- the likelihood of success of individual applicants.

Consequently the Education Division reserves the right to:

- determine the grade point average necessary to be admitted and to be retained in a teacher education program;

Details regarding acceptance, retention, and completion of education programs can be found in the Education Division section of this catalog.

## Transfer Policy

EDUC/EPsy courses may not be more than five (5) years old.

Required courses in other content areas may not be more than ten (10) years old.

Courses listed on the teacher education transfer template as not accepted by Oneonta can be reviewed by the appropriate department chair to determine whether additional work completed can be substituted for the required courses.

## Degrees Offered by the College at Oneonta

Programs/Majors	Degrees		Hegis <sup>1</sup> Code			
	B.A.	B.S.				
<i>Elementary Education</i>				Computer Art		
Early Childhood Education				Computer Science <sup>4</sup>	X	0701
(birth - grade 2) <sup>4</sup>		X	0823	Criminal Justice	X	2100
Childhood Education				Earth Science	X	1917
(grades 1-6) <sup>4</sup>		X	0802	Economics	X	2204
Early Childhood/ Childhood Education				English	X	1501
Dual Certificate				Environmental Sciences <sup>4</sup>	X	0420
(birth - grade 6) <sup>4</sup>		X	0802	French	X	1102
<i>Adolescence Education (grades 7-12)</i>				International Development Studies	X	2210
Biology		X	0401.01	International Studies	X	2210
Chemistry		X	1905.01	Geography <sup>2</sup>	X	2206
Earth Science		X	1917.01	Geology	X	1914
English		X	1501.01	Gerontology Studies	X	4903
Family & Consumer Sciences Ed (K-12)		X	1301.01	History	X	2205
French		X	1102.01	Mass Communications <sup>3 4</sup>	X	0601
Mathematics		X	1701.01	Mathematics	X	1701
Physics		X	1902.01	Meteorology	X	1913
Social Studies		X	2201.01	Music	X	1005
Spanish		X	1105.01	Music Industry	X	1004
<i>Human Ecology</i>				Philosophy	X	1509
Child and Family Studies	X	X	1305	Physics <sup>4</sup>	X	1902
Dietetics		X	1306	Political Science	X	2207
Food Service and Restaurant Administration		X	1307	Professional Accounting	X	0502
Fashion and Textiles <sup>4</sup>			1303	Psychology	X	2001
(emphasis in Apparel & Textiles, Fashion Design/Marketing (FIT or non-FIT Affiliation) <sup>4</sup>		X	1301	Sociology	X	2208
General			1301	Spanish	X	1105
Africana & Latino Studies <sup>5</sup>	X		2211	Statistics	X	1702
Anthropology	X		2202	Theater	X	1007
Art <sup>4</sup>	X	X	1002	Water Resources	X	1916
Biology		X	0401			
Business Economics		X	0517			
Chemistry	X	X	1905			
Communication Studies	X	X	1506			
	X	X	1002			

<sup>1</sup> The College at Oneonta's undergraduate curriculum offerings are classified as falling within these HEGIS codes. The codes are used primarily for reports to external agencies. They are for institutional reporting only.

<sup>2</sup> Only General Geography can be taken as a B.A. program. Geographic Information Systems, and Urban and Regional Planning are B.S. only.

<sup>3</sup> The Production Track is B.S. only. The Media Studies Track is B.A. only.

<sup>4</sup> Students required to declare a concentration with this major.

<sup>5</sup> Students may choose to follow the Africana or Latino track.

## College at Oneonta Annual Institution Report

### New York State Teacher Certification Examinations Provisional Certificate Program Completers

Number of Pro-gram Completers*		L.A.S.T.†				A.T.S.-W.‡			
		Tested		Passed		Tested		Passed	
		No.	%	No.	%	No.	%	No.	%
2008/09	254	250	91	250	100	251	99	251	100
2009/10	227	225	97	225	100	220	97	220	100
2010/11	241	240	99	240	100	230	95	230	100

By Federal Regulation, current test results have been submitted to the U.S. Department of Education and will be published following their review of the data.

\* Number of completers of the institution's teacher education program(s) leading to an initial teacher certificate.

† Number and percent who took/passed the NYSTCE Liberal Arts and Sciences Test.

‡ Number and percent who took/passed the NYSTCE Assessment of Teaching Skills - Written.



## Human Ecology Programs

### Human Ecology: General Emphases

This major leads to a B.S. degree. Students may choose a general program or a program in Fashion and Textiles. Detailed curriculum guides are outlined in the Human Ecology Department entry in this catalog.

### Family and Consumer Sciences Education

See the "Adolescence Education" section on page 111 in this catalog.

### Fashion and Textiles: FIT 3-1 Program

This is a dual degree program whereby Fashion and Textiles majors complete the first three years at SUNY Oneonta and the final year at the Fashion Institute of Technology (FIT) in New York City. Students completing the program obtain a B.S. Degree in Fashion and Textiles from SUNY Oneonta and an Associate of Applied Science (A.A.S.) degree from FIT in one of the following areas: Accessories Design, Communication Design, Fashion Design, Jewelry Design, Textile/Surface Design, Advertising and Marketing Communications, Fashion Merchandising Management, or Textile Development and Marketing. *Note:* Students in the 3-1 FIT program must complete specific program requirements before applying to FIT. Acceptance to FIT is competitive. Minimum overall GPA 3.0.

### Child and Family Studies

The major in Child and Family Studies provides students with a life-span human development focus for working with children and families. Coursework emphasizes the dynamics of interpersonal relationships within diverse families and other social contexts. Students who select this plan of study will be well grounded in a liberal arts education as well as aided in the development of skills and knowledge that are focused toward understanding and improving the lives of children and families.

### Dietetics

The Dietetics Program prepares students to meet the educational requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Knowledge gained can be applied to many aspects of dietetics, including administration of food service systems and/or becoming part of a health care/wellness team. Detailed curriculum guidelines are listed in the Human Ecology Department entry in this catalog.

In addition, an ACEND accredited supervised practice experience and passing a registration examination are required to become a registered dietitian. Supervised practice experiences are nationally competitive.

### Food Service and Restaurant Administration

The Food Service and Restaurant Administration major provides students with a substantial academic and practical background in hospitality management, business economics, and Liberal Arts courses. Detailed curriculum guidelines are listed in the Human Ecology Department entry in this catalog. Students can develop leadership abilities and professional/technical depth, two keys to success as a hospitality manager.

A diversity of career possibilities exist in the hospitality profession. Graduates have careers as restaurant managers, hotel managers, catering directors, marketing directors, events planners, resort managers, sales directors and college and business foodservice management.

## Preprofessional Programs

The College offers a series of Preprofessional Programs to prepare students for admission to schools of law, medicine, dentistry, and veterinary science. All students in the Preprofessional Programs must declare a primary major. The Preprofessional Programs are considered to be concentrations within the student's major.

### Prelaw

The Prelaw program at the College at Oneonta is primarily an advisement program. There is no specific major for those wishing to pursue the law as a career. Admission to and success in law school requires no specific major or set of courses; many academic programs can successfully prepare one for law school admission. The basic requirements for law school admission are a high academic average and a good score on the LSAT (Law School Admission Test). Among the most common majors of those pursuing law school are history, political science, English, philosophy, economics and business, but the academic backgrounds of law students are diverse with art, music, computer science, biology and education all being examples. As a 1996 American Bar Association (ABA) Prelaw Committee statement puts it:

"... [T]he ABA does not recommend any particular group of undergraduate major or courses that should be taken by those wishing to prepare for legal education; developing such a list is neither possible nor desirable. The law is too multifaceted, and the human mind too adaptable, to permit such a linear approach to preparing for law school or the practice of law."

Since no one major best prepares students and potential law students have many interests an advisement system works well for undergraduates. Students should meet with a Prelaw advisor early on in their academic career and continue to meet with him or her, as they would their primary academic advisor, throughout their academic career. Prelaw advisors can help students choose courses and professors that will take into account each individual student's academic interests and the general skills and knowledge that are important for all law students.

Among the basic academic skills required of all lawyers are analytical and problem-solving skills, critical reading ability, writing skill, oral communication ability, research skill, and time management ability. In addition there is basic knowledge that all law students will do well to have including knowledge of American history, the American political system, economic theory, ethics, basic mathematics and statistics, human and social behavior and an understanding of American diversity. With careful planning, courses in many of these areas can be taken as part of a student's General Education requirements.

Students are encouraged to participate in the Prelaw Society.

### Pre-Nursing

Students must be accepted into a primary curriculum while they pursue the pre-nursing program. Because the number of applicants to nursing schools greatly exceeds the number of openings, satisfactory completion of the pre-nursing courses does not assure acceptance by any nursing school. To help with the many challenges associated with gaining admission to nursing schools, there is an advisement program headed by the Health Professions Advisement Coordinator.

Students in this area should familiarize themselves with the requirements of those schools to which they intend to apply. While the student may choose any Liberal Arts major field, the following courses, which are minimum requirements for admission to most nursing schools, should be included: one year of chemistry, one year of human anatomy and physiology, general biology, microbiology, nutrition, composition, psychology, sociology, philosophy, mathematics, and elective courses selected by advisement.

### Pre-nursing Concentration Requirements

BIOL 180, 181, 203, 205, 206	19 s.h.
CHEM 111, and 112 or 226	8 s.h.
COMP 100, and 200 or a literature course	6 s.h.
MATH 105	3 s.h.
NUTR 142	3 s.h.
PHIL 102 or 103	3 s.h.
PSYC 100, 240	6 s.h.
SOCL 100	3 s.h.

Study within the primary major as required including elective courses selected by advisement.

### Premedicine, Predentistry, and Preveterinary

Students must be accepted into a primary curriculum major while they pursue one of the preprofessional programs. A good pre-professional curriculum in these areas should provide the student with a strong background in liberal studies, including sufficient strength in biology, chemistry, physics, and mathematics. Because the number of applicants to professional schools greatly exceeds the number of openings, satisfactory completion of the preprofessional courses does not assure acceptance by any professional school. Most professional schools are seeking the student who has a long record of consistently high-level performance and who is highly recommended by the undergraduate school. To help with the many challenges associated with gaining admission to health profession schools, there is an advisement program headed by the Health Professions Advisement Coordinator. Other areas included in the preprofessional program are optometry, podiatry, pharmacy, and chiropractic.

Students in these areas should familiarize themselves with the requirements of those schools to which they intend to apply. While a preprofessional student may choose any Liberal Arts major field, the following courses, which are minimum requirements for admission to most health profession schools, should be included: one year each of English, general chemistry, organic chemistry, physics, mathematics (including calculus), and one to two years of biology.

Recommended electives include genetics, microbiology, biochemistry, quantitative analysis, and physical chemistry. In all cases, professional schools desire a strong background in the humanities and social sciences. The required courses for the Premedicine, Predentistry, and Preveterinary programs follow.

### Premedicine, Predentistry, and Preveterinary Concentration Requirements

*Premedicine and Predentistry study within the preprofessional concentration:*

BIOL 180, 181, 201	12 s.h.
CHEM 111, 112, 221, 322	16 s.h.
COMP 100 and a literature course	6 s.h.
Two from: MATH 173, 174, or STAT 101	7-8 s.h.
PHYS 103, 104 or 203, 204	8 s.h.
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Total	49-50 s.h.

Study within the primary major as required.

*Preveterinary study within the preprofessional concentration:*

BIOL 180, 181, 201, 362	16 s.h.
CHEM 111, 112, 221, 322, and 330	20 s.h.
COMP 100 and COMM 100	6 s.h.
Two from: MATH 173, 174, or STAT 101	7-8 s.h.
PHYS 103, 104 or 203, 204	8 s.h.
<hr/>	
Total	57-58 s.h.

Study within the primary major as required.

### Pre-Physical Therapy and Pre-Occupational Therapy

SUNY Oneonta has articulated programs in Physical Therapy and Occupational Therapy with the Sage Graduate School in Troy, NY and in Physical Therapy with the SUNY Upstate Medical University in Syracuse, NY. They are 4+2 or 4+3 programs, four years and a bachelor's degree at Oneonta followed by two or three years of graduate study. The Upstate PT program leads to a DPT degree; the Sage programs lead to DPT and MOT degrees. Pre-PT and OT students can complete any major at Oneonta as long as the course work required for the specific program is completed.

In addition, the College has a 3+3 program in Physical Therapy with Upstate that leads to a BS degree with a Biology major from Oneonta and a DPT degree from Upstate in a total of six years. Admission to this program is administered by Upstate and is separate from admission to the college. Application for admission to this program may be made by high school seniors and first year students at Oneonta.

The Sage programs guarantee admission to Oneonta students who apply during their junior year and have above the specified GPA's overall and in the required science courses and have earned C's or better in all of the courses required for the program. Aside from students in Upstate's Early Admission Program, admission to Upstate's DTP program is *not* guaranteed and is competitive. Please see the Coordinator of Health Profession Advisement for details about these programs.

### Cooperative Professional Programs

The College also offers a variety of cooperative programs with other colleges and universities. These programs allow students to begin education at the College at Oneonta and finish at another college or university. Degrees are earned from both institutions. All students in cooperative programs must also declare a primary major.

### 3-2 Engineering Program

This five-year dual-degree program, in cooperation with engineering schools at the State University of New York at Buffalo, the Watson School of Engineering at Binghamton University, the Ceramic Engineering School at Alfred University, Polytechnic University, Clarkson University, RPI, and Syracuse University, offers students the opportunity to become professionally-qualified in a specific engineering field, while at the same time achieving capability in a chosen Liberal Arts major. This combination can provide engineers, as well as professionals in other fields, a unique background for contributing to solutions of the many critical, complex, and interdisciplinary problems of modern society.

Students in the 3-2 Engineering Program attend SUNY Oneonta for the first three years, pursuing one of the following Liberal Arts majors: Chemistry, Computer Science, Geography, Geology, Mathematics, Meteorology, Physics, Statistics, or Water Resources. At the beginning of the fourth year, students transfer to an engineering school for the completion of the five-year program. (Majors in some disciplines may need to spend more than three years at Oneonta to complete the major and the engineering courses for transferring to engineering school.) The B.S. degree in the chosen Liberal Arts major is awarded by SUNY Oneonta and the B.S. in Engineering is awarded by the engineering school.

Students may be accepted into the 3-2 Engineering Program during their first semester freshman year. Students are expected to meet the following criteria: a minimum grade point average (GPA) of 2.5

and completion of General Chemistry I (CHEM 111), General Physics I (PHYS 203), and Calculus I (MATH 173) with grades in each course not less than "C." Students above the level of freshman who apply for admission into the program will be con-

sidered individually, but admission criteria will not be less rigorous than those criteria stated for freshmen. Students in the program must maintain a minimum overall GPA of 2.5 and a 2.5 GPA in those courses required for entrance into the junior year at engineering school. In general these are courses in chemistry, engineering, mathematics, computer science, and physics. If the student has three initial grades of "D" or "E" in those courses required for entrance into the junior year at engineering school, or if the student fails to maintain satisfactory academic progress in meeting the requirements, he or she may be dropped from the program.

Engineering-designated courses are listed in this catalog under the offerings of the Chemistry and Biochemistry Department and the Physics and Astronomy Department.

In order for this dual major program to be completed successfully in the scheduled five years, it is necessary for students to complete certain courses during specific semesters. For this reason, students in the program should establish contact with the Engineering Program Director (436-3192) as early as possible, preferably before classes start during their freshman year. Students who do not take the recommended courses during their freshman year will probably take longer than five years to finish their degrees. Students who transfer to Oneonta during their sophomore or junior year may still need to attend Oneonta for three years in order to complete the requirements. The required courses for the 3-2 Engineering Program are as follows:

### 3-2 Engineering Program Major Requirements

*All students in this program take:*

CHEM 111, 112	8 s.h.
ENGR 110, 313	3 s.h.
MATH 173, 174, 276, 277	15 s.h.
PHYS 203, 204, 205, 287	12 s.h.
CSCI 109 or CSCI 110 or CSCI 114 or CSCI 116	3 s.h.
<hr/>	
Total 41 s.h.	

Study within the primary major as required.

Additional courses required in the program depend on the student's choice of Liberal Arts major and Engineering major; they are indicated on the appropriate engineering program sheets available from the Engineering Program Director.

### 4-1 M.B.A. Programs

These academic programs are open to students in the Division of Economics and Business seeking a B.S. degree at the State University College at Oneonta and an M.B.A. (Master's in Business Administration) at the cooperative universities. These Cooperative 4-1 M.B.A. Programs are offered in cooperation with Clarkson University School of Management, Rochester Institute of Technology (RIT) School of Business and the Graduate College of Union University. The first four years are at the State University College at Oneonta. The fifth year is at the cooperative graduate school. Admission to any of these graduate programs is not automatic. The principal eligibility factors are the undergraduate GPA and the score achieved on the Graduate Management Admissions Test (GMAT). For further information on the 4-1 M.B.A. Programs, contact the Coordinator of the programs in the Economics and Business Division.

### SUNY Optometry 3-4 Program

A seven-year cooperative degree program, yielding a baccalaureate degree from SUNY Oneonta and the Doctor of Optometry degree from SUNY Optometry (Manhattan), is available to students who combine selected Liberal Arts majors with the prescribed Optometry degree requirements.

Students accepted into this program will complete a major in Biology, Chemistry, or Psychology at SUNY Oneonta and will also

be required to take the Optometry Admission Test as part of the transfer process. Interested students should contact the program coordinator as early as possible in the freshman year.

### Cardiovascular Perfusion, Medical Imaging Sciences, Medical Technology, Radiation Therapy and Respiratory Care 2-2 Programs

These programs are offered in cooperation with the College of Health Related Professionals at SUNY Upstate Medical University in Syracuse. The first two years are taken at the College at Oneonta and include required courses in the sciences, English, psychology, and mathematics, as well as elective courses. The final two years at SUNY Upstate Medical University are devoted to professional courses. Transfer to Upstate is not automatic except for students in Upstate's Early Admission Program. Because of the many required courses that must be taken in the first two years, it is essential that students interested in these programs contact the Health Professions Advisement Coordinator early in the first year to plan course schedules.

### Advisement for Cooperative Programs

Advisement of all Preprofessional students and Cooperative Professional Programs is centered in the Office of the Coordinator of the respective programs. The Coordinators together constitute a Committee of Coordinators for Preprofessional and Cooperative Professional Programs overseen by the Dean of Science and Social Science.

### Graduate Programs

SUNY Oneonta offers programs in several fields of graduate study: Literacy Education (Birth-6 and Grades 5-12), Educational Technology (online), Special Education (Early Childhood, Childhood and Adolescence) Foreign Language Education, School Counseling, Nutrition and Dietetics (online), Biology, Mathematics, Earth Science, Lake Management, and History Museum Studies. SUNY Oneonta alumni are exempt from the application fees for graduate programs.

For more information, see the Graduate website ([www.oneonta.edu/gradstudies](http://www.oneonta.edu/gradstudies)), the *Graduate Catalog*, or contact the Office of Graduate Studies, Room 135, Netzer Administration Building, SUNY College at Oneonta, Oneonta, NY 13820-4015, 607-436-2523 or 800-SUNY-123.

# ACADEMIC POLICIES AND STANDARDS

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## Academic Advisement Center

The Academic Advisement Center works closely with the academic departments, administrative offices, and faculty to coordinate academic orientation and continuing advisement programs for matriculated undergraduates. In its function as a central clearinghouse of academic information, it provides reliable up-to-date advisement through Advisement Documents and information sheets. The Academic Advisement Center also monitors curriculum major declarations and other components of the advisement operation.

## Advisement of New Entrants

All newly matriculated students are required to attend orientation prior to their first semester at the College. Academic Advisement is one component of the orientation program. It is through the advisement portion of orientation that students meet with a faculty advisor and make their schedules.

Freshmen entrants have the opportunity to declare a major upon acceptance to the institution. Although freshmen are not required to declare a major, doing so will provide the student and the advisor with more direction for course selection during the first year of study. Students must declare a major before they have earned 56 s.h. toward a degree. Until a major is declared, designated faculty serve as academic advisors. When a major is declared, students are assigned an advisor in their major.

Transfer students are admitted to the College in a specific curriculum major. Transfer credit evaluations are based on the requirements for that major, so it is essential that final transcripts of all previous college work be received well in advance of the registration date.

Because of the changing professional school requirements and the sequential nature of many required courses, students in Education, Preprofessional and Cooperative Programs must plan their first year courses very carefully (see the chapter "Academic Programs and Degrees" on page 23 for information about these programs). Appropriate advisors will help students in their planning.

## Continuing Academic Planning

Although faculty advisors will lend assistance, the primary responsibility for academic planning rests with the student. These responsibilities include the following:

1. Becoming familiar with requirements for the program in which registered. Students must use up-to-date information. Advisement Documents are available to students on-line or through the Academic Advisement Center.
2. Maintaining a record of the progress made toward the completion of degree and program requirements.
3. Initiating conferences with advisors to discuss academic matters. The Academic Advisement Center keeps advisors informed of academic program requirements and changes. Documents are available on demand by student or advisor request via the web.
4. Initiating and following through with the specified procedures for changes in schedule or program. And, if necessary, gaining credit through some means other than the completion of regularly-scheduled courses at the College.

Academic advisors are not able to offer advice regarding financial aid. Students should consult with the Financial Aid Office for this type of information.

## Declaration of Curriculum Majors

In accordance with the policies of SUNY Oneonta, freshman and transfer student applicants are admitted into their program of choice provided they meet admission requirements for the major. Students are cautioned that admission to a specific curriculum may be dependent upon additional criteria, such as availability of classroom space, sequence of courses offered, and a grade point average (GPA) acceptable to the academic department. Continuing students must be in an approved major, with an assigned faculty advisor, before they have completed 56 s.h. toward a degree (including accepted transfer credits). Students majoring in one of the teacher education fields must be properly enrolled and have completed necessary requirements for entry into the methods sequence.

## Designation of Major for Transfer Students

The Admissions Office evaluates transfer credit and makes assignments to specific programs based upon the student's request. Requests are granted provided the student meets departmental criteria for entrance to the major. If departmental criteria are not met, the student is asked to designate another major.

Transfers are urged to bring copies of their former college catalogs and syllabi to aid advisors in reviewing courses for re-evaluation.

## Change of Major Curriculum

Requests for change of curriculum are made on a standard request form available in the Academic Advisement Center and online. Approval is required by the chairpersons of the major department(s) concerned and Academic Advisement. When students transfer from one curriculum to another, their academic records are evaluated on the basis of the new program requirements. This may result in a loss of credit. In general, it is the practice to approve a transfer of curriculum only if the student has at least a 2.0 GPA in the courses that will be required in the new program. Students are expected to complete, with a minimum 2.0 GPA, the major requirements in effect at the time of matriculation. Majors within the Divisions of Education and Economics and Business follow the requirements in place at the time of declaration. Some majors require higher GPAs. Students may choose to follow more recent major requirements. Students should work with their advisor for clarification of their specific degree requirements.

## Declaration of More Than One Major

Within current policies relating to degree requirements, and acceptance and retention in a curriculum major, students may declare as many as two majors. One must be designated as the primary major and the other as the secondary major.

All program requirements for both majors must be completed satisfactorily for students to graduate; however, only one degree will be awarded. To satisfy all degree and program requirements in some combinations, it may be necessary for a student to complete more than the minimum 122 s.h.

Dual-major students:

- must satisfy all requirements in both majors.
- are permitted a maximum of 6 s.h. of course overlap between the major field requirements. Any additional overlap must be supplemented with additional course work in the majors. Students should contact the Academic Advisement Center for detailed information concerning dual majors. At present, dual majors that include an Education major with a non-Education major are exempt from the 6 s.h. overlap rule.
- must satisfy the degree requirements for the B.A. degree when a dual major combines a B.A. major with a B.S. major.

It is possible that the same course may be a requirement in each of the two major programs. If so, the credit earned in that course can be counted only once in total credit accumulations and GPA.

A student may elect to take one major in a teacher-education program and one major in a Liberal Arts program. Most Adolescence Education on page 106 majors are matched with a Liberal Arts major. For these matched dual majors, no other major may be selected. In such instances, the student must declare Teacher Education as the primary major. As long as a student continues to be in both majors, all required courses in each program (including student teaching) will be counted in fulfillment of graduation requirements. It should be noted, however, that any change out of one major may necessitate a new credit evaluation, which may show some revision of credits allowed toward the remaining major.

### Criteria for Retention in the Major

The major is defined as the academic discipline or approved interdisciplinary sequence and does not include required supporting courses unless these courses are counted in the major.

Independent of the College retention standards, many departments require that students maintain a minimum GPA of 2.0 in their majors as a criterion for remaining enrolled in that major. Students may be dropped from their major by their department at the end of their junior year if they do not have a 2.0 GPA in their major. They may also be dropped from their major if they receive three initial grades of "D" or "E" in courses required in the major. Students will be informed of their status by their department. Students are responsible for officially changing their major after notification of not meeting required standards. Failure to complete necessary paperwork may result in the loss of financial aid. Students will not receive their degree unless they have achieved a 2.0 GPA in all work taken in their major. Education majors are required to earn higher GPAs. See the department for information.

Departments wishing to impose standards that are not a part of any course, but that are related to competence or skills needed in the program, may submit proposals for inclusion of these standards to the Curriculum Committee.

### Criteria for Completion of a Major

Students must complete all required courses in the major field (major core) with a minimum major GPA of 2.0 (some majors require higher GPAs), one-half the major core must be completed with Oneonta course work, and the maximum number of credits in the major may not be exceeded (generally this is 45 s.h. for a BA degree and 60 s.h. for a B.S. degree). For adolescence education majors, the major field is the subject area. Students must also complete all General Degree requirements to be awarded the major and a degree. All courses in the major field must be taken for a letter grade unless offered P/F only.

### Curriculum Minors

A curriculum minor constitutes a program of study less extensive than that of a major. Although minors do not qualify as degree programs, approved minors are recorded on the transcript of a

student who successfully completes the requirements. Students may declare a maximum of two minors.

Minimum standards for acceptance into and completion of minors are the same as for majors. Specifically:

- one-half the minor requirements must be completed in residence
- minimum cum GPA of 2.00 must be earned in the courses used for this minor
- no more than two courses may overlap between/among majors and/or minors. Any additional overlap must be supplemented with additional coursework.

Within a broad range of purposes, a minor may:

- provide an academic emphasis in a department or provide a program of study in an interdisciplinary area,
- offer students an opportunity to pursue interests different from their major field, and
- help students to enhance their job potential upon graduation.

Departmental minors are listed under their respective departments in the chapter, "Academic Departments, Programs, and Courses."

## Undergraduate Degree Requirements

### College Writing Exam

Before earning a bachelor's degree from the College at Oneonta, each student must pass the College Writing Examination. The exam consists of a multiple-choice test of the mechanics of writing and an impromptu essay of 400 words. Students have three hours to complete the exam and have a choice of three essay topics. They may use a dictionary and *A Writing Handbook for Writers* while they are taking the exam.

Both the multiple-choice test and the essay are evaluated according to the standards set forth in the *Prentice Hall Handbook for Writers*, the College's descriptive standard for formal writing. Students may schedule the exam or receive further information at the Center for Academic Development and Enrichment's website (<http://cade.oneonta.edu>). Students who wish to prepare for the College Writing Exam are encouraged to take a workshop at CADE.

### College Writing Requirement

The College has a program of writing requirements for all students.

1. Incoming freshmen scoring at Level 1 on the Writing Placement Test will be assigned up to three mini-courses of COMP 090 during their first semester. Those scoring at Level 2 will be assigned to COMP 090 or COMP 095. Those scoring at Level 3 may enroll in COMP 100.
2. Before graduation all students must pass the College Writing Examination.

### Policy Statement on Mandatory Placement

The College may require students to participate in testing to determine course placement in selected subjects. As a result of such testing, or based on other performance indicators, the College may require students to complete identified courses. While most mandatory placement will be the result of students' performance on the College Placement Tests, the Center for Academic Development and Enrichment has the authority to determine mandatory placement for any student based on available records and materials other than the College Placement Tests. At present, testing and/or placement are carried out in the subject areas of writing, reading, mathematics, and English as a second language. Placement in these courses is mandatory.

## Requirements for B.A. and B.S. Degrees

In most instances, a student may choose either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree for a given major; however, one or the other degree is mandated for a few majors, as specified in the chart of curriculum majors in the chapter "Academic Programs and Degrees." Students who pursue a Preprofessional Program must declare an approved major.

## General Education 2

All students at the College are required to complete a group of General Education courses. The General Education requirements at Oneonta have been carefully devised to give students opportunities to enrich their own personal intellectual development and contribute to the quality of life of our larger community. General Education experiences are designed to help students learn to appreciate a multiplicity of perspectives concerning a wide array of topics and issues while mastering the skills of effective thinking, problem solving, and communication. The learning outcomes are defined below, with appropriate attributes in parenthesis.

### Important Notes on General Education

1. The SUNY Board of Trustees and SUNY Systems Administration have mandated changes to the guidelines of the General Education requirements for all SUNY campuses. Students should consult their advisement documents and/or with their academic advisor concerning these requirements.
2. Special provisions are made for students in a few specified programs.
3. All courses taken to fulfill General Education 2 requirements must be taken for a letter grade.
4. General Education categories fulfilled at one SUNY institution will be considered fulfilled at SUNY Oneonta regardless of whether transfer credit is granted.

### Additional Requirements

Students in some programs may be required to take placement examinations. Students may also be required to participate in testing programs as part of the College assessment process.

### General Education 2 Learning Outcomes Defined

No course used by an individual student to satisfy the Humanities category may be used to satisfy another subject category except Writing Skills and Oral Skills; no single course may in any case be used to satisfy more than two subject categories.

**Mathematics (M2)** Students will show competence in the following quantitative reasoning skills: arithmetic, algebra, geometry, data analysis, and quantitative reasoning.

**Science (N2/NL2)** Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and application of scientific data, concepts, and models in one of the natural sciences.

**Social Sciences (S2)** Students will demonstrate an understanding of the methods scientists use to explore social phenomena, in-

cluding observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models and issues of at least one discipline in the social sciences.

**American History (HA2)** Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society; knowledge of common institutions in American society and how they have affected different groups; and an understanding of America's evolving relationship with the rest of the world.

**Western Civilization (HW2)** Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization, and relate the development of Western civilization to that of other regions of the world.

**Other World Civilizations (HO2)** Students will demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

**Humanities (AH2)** Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

**The Arts (AA2)** Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

**Foreign Language (FL2)** Students will demonstrate basic proficiency in the understanding and use of a foreign language and knowledge of the distinctive features of culture(s) associated with the language they are studying.

**Basic Communication (BC2)** Students will produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details; develop proficiency in oral discourse; and evaluate an oral presentation according to established criteria.

### Communication and Intellectual Skills

**Writing Skills (WS2) and Oral Communication Skills (OS2)** These courses involve effective exchange of ideas through appropriate use of written or oral language.

**Note:** the following two competencies have been infused throughout this General Education program:

- **Critical Thinking (Reasoning)** Students will identify, analyze, and evaluate arguments as they occur in their own or other's work and will develop well-reasoned arguments.
- **Information Management** Students will perform the basic operations of personal computer use; understand and use basic research techniques; and locate, evaluate, and synthesize information from a variety of sources.

## General College Degree Requirements Chart

Refer to the section on Academic Departments for specific major requirements.													
<b>B.A. Degree</b> (Greater Breadth of Study)	<b>B.S. Degree</b> (Greater Specialization)												
* At least 122 completed s.h. of approved course work. (Maximum of 12 s.h. of PHED activity credits.)													
Completion of a minimum of 45 s.h. (including 30 of the last 60) in residence													
Completion of one-half the major field in residence (All courses in the major field must be taken for a letter grade unless offered P/F only)													
Students may not earn more than 45 s.h. in the Department that houses their major (exceptions exists in some majors)	Students may not earn more than 60 s.h. in the Department that houses their major (exceptions exists in some majors)												
* GPA of at least 2.0 overall and in major. (some majors require a higher gpa. Only Oneonta grades count in the gpa.)													
* At least 48 s.h. of upper division course work. (200 and 300 level courses)													
* Completion of a minimum of 90 s.h. of Liberal Arts.	* Completion of a minimum of 60 s.h. of Liberal Arts.												
<p><b>* Completion of General Education 2</b> (36 s.h. minimum)</p> <p><i>Note: These courses must be taken for a letter grade.</i></p> <p><b>SUNY Learning Outcomes</b></p> <table> <tr> <td>Mathematics (M2 attribute) *3 s.h. mathematics</td><td>Other World Civilizations (HO2 attribute) *3 s.h. Other World Civilizations</td></tr> <tr> <td>Natural Sciences (N2/NL2 attribute) *6 s.h. two different subjects (one must be a traditional science with a lab: Astronomy, Biology, Chemistry, Earth Science, Geology, Meteorology, Oceanography, Physics)</td><td>Humanities (AH2 attribute) *3 s.h. Humanities</td></tr> <tr> <td>Social Sciences (S2 attribute) *6 s.h. two different subjects (one must be a traditional discipline: Anthropology, Economics, Geography Political Science, Psychology, Sociology)</td><td>The Arts (AA2 attribute) *3 s.h. Arts (Note: Either the Arts or the Humanities requirement must be from a traditional discipline: Art, English, Music, Philosophy, Communication Arts, Theatre)</td></tr> <tr> <td>American History (HA2 attribute) *3 s.h. American History</td><td>Foreign Language (FL2 attribute) *3 s.h. instructional language at the 101 level or higher ~ or ~ a passing score on the Foreign Language Proficiency Exam.</td></tr> <tr> <td>Western Civilization (HW2 attribute) *3 s.h. Western Civilization</td><td>Basic Communication (BC2 attribute) *3 s.h. Basic Communication</td></tr> </table> <p><b>Communication and Intellectual Skills</b> (These requirements may overlap with the above SUNY Learning Outcomes.)</p> <table> <tr> <td>Writing Skills (WS2 attribute) *3 s.h. Writing</td><td>Oral Communication Skills (OS2 attribute) *3 s.h. Oral Communications</td></tr> </table>		Mathematics (M2 attribute) *3 s.h. mathematics	Other World Civilizations (HO2 attribute) *3 s.h. Other World Civilizations	Natural Sciences (N2/NL2 attribute) *6 s.h. two different subjects (one must be a traditional science with a lab: Astronomy, Biology, Chemistry, Earth Science, Geology, Meteorology, Oceanography, Physics)	Humanities (AH2 attribute) *3 s.h. Humanities	Social Sciences (S2 attribute) *6 s.h. two different subjects (one must be a traditional discipline: Anthropology, Economics, Geography Political Science, Psychology, Sociology)	The Arts (AA2 attribute) *3 s.h. Arts (Note: Either the Arts or the Humanities requirement must be from a traditional discipline: Art, English, Music, Philosophy, Communication Arts, Theatre)	American History (HA2 attribute) *3 s.h. American History	Foreign Language (FL2 attribute) *3 s.h. instructional language at the 101 level or higher ~ or ~ a passing score on the Foreign Language Proficiency Exam.	Western Civilization (HW2 attribute) *3 s.h. Western Civilization	Basic Communication (BC2 attribute) *3 s.h. Basic Communication	Writing Skills (WS2 attribute) *3 s.h. Writing	Oral Communication Skills (OS2 attribute) *3 s.h. Oral Communications
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* Take and pass the College Writing Examination.													
* Must take at least 45 s.h. (including 30 of the last 60) of the required 122 s.h. and one-half of the required courses in the major field in residence.													

### Degree Credit

Credits for regularly-scheduled courses satisfactorily completed at this College are assigned on a semester hour (s.h.) basis. Other credits may be granted as shown below.

### Transfer Credit and Grading Policies for Course Work Completed at Other Institutions

The transcript of each student who has completed course work at another institution prior to admission to SUNY Oneonta is evaluated by the Admissions Office to determine the number of semester hours and the appropriate course equivalents. Only credit satisfactorily completed at regionally accredited institutions of higher education or through external programs such as Advanced Placement (AP), College Level Examination Program

(CLEP), Regents College Exams (RCE), and the Armed Forces (USAFI and DANTES) will be accepted. Credit is granted on a semester hour (s.h.) basis. Students transferring from institutions on a quarter system will receive 2 s.h. of transfer credit for every 3 s.h. credits earned on the quarter system. Credits from other institutions may transfer, but only grades earned at SUNY Oneonta are used in computing the Oneonta grade point average.

*Maximum pre-matriculation transfer credit rules:* Total transfer credit awarded is restricted as follows: (a) a maximum of 66 s.h. from any combination of two-year colleges; (b) a maximum of 77 s.h. from a combination of two-year colleges, four-year colleges and/or external credit programs (e.g., CLEP, AP, etc.) with no more than 66 s.h. being granted from two-year colleges.

Students wishing to attend another college during the summer or winter, while on an Academic Leave of Absence, or concurrent

with Oneonta course work, must contact the Academic Advisement Center (Netzer 100) to obtain *prior approval*. See restrictions under Post-matriculation Transfer Credit Policies.

## Pre-matriculation Transfer Credit Policies: Two-Year Colleges

### Two-year SUNY colleges:

*Grades/ Maximum Credits Allowed:* Credit will be granted for those courses in which grades of "C" or better were earned to a maximum of 66 s.h. Students who earn A.A., A.S. or A.A.S. degrees will be granted credit for *all* course work applied to the two-year degree to a maximum of 66 s.h.

The SUNY transfer credit appeal process is designed for pre- or post-matriculated students transferring from a two-year SUNY Associate's degree program into a SUNY four-year institution. If you have questions concerning the evaluation of your credit and/or whether or not you qualify for the SUNY appeal process, please contact a transfer counselor in the Office of Admissions.

### Two-year NON-SUNY colleges:

*Grades/Maximum Credits Allowed:* Credit will be granted for those courses in which grades of "C" or better were earned to a maximum of 66 s.h.

## Pre-matriculation Transfer Credit Policies: Four-Year Colleges

### Four-year SUNY colleges:

*Grades/Maximum Credits Allowed:* Credit will be granted for *all* passed courses to a maximum of 77 s.h.

*General Education Requirements:* Students who have earned B.A. or B.S. degrees will be considered to have completed the General Education requirements. Recipients of 4-year degrees other than B.A. or B.S. must complete the General Education Requirements.

### Four-year NON-SUNY colleges:

*Grades/Maximum Credits Allowed:* Credit will be granted for all courses in which grades of "C" or better were earned to a maximum of 77 s.h.

*General Education Requirements:* Students who have earned B.A. or B.S. degrees will be considered to have completed the College at Oneonta's General Education requirements. Recipients of 4-year degrees other than B.A. or B.S. must complete Oneonta's General Education Requirements.

## Post-matriculation Transfer Credit Policies

Students must obtain Prior Approval from the Academic Advisement Center before taking courses through another institution. Some academic departments may have restrictions regarding the transferability of on-line classes. If students are taking courses through another institution during a fall or spring semester and are not registered in any courses at Oneonta, they must request an Academic Leave along with their Prior Approval.

- Students may take approved course work at any regionally accredited college provided the transfer of the course work does not place the student in violation of the College at Oneonta residency requirements:
  - 45 s.h. must be earned in residence.
  - 30 s.h. of the last 60 s.h. must be earned in residence.
  - At least one-half the credits required for a major must be earned in residence.
  - At least one-half the credits required for a minor must be earned in residence. *Note: Credit earned through a SUNY study abroad program not requiring an academic leave is considered credit earned in residence.*

- Students must obtain a grade of "C" (2.00) or higher for the transfer credit to be awarded.
- General Education categories fulfilled at one SUNY institution will be considered fulfilled at the SUNY Oneonta regardless of whether transfer credit is granted.

## Transfer of Credit Earned Through External Programs

SUNY Oneonta has policies that allow for the acceptance of credit toward the degree from the programs outlined below. A maximum of 36 s.h. of credit will be accepted from all of these programs. *Note: In all pre-matriculation instances, the combination of all transfer credit may not exceed 77 s.h.*

### Advanced Placement (AP)

This College recognizes the program of Advanced Placement available to talented high school students. Students satisfactorily completing the final examination prepared by the Education Testing Service may be given appropriate college credit if the completed courses are similar in nature to those offered at Oneonta.

AP courses are graded from 1 to 5. Credit is allowed where the grade earned is 3, 4, or 5. No credit or special recommendations are allowed for grades 1 and 2.

Students desiring to submit AP courses for college credit should have official score reports sent to the Admissions Office.

### Regents College Exams (RCE)

The Regents College Examination (previously College Proficiency Examinations) program is administered by the State University of New York, State Education Department. Out-of-state administration of this testing program is accomplished by the American College Testing Program (ACT). ACT's administration of this program is known as the ACT Proficiency Examination Program (PEP).

RCE credit will be granted by the College in accordance with the following policy:

- The College will grant credit only in those academic areas where this College has an academic department or an academic program.
- The College will grant up to 36 s.h. of credit for work passed by RCE.
- Acceptable grades for awarding credit for the RCE or the PEP:
 

Evaluation Method	Acceptable Grade*
Numerical Standard Score	53 or better
Letter Grade	A, B
Pass/Fail	Pass
Foreign Language (Battery A) Standard Score	45 or better on subset and 200 combined score
Foreign Language (Battery B) Standard Score	58 or better

\*The College reserves the right to require a student to demonstrate proficiency in areas not covered by examinations. Normally these areas would be in science laboratory work or in research skills.

- If a student fails the same Regents College Examination twice, no credit will be granted for passing it on any subsequent attempt.

It is the obligation of the student to apply for the examination to the Regents College Examination Program, New York State Education Department, Albany NY 12224.

### Armed Forces Credit

Some training courses provided by the Armed Forces may be equivalent to college courses and transfer credit may be granted



by presenting certificates or form DD295 describing the training received. The American Council on Education *Guide to the Evaluation of Educational Experiences in the Armed Services* is used to determine the acceptability of satisfactorily-completed courses and the level they are to be accepted. Credit is granted only in disciplines where the College has academic programs or departments.

### Defense Activity for Non-Traditional Education Support (DANTES)

When the Department of Defense discontinued the USAFI Program, DANTES was created. The credit-by-examination function of DANTES is recognized and accepted by this College. The guidelines used for USAFI courses are also used for the DANTES program when determining the acceptability of courses for transfer to this College.

### College-Level Examination Program (CLEP)

The College-Level Examination Program enables non-traditional and traditional students to earn college credit by examination. CLEP is administered by the College Entrance Examination Board (CEEB), Educational Testing Service, Princeton, NJ. This College accepts CLEP credits as follows:

**Subject Examinations:** The College at Oneonta will award credit and/or placement for those CLEP subject examinations that are equivalent to courses presently accepted for transfer to this College. In addition, the College at Oneonta will award credit and placement for each acceptable subject examination in which an individual earns a score that is at or above the mean score achieved by students in the national norm sample.

The College strongly urges students to take the optional essays since these essays will help to provide departments with additional information about the individual's knowledge of the subject matter.

**General Examinations:** The College at Oneonta will award credit in each of the acceptable General Examinations in which an individual has scored at or above the 50th percentile. Credit will not be awarded to an individual for any score at or below the 49th percentile. The 6 s.h. will be accepted in the General Education area and applied to two different disciplines.

### International Baccalaureate

Students who have completed IB course work will be awarded the following advanced standing toward their bachelor's degree: 30 semester hours of credit (one year's advanced standing) for students who have completed the IB Diploma. For students who have not completed the Diploma, up to six semester credits (two introductory courses) will be awarded for each higher-level examination in which a grade of 4 or better was earned.

### Noncollegiate-sponsored Instruction

Early in 1974, the New York State Education Department developed a system for evaluating formal learning experiences sponsored by noncollegiate institutions; that is, by organizations whose primary focus is not education. They include private industry, professional associations, labor unions, voluntary associations, and government agencies.

The State Education Department, Office of Noncollegiate-Sponsored Instruction, in cooperation with the American Council on Education, administers an evaluation system and recommends the awarding of credit earned through these learning experiences. The State Education Department publication, *A Guide to Education Programs in Noncollegiate Organizations*, is used by SUNY Oneonta to determine the acceptability of credit earned for successfully-completed courses.

Credit is granted only for courses completed in academic areas where this College offers similar academic course work.

### Course Challenges

The College recognizes that some students have acquired knowledge and skills equivalent to those normally acquired through course work. In such cases, students may receive credit for appropriate classes by "challenging" those courses. To challenge a course, students must be full-time, matriculated students and must apply to the department chair. Each department decides under what circumstances a course may be challenged, as well as the time of course challenges. Students are encouraged to obtain a course outline or prospectus before challenging.

Course challenge requirements are prepared by the instructor and subject to approval of the department or a subgroup thereof. The passing or failing of a challenged course is determined by the instructor and reported to the Registrar. Credits granted on the basis of course challenges are acknowledged on student transcripts with a grade of CH. Credit earned for challenged courses does not count toward full-time enrollment status.

Students may not challenge particular courses more than once. Students who have unsuccessfully challenged other courses should expect to have this factor considered in evaluating other challenge requests.

If students transfer from institutions where credit has been given on the basis of course challenges, such credits will be reviewed and evaluated in the same manner as other transfer credit.

### Grading System

Within each course, the instructor determines the basis for evaluation and the system used is founded upon academic performance professionally judged and not on matters irrelevant to that performance such as personality, race, religion, degree of political activism, or personal beliefs.

### Grading Scale

A	=	4.00 quality points	C	=	2.00 quality points
A-	=	3.67 quality points	C-	=	1.67 quality points
B+	=	3.34 quality points	D+	=	1.34 quality points
B	=	3.00 quality points	D	=	1.00 quality points
B-	=	2.67 quality points	D-	=	0.67 quality points
C+	=	2.34 quality points	E	=	0.00 quality points

### Quality Point System (or Grade Point Average)

Academic standing is based on the cumulative quality point index or grade point average (GPA), which is determined by assigning a numerical value for each letter grade earned. For each semester, grades of "A" through "E" yield the quality points listed above. No other grades carry quality point values.

The GPA for one semester is determined by dividing the number of quality points earned during the semester by the number of credit hours carried during the semester for all courses in which weighted grades were received. The following example illustrates how the GPA is determined for one semester.

Course	Semester Hours Carried	Grade	Quality Points	Semester Hours Earned	Total Quality Points
ARTH 109	3	B+	3.34	3	10.02
PHED 168	2	A	4.00	2	8.00
PSYC 100	3	C	2.00	3	6.00
CHEM 111	4	C-	1.67	4	6.68
HIST 101	3	B	3.00	3	9.00
<b>Totals</b>	<b>15</b>				<b>39.70</b>
GPA =	Quality Points Earned =		39.70	= 2.64	
	Semester Hours Carried		15		

In the example, 39.70 quality points divided by 15 s.h. attempted yields a semester GPA of 2.64.

The cumulative GPA is determined by dividing the total number of quality points earned by the total number of credit hours carried for all courses in which weighted grades were received.

$$\text{Cumulative GPA} = \frac{\text{Total Quality Points Earned}}{\text{Total Semester Hours Carried}}$$

Passing ("P"), failing ("F"), pending ("PEN"), incomplete ("I"), and withdrawal ("W") grades are not computed in the GPA. When "PEN" or "I" grades are replaced by a permanent grade, the semester and cumulative GPA's are recomputed. Only grades earned for course work completed at the College at Oneonta are included in the computation of the GPA. GPA's are truncated, not rounded. For example, a 2.64666 mathematical computation means the student's GPA is 2.64.

## GPA's in the Major and Minor

Normally, grades for all courses taken in the major are used to compute the GPA in the major. Grades for all courses taken to complete minor requirements are used to compute the GPA in the minor.

Students must earn a minimum GPA of 2.0 in their major and minor (if one is declared) in order to graduate. Individual programs may require a higher GPA. See your faculty advisor or the department chair if you have questions.

## Incompletes

Incomplete grades may be assigned only on request by the student and only under the following conditions:

- A majority of the course work has been completed
- Completion was not possible due to circumstances beyond the student's control
- Course work can be completed without additional faculty instruction.

Faculty may not assign an incomplete in circumstances where the student's performance to date clearly indicates an inability to pass the course as originally structured in the syllabus. Faculty may not assign an incomplete grade in place of a failing grade or because the student stopped attending class.

An example of acceptable circumstances would be a student who missed the final exam or final paper because of an illness or family emergency that can be documented.

Faculty may not assign an incomplete grade without the student's knowledge.

An understanding of the remaining course requirements and the deadline for completion of them must be established between the student and faculty member prior to assigning the incomplete.

Faculty must complete an Incomplete Grade Agreement Form and submit it to the Registrar's Office at the same time end-of-term grades are submitted.

Students must not re-register for the course in order to complete the course work. If they do, a failing grade will be assigned for the first course registration.

Deadlines for completing incompletes are determined by the course instructor. However, they must be within College designated deadlines noted below.

- For incompletes received in spring or summer terms, the deadline for completion is in November unless course instructor determines an earlier date.
- For incompletes received in fall terms, the deadline for completion is in April unless course instructor determines an earlier date.

Specific dates are posted in *Keydates and Deadlines* distributed each semester to faculty and students. They are also available on the Registrar's web page [www.oneonta.edu/registrar](http://www.oneonta.edu/registrar)

Extension of the deadline beyond the College designated one should not be necessary. However, under extreme circumstances, a student may submit a Petition for Extension of Incomplete form. The petition must state reasons for the request, and contain documentation supporting the request. The student submits the petition to the course instructor and advisor for signature indicating support of the request. The petition is then submitted to the division dean for final approval. The approved forms are submitted to the Registrar for recording.

The Registrar will send notification of outstanding incompletes to students and their instructors, indicating specific deadlines and any approved extension dates.

Any incomplete grades not resolved by the College deadline via incomplete extension form or grade change form will be converted to failing grades. These failing grades will not be changed back to incomplete grades, so both faculty and students must be attentive to these deadlines.

Incomplete grades may not be changed to "W" grades at a later date.

Degrees will not be awarded to students who have Incomplete grades. The student must opt to change the Incomplete to an "E/F" or complete the course work and reapply for the degree during the semester in which the course requirements are completed.

## Pending

The grade "PEN" indicates that the course work has been satisfactory but there is some persistent inadequacy in writing or reading. Instructors should refer a student to the Center for Academic Development and Enrichment (CADE) as soon as a problem is discovered and not wait to assign a "PEN" grade at the end of the term.

The "PEN" grade may be used when an instructor discovers a specific skill or deficiency (writing or reading) in a student's work, but not in place of an "E" grade or an "I". Students who receive a "PEN" grade are required to start remediation during the next semester in residence.

When a "PEN" grade is given in a course, the deadline for completion of the course is the same as that for an Incomplete. The date by which an Incomplete must be made up falls in November for the fall semester and in April for the spring semester. Failure to complete the "PEN" by the deadline would result in a failing grade for the course. With the student's consent, an instructor may extend the "PEN" grade whenever there is an educational advantage in doing so.

A form that specifies the remedial work that must be undertaken by the student must be filled out by the instructor for that course. The faculty member issuing a "PEN" grade must provide a brief, but clearly written statement of the exact skill to be mastered in order to pass a course. Students are not permitted to graduate with a "PEN" grade. Upon notification of the completion of a referred remediation, it is the instructor's responsibility to remove the "PEN" grade via a grade change form.

## Withdrawals

*Withdrawals from individual courses:* The deadline for withdrawing from a semester-length course is one week after the published mid-semester date. A "W" will appear on the transcript. After the above date no individual course withdrawals will be permitted; students are committed to each of their courses for the remainder of the semester and will receive grades in them. Equivalent dates apply to mini-courses and half-semester courses.

Exceptions to this policy in individual circumstances for personal (nonacademic) reasons may be recommended to an instructor by the Student Development Office. Under such circumstances the student may appeal the instructor's decision to the appropriate academic dean, who will make the final decision.

The provisions of this section do not apply to students who withdraw from the College.

### Non-attendance – First Week of Classes

- Students must attend one of the first two class hours in each course as well as the first laboratory (if applicable) or the instructor may declare the student's place in a course "vacant".
- If an illness or unavoidable circumstance prevents the student from meeting this attendance requirement, the student must notify the instructor or the academic department office of his/her intention to attend the course. If neither can be reached the student may ask the Office of Student Development to notify the instructor or department office. Such notification must occur during the first three class days of the semester.

### Flagrant Non-Attendance

- Students missing 25% or more of class, any time from the second week of class up until the last day to withdraw from an individual course (see Keydates and Deadlines for specific dates) may be removed from the course by the instructor.
- This removal from the course is accomplished by notifying the Registrar via e-mail or via faculty web.
- Registrar will assign "W" (Involuntary Withdrawal).
- E-mail is sent to instructors approximately two weeks prior to the deadline for this action with a reminder to take action, if appropriate.
- Students appearing on the final grade webpage must be assigned a final grade (not a "W", Incomplete or Pending grade), regardless of student's class attendance.

### Pass/Fail

Grades of "P" or "F" are assigned when such grades are authorized in accordance with faculty-established policy. That policy is as follows:

*Faculty Option:* A department may designate a course or courses in which only the Pass/Fail grading system shall be used. A department may designate a course or courses in which only the conventional letter grading shall be used. (Not subject to student option.)

*Student Option:* A student may elect to receive Pass/Fail grading in a course, provided the following conditions are met:

- A student must have successfully completed one full semester's work at the College.
- Except in courses for which a department has designated only Pass/Fail grading, a student may elect only one course per academic semester or summer session for a total of four such semester or summer session courses for his entire college program.
- A student may not elect Pass/Fail grading for required courses in his major or specialization, minor, courses taken to satisfy a General Education requirement, or for courses designated by a department as not subject to student option.
- A student may take a Pass/Fail option in a required supporting course that is not listed as part of the major field requirement.
- A student who has completed his major field requirement may take additional hours in his major department for Pass/Fail credit.
- The student must request Pass/Fail grading during the designated Add/Drop period. A student indicating Pass/Fail status may change to a graded basis by requesting this change from

the instructor before two-thirds of the course has been completed. The final date for these changes shall be set by the Registrar. (See *Key Dates and Deadlines*, a list of important dates published each semester and distributed to both students and faculty.)

- The criterion for a "P" will be achievement of the minimum requirements of the course.
- The "P" or "F" will be entered on the student transcript and hours successfully completed will count as credits for graduation. Hours graded "P" or "F" will not be included in the computation of the student's GPA.
- Certain exceptions to the policy apply with regard to Physical Education (PHED) activity courses. A student may elect Pass/Fail grading in PHED activity courses in any semester, even concurrently with another Pass/Fail option course; and may accumulate a maximum total of 4 s.h. in PHED activity beyond the established maximum total credits for Pass/Fail option toward a degree.

### Pass/Fail Grading and General Education

Courses taken to satisfy General Education requirements must be taken on a letter grade basis only. Students should keep this policy in mind when registering for General Education courses.

### Repeating Courses

For a course initially taken prior to Fall 1994 and subsequently repeated, the transcript will reflect both courses and grades; both grades will be calculated in the grade point average.

For a course initially taken in the Fall of 1994 or thereafter and subsequently repeated, the transcript will reflect both courses and grades; only the higher grade will be calculated in the grade point average.

In both cases, credit will be granted only once. In courses that are allowed to be repeated (e.g., COMP 100 to a maximum of 6 semester hours), the repeat rule will be applied after the maximum credits are achieved. Exceptions to this (e.g., student fails COMP 100 the first time and wishes to improve GPA via the repeat rule) may be directed to the Committee on Student Progress and Status via the College Registrar (128 Netzer).

Students may not repeat a course using the Pass/Fail grading option, course challenge, or with an independent study registration. Students may not take equivalent courses at this campus or at another institution to replace grades earned at Oneonta.

*Graduate Students:* Students must repeat *required* courses for which they earn a grade of "C-" or below unless otherwise stated in the requirements of the individual graduate programs. *Required* courses may be repeated only once. *Elective* courses may not be repeated.

Repeating courses may have an impact on financial aid. Students considering repeating courses should discuss it with their financial aid counselor.

### Grade Change Policy

Letter grades on file with the Registrar at the end of a semester are final unless an error in calculating the grade is discovered. If so, the instructor must file a grade change form, explaining the error. This form requires the approval of the department chair and is then processed by the Registrar. Grade changes not consistent with academic policy will be reviewed by the appropriate dean. The student will receive an email alerting them to the grade change. Permitting a student to submit missing work or extra credit to improve a grade is not acceptable.

*It is the student's responsibility to call the instructor's attention to a possible grading error in a timely manner, typically during the*

*semester following that in which the questioned grade was received. If twelve months have elapsed since the grade was issued, no grade change will be made.*

## Interim Progress Reports

Each term faculty are required to rate undergraduate student progress in semester-length courses. This process takes place near the midpoint of the term. The results are available to students by logging into my.oneonta.edu <http://my.oneonta.edu>. In addition to the Interim Progress Reports, faculty may send individual mid-term warnings to students.

## Academic Progress

It is the responsibility of all students to be aware of the quality of their academic work and to maintain satisfactory progress toward curriculum completion. When students are in doubt concerning the quality of their work, they should request a conference with the instructor or instructors concerned.

Although students are encouraged to complete their undergraduate programs in four years, the College sets no time limit on the number of semesters a continuously enrolled student may spend in pursuit of a degree. Students can accelerate and complete their programs in a shorter time if their personal circumstances and the availability of offerings permit.

## Class Year Definitions

The following defines class year by completed semester hour(s):

0 - 24 s.h.	Freshman
25 - 56 s.h.	Sophomore
57 - 89 s.h.	Junior
90 or more s.h.	Senior

## Probation or Academic Dismissal

Student academic performance is evaluated by the Committee on Student Progress and Status. The evaluation is used to determine a student's eligibility to continue in college.

At the end of each semester (Fall, Spring, and Summer) the records of all students are reviewed. Students who fail to make satisfactory progress toward an undergraduate degree are dismissed from the College. All students who are properly authorized to register for the next semester as degree candidates are considered to be in good academic standing and making satisfactory progress toward a degree.

Any student whose cumulative GPA either falls below or remains below 2.00, is placed on probation, continued on probation, or dismissed from the College. Students are placed on probation whenever their semester GPA falls below 2.00, regardless of their cumulative GPA.

Students may be dismissed whenever they fail to make reasonable progress toward the completion of the requirements for graduation in the program for which they are registered, even if their cumulative GPA is above 2.0. It is not necessary for a student to be on probation before being dismissed.

The factors considered when determining whether a student is eligible to continue in college are: cumulative GPA, GPA for the most recent semester(s), number of semesters on probation, unsatisfactory grades in courses required by the program for which the student is registered, and/or the number of semester hours of work completed.

The following cumulative GPA's are used to identify students who are subject to routine dismissal for academic reasons. These may not necessarily apply in instances in which the student's most recent semester average is above 2.0:

	Below
1st semester freshmen	1.25
1st semester transfer	1.50
All 2nd semester students	1.75
All other students	2.00

\*Exception: Readmitted students – refer to the section on "Readmission."

Students' GPAs are calculated using grades earned at Oneonta. Transfer grades do not affect the Oneonta GPA.

Academically dismissed students may submit a written appeal. This appeal must be submitted to the academic dean who issued the dismissal letter and must contain a report of documented extenuating circumstances contributing to poor academic performance. The academic dean will present the appeal to The Committee on Student Progress and Status. Students whose appeals are not granted and those who do not appeal their dismissal are eligible to possibly return to the College after one full calendar year. Refer to the section on "Readmission" for deadlines and policies.

## Superior Performance

### Dean's List

The Dean's List is a roster of superior scholars. Students achieve the Dean's List if they earn a 3.5 or higher term GPA for any semester in which a minimum of 12 s.h. of work are completed with a qualitative letter grade and no more than one incomplete or pending grade. The student receives a congratulatory letter from the Dean of the College recognizing the achievement.

## Honors Degree

Upon graduation, a College at Oneonta honors degree may be awarded to students who complete 60 semester hours here, including 45 *graded* hours. Three categories of honors degrees are:

Cum laude	GPA of 3.50-3.69
Magna cum laude	GPA of 3.70-3.89
Summa cum laude	GPA of 3.90-4.00

## Academic Department Honors

Graduating students who meet all degree and major requirements, who also have a 3.50 or higher major grade point average may be recommended by the department chair for department honors. Students awarded department honors in their major will receive a Department Honors Certificate and will have the comment "Department Honors in [major]" placed on their academic transcript. Students may not qualify for department honors in an academic area other than their declared major(s).

## Pre-enrollment

Pre-enrollment is a procedure that allows students to select a schedule of courses prior to actual registration. The procedure includes consultation with the assigned faculty advisor to ensure proper selection of courses. Pre-enrollment is limited to 17 s.h.

Pre-enrollment appointment hours are scheduled in descending order on "semester hours completed" basis. Essentially, it is a seniority system and does favor the upper-class students who have progressed further in their programs, and thus, have more specific remaining degree requirements.

## Registration

Registration is comprised of paying all obligations to the College and making any necessary changes before the end of the Add-Drop period. During this period, matriculated undergraduates

may register for a up to 18 s.h. without additional permission needed. See Schedule Changes on page 37 for more details.

All students (including student teachers, interns, etc.) are expected to go through the registration process.

Registering properly establishes the student's status as one of the following:

*Full-time degree candidate:* a student who has been accepted by this College as a degree candidate and is enrolled for 12 or more s.h. of undergraduate/graduate work.

*Part-time degree candidate:* a student who has been accepted by this College as a degree candidate and is enrolled in less than 12 s.h. of undergraduate/graduate course work.

*Non-degree:* a student who is being permitted to take courses but who has not been accepted as a degree candidate. Enrollment as a non-degree student does not guarantee nor does it imply that the student so enrolled will be accepted as a degree candidate if application is made.

## Schedule Changes

Students are encouraged to make the correct course choices at pre-enrollment. This is the time when the individual has the highest priority and best access to the courses needed. Course additions are not normally made after the deadline dates established for the semester. See *Key Dates and Deadlines*, a list of important dates published each semester and distributed to both students and faculty.

Courses less than a semester in length (half-semester courses, mini courses, etc.) should also be chosen at pre-enrollment. While students may sign up for them later, they have to compete with other students who may have a higher priority.

Students wishing to register subsequently for more than 18 s.h. may do so under the following conditions:

- with their advisor's approval if their cumulative GPA is 3.0 or above, and
- with the approval of their advisor and the appropriate dean if their cumulative average is less than 3.0.

The special approval mentioned above is not required if the overload consists of MUSC 170, MUSC 270, MUSC 280, or any PHED activity course.

*Note:* Students who fail to register will be administratively withdrawn from the College and will risk losing scholarships, social security benefits, or other financial aid. Students who have been administratively withdrawn must apply for readmission to the College through the Academic Advisement Center.

## Grade Reports

At the end of each semester, students may view grades via the web at [my.oneonta.edu](http://my.oneonta.edu). Students must use their user name and password to access this information. Grades are not available to students with outstanding financial obligations to the College.

## Applying for a Degree

In order to receive a degree, students must file an Undergraduate Diploma Application in the semester prior to the one in which the degree will be awarded. Normally this would occur when there are 16 s.h. or less to complete toward the degree. It is the student's responsibility to confer with an advisor, determine the remaining requirements and file the application by the proper time. Early attention to this procedure allows final semester schedule adjustments to be made.

## Leave of Absence

Academic leaves may be granted to students who are interested in academic pursuits at an institution other than SUNY Oneonta. To be eligible for an academic leave, the student must be matriculated and have completed at least one semester at the College. For more information, an application, and Prior Approval contact the Academic Advisement Center.

Non-academic leaves may be granted to students for reasons deemed financial, military, health, or personal. Information and applications are available in the Student Development Office or at [www.oneonta.edu/development/leaves\\_withdrawals.asp](http://www.oneonta.edu/development/leaves_withdrawals.asp)

## Withdrawal from the College

### Student-Initiated or Voluntary Withdrawal

Liability for certain College expenses begins on the first day of classes. Students who withdraw are entitled to refunds of personal funds paid according to set schedules determined by appropriate offices (e.g., Student Accounts for tuition liability; Housing for room liability, etc.). Specifics are available from the Student Accounts Office.

*Voluntary Withdrawals.* Voluntary withdrawals should be pursued if a student is transferring to another college, will be absent for more than one year, or has decided not to continue his/her education at Oneonta. This does not prevent such student from applying for readmission to the College at Oneonta. Students who do withdraw and who subsequently wish to return to the College must follow the procedures for "Readmission".

Students leaving the College who *do* intend to return after one semester should check the criteria for Leaves of Absence (academic and non-academic) which do not require readmission.

Students who find it necessary to withdraw from the College must do so by filing a "Voluntary Withdrawal" form with the Student Development Office, Netzer 119. Information and applications are also available at [www.oneonta.edu/development/leaves\\_withdrawals.asp](http://www.oneonta.edu/development/leaves_withdrawals.asp)

*Withdrawal Prior to Midterm.* If a student officially withdraws from the College prior to the deadline for individual course withdrawals (one week past the midpoint of the semester), "W" grades will be assigned to all courses. No credit is earned for a grade of "W". Mini-courses and half-semester courses that end prior to withdrawal will be graded.

*Withdrawal After the Midterm.* If students officially withdraw from the College after the deadline for individual course withdrawals and up until two weeks prior to the beginning of final exams, they will receive a "W" with a parenthetical grade for each course, indicating the quality of their work up to the time of withdrawal. No credit is earned for a grade of "W". Mini courses and half-semester courses that end prior to withdrawal will be graded.

*Deadline for Withdrawal from the College.* Full-time students who are eligible to be enrolled during a semester, have not done so, and have not notified the Registrar's Office that they are pursuing their degree on a "part-time" basis (nor have they graduated, withdrawn, or taken a Leave of Absence) will be "Administratively Withdrawn" from the College by the Office of the Registrar. Students who are administratively withdrawn and who wish to return must follow the procedures for "Readmission". *Note:* Students in some majors, by virtue of program registration with the State Education Department, may be required to fulfill the most recent program requirements. Administrative Withdrawal may impact a student's financial aid. Students should contract the Financial Aid Office (Netzer 123, 607-436-2532) if they have questions.

## Readmission

The readmission process is overseen by the Academic Advisement Center. Students who withdrew, were administratively withdrawn, or academically dismissed, must apply for readmission. Students who have been academically dismissed are not eligible for readmission until one full year has elapsed since the dismissal. The student must also have successfully completed at least 12 s.h. of new academic course work with at least a 2.5 GPA at another institution. In all cases, applications for readmission must be received by the deadline dates noted at the end of this section.

After meeting these conditions, academically dismissed students may seek readmission under one of two options:

*Option I—Original Academic Record:* Readmission is based on previously-earned GPA with all semester hours earned counted toward the degree.

*Option II—Reinstatement Record:* The student's GPA is recomputed to 2.0. The student loses previously earned "D" and "E" credit (semester hours and quality points) necessary to compute the GPA at 2.0.

The decision regarding grades to be invalidated rests with the Academic Advisement Center. The grades will be invalidated in the following order:

- Low grades will be forgiven to bring the student to a minimum 2.00 GPA. If it is impossible to get to a minimum 2.00 GPA, then all grades will be forgiven from the GPA.
- Once a 2.00 or the next highest GPA is achieved, no more grades will be forgiven.
- Grades will be forgiven in the following order: "E" in the major, "E" out of the major, "D-" in the major, "D-" out of the major, etc.
- If grades of "D-" to "C-" are forgiven, students will lose the credit earned for those courses.

Policy for evaluation of transfer credit of readmitted students who were previously academically dismissed and choose Option II:

- The Option II policy is applied.
- The "Post Matriculation Transfer Credit Policy" is applied to the total credits earned after grades are forgiven.

Policies regarding readmitted students and their degree requirements:

- Students will be required to complete the degree requirements that are in place at the time of their readmission. If the student's last attendance was no more than two years past *and* the student was no more than 6 s.h. short of graduation, then the student may return under his/her old requirements.
- Readmitted students who were previously academically dismissed must maintain a 2.00 cum GPA in all course-work taken *since* readmission and must complete a minimum of 12 s.h. of new coursework at Oneonta (post re-matriculation) to be eligible for degree consideration. Failure to maintain this GPA will result in a second dismissal.

Students who are academically dismissed after readmission will not be eligible for readmission another time.

Students who choose to decline their readmission will have their Oneonta academic record returned to the academic record in place at the time of their last attendance at the college.

Applications for readmission are available on the Academic Advisement website or through the Academic Advisement Center. Questions regarding readmission may be directed to the Academic Advisement Center (100 Netzer). There is an application fee of \$20. Deadlines for applying are as follows:

- July 1 for Fall readmission
- November 1 for Spring readmission
- May 1 for Summer readmission

## Course Auditing

The auditing of courses is considered most appropriate when used to expand the educational experience of enrolled students, faculty, members of the College and members of the community.

*The priority of auditors shall be as follows:* College at Oneonta students; College at Oneonta employees; others. A \$50.00 course audit fee will be charged for each course audited. Those exempted from the course audit fee are College at Oneonta employees, currently enrolled College at Oneonta students, and persons age 55 and over. Course audit fees are not refundable. Course audit requests must be filed with the Continuing Education Office, Netzer 135.

## College Policies

SUNY Oneonta enforces the following policies regarding course auditing:

- Prospective auditors must have the permission of the instructor of the course and the department chair.
- Students may not audit a course in order to prepare for subsequent enrollment in that course.
- Students may not audit a course in order to make up work as a result of an incomplete.
- Students will be assessed a course audit fee if they are not enrolled at SUNY Oneonta at the time they audit a course.
- Course auditors will not be required to meet the requirements of the course, will not be officially enrolled in the course, will not be listed on course roster, will not earn any credit for the course, will not earn a grade for the course, and will not receive recognition for the course.
- Course auditors will not ordinarily be permitted to audit studio courses or the laboratory or field work portion of courses, or other course experiences which require individual attention or special arrangement.
- Course auditors may not register until regular registration is completed and may not use space or equipment needed by regularly enrolled students.
- High school students may not audit courses without specific written permission from high school authorities.
- Course auditors not affiliated with the College will have only the privileges of library visitors; they may qualify for "community borrower" status.
- Matriculated SUNY Oneonta students may not audit study abroad courses.

Those who audit courses must also purchase a parking permit.

## Seniors Taking Graduate Level Courses for Graduate Credit

Senior students in their last semester of resident work at Oneonta who have a minimum GPA of 3.0 may take one graduate course for graduate credit. If the student's GPA is 3.5 or above, they may take a maximum of two graduate courses. In either case, undertaking graduate level work must not delay completion of undergraduate degree requirements. Graduate credits cannot be applied toward a bachelor's degree. Students choosing this option should understand that this does not admit them to graduate study in a master's program. Some graduate level courses may not be open to undergraduate students under any circumstance. Students must file a "Senior Enrollment in Graduate Course" form, signed by the course instructor, with their Registration form at the

time of registration. The form is available in the Graduate Office. The ratio of seniors to graduate students in a graduate course should normally not exceed 10%, but in classes with enrollments of less than ten students, one or two seniors may be permitted.

## Student Records

The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect certain college educational records pertaining to them as individuals and to obtain copies for a fee. Students are also accorded the right to question the content of a record and to receive a formal hearing if dissatisfied with the responses to such questions.

Written consent from a student is required before personally identifiable information can be released from the individual educational record in all cases except tuition and fee obligations and those specifically exempted by law.

There is certain directory information which the College may release without the student's permission. Directory Information at the College at Oneonta is defined as the following:

- student name, postal addresses (not residence hall addresses), phone numbers and electronic mail addresses
- major field(s) of student, class year, academic advisor, dates of attendance, full/part-time enrollment status; degrees and awards received
- most recent previous school attended
- participation in officially recognized activities and sports; height, weight, and photographs of members of athletic teams.

A student wishing to prevent directory information from being released must contact the College Registrar, in writing or in person, to request that a "confidential" flag be placed on his or her record. These confidential flags will be placed within 48 hours of receipt of request and will be in effect until the student provides the College Registrar with a written request to remove it.

The Institutional FERPA Policy Statement, containing complete College policies and procedures for exercising student rights under the Family Educational Rights and Privacy Act of 1974, is available from the College Registrar. Inquiries or complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, D.C. 20202-4605.

## Transcripts

Copies of student transcripts sent from colleges previously attended become the property of SUNY Oneonta. They are used for admissions decisions and transfer evaluations. Students are advised to retain their own copies of academic work taken prior to their admission. The Registrar's Office cannot transmit academic records from another institution in a secondary manner.

Official transcripts of SUNY Oneonta coursework are issued by the Registrar's Office. All enrolled students pay a \$5.00 per semester fee as part of the College's comprehensive fee to cover the cost of transcript production. Forms for requesting transcripts are available in the Registrar's Office or online at [www.oneonta.edu/registrar](http://www.oneonta.edu/registrar)

Complete official copies of the student's record (transcript) are provided only upon signed (physical or through secured website) request from the student. Copies to be issued to third parties must also be accompanied by signed releases from the student. The College does not issue unofficial transcripts.

# SPECIAL ACADEMIC PROGRAMS

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## Off-Campus Internship Programs

Each academic department may offer student internships as part of its approved course offerings. These internships provide qualified students the opportunity to earn academic credit through field experiences related to their majors that include an academic component such as written papers, journals, portfolios, etc. Interested students should consult with their department for information about such opportunities.

In addition to departmental internships, college-wide internships are offered under the PROF 224 course designation. Contact the Dean of Behavioral and Applied Science, Netzer 333.

## Credit Granted and Limitations

Credit is granted on the basis of hours worked. One semester hour is equivalent to 40 work hours (normally a full work week). Part-time work may be pro-rated over the semester. Students may register for a maximum of 15 s.h. of internship credit during the fall or spring semesters; a maximum of 12 s.h. may be earned during the summer. A maximum of 16 s.h. of internship credit, including student teaching, may be applied toward the undergraduate degree.

Students must have 56 s.h. completed (12 s.h. at Oneonta); passed the College Writing Exam; have at least a 2.0 overall GPA and at least a 2.0 GPA in their major. Major departments may have requirements over and above these requirements.

## Summer Interns

Departments may sponsor opportunities for summer internship credits. Summer sessions fees apply. Summer session internships entail periods of service ranging from one to ten weeks.

## Study Abroad Programs

SUNY Oneonta offers several exchange programs through the Office of International Education. Oneonta students also have access to over 500 study abroad programs within the SUNY network. All programs carry academic standing and eligibility requirements. Programs vary in duration, scope, and purpose to intriguing places around the world. Courses taken abroad are offered in English or other languages, depending on the overseas institution, and may be transferred back into the student's academic program for college credit. Financial aid is available for qualified applicants but early planning is key to a successful experience abroad.

Studying abroad is a life changing experience that exposes the individual to a variety of viewpoints while growing personally and professionally. Students traveling abroad gain valuable insights as they meet the challenges of a competitive economy and diversified world.

Throughout the year, SUNY Oneonta hosts a Study Abroad Fair and a variety of workshops on campus. The Office of International Education invites students to explore their world for the enriching experiences studying abroad offers. The Office of International Education continues to grow its overseas partner programs; thus, students are encouraged to check the OIE's website for updates routinely.

For information on study abroad programs, contact the Office of International Education.

The Office of International Education  
Study Abroad Coordinator

111 Schumacher Hall  
Oneonta, New York 13820  
(607) 436-3369  
[www.oneonta.edu/academics/inted](http://www.oneonta.edu/academics/inted)

## SUNY College at Oneonta Programs

### Japan - Seinan Gakuin University

Since 1971, Seinan Gakuin University (SGU) in beautiful Fukuoka, Japan has welcomed SUNY students from around the world. Students may study for a semester, academic year, or summer program for a reasonable cost amidst a safe and friendly environment. Courses are offered in English and all SUNY students, all majors, may apply to SGU.

Located in the southern part of Japan, Fukuoka is known for its dichotomy of natural beauty and dynamic, metropolitan atmosphere. With 1.4 million inhabitants, Fukuoka is one of Japan's five largest cities and prides itself in its unique cuisine and enticing shopping districts. The city's strategic location offers convenient travel to various parts of Japan and South Korea via its national airport. The city's public transportation system is highly developed and modestly priced.

SGU is respected for its diverse student body, quality academic programs, and friendly faculty and staff. Eligibility for studying at SGU includes sophomore standing with a cumulative GPA of 2.5 or higher.

### South Korea - Chungnam National University

SUNY Oneonta is a proud partner of Chungnam National University (CNU), a major research university of 35,000 undergraduate and graduate students in Daejeon, South Korea, just 1 hour by train to Seoul.

CNU is a respected university, known for its science, business, medical, music, and liberal arts programs. The university has a diverse student body, high quality programs, and world-class faculty. Selected as one of the "50 best universities in Asia," the university is passionate about turning dreams into reality for its students.

Daejeon is one of the largest cities in South Korea, just southwest of Seoul and is a powerhouse for the healthcare, engineering, and manufacturing industries. The city is known for its friendly people, intriguing museums, historical sites, and Buddhist temples and is home to the National Science Museum.

Open to SUNY students, all majors, for the spring semester, CNU also has a summer cultural studies program at very low cost. Eligibility for studying at CNU includes sophomore standing with a cumulative GPA of 3.0 minimum with strong faculty recommendations. The program is ideal for Science, Biology, Chemistry, Business, Engineering, Political Science, History, and English majors. Entry to the exchange program is competitive and academically strong, qualified students are encouraged to apply.

### South Korea - SolBridge International School of Business

SolBridge International School of Business at Woosong University is in a new multi-million dollar facility built in the classic Korean design in Daejeon, South Korea. The School has ultra-modern facilities, prestigious faculty, and outstanding technology for a



contemporary learning environment. Coursework is taught exclusively in English with classes such as: Entrepreneurship, Global Marketing, Management, and Finance, and some non-business courses.

SolBridge is walking distance to the KTX rail to Seoul and has a progressive transit system. Daejeon is one of the largest cities in South Korea, just southwest of Seoul and is a powerhouse for engineering, manufacturing, and healthcare industries. The city is known for a very low crime rate, its friendly people, intriguing museums, hot springs, historical sites, and Buddhist temples. Marketed as "The Slowest City in Asia," the city is extremely friendly and the pace is much slower than Seoul yet Daejeon is a prominent force in Korea's impressive global competitiveness and known as the silicon valley of Korea.

Open to all SUNY students and majors seeking a world-class education, the program is ideal for Business majors seeking a world class education. Minimum 3.0 GPA and strong faculty recommendations required. Students may study for a semester or academic year.

### **South Korea - Yonsei University at Wonju**

A well-rounded exchange program providing an array of cultural and didactic experiences at a prestigious university in a beautiful, rural setting. The Global Village (GV) program is ideal for English, Education, History, Political Science, and International Studies majors. The program is only open to SUNY Oneonta students.

Yonsei University at Wonju (YUW) is situated in a valley surrounded by 360 degrees of beautiful mountain views in rural South Korea. The campus is a retreat from the busy, big cities in Korea and is an excellent fit for SUNY Oneonta students seeking to experience the rich tradition and customs of South Korea.

Home to over 5,000 undergraduates, Yonsei University at Wonju is a leader in campus internationalization in conjunction with its main campus in Seoul. Courses in the GV program are taught in English and includes Korean language and culture/history coursework and field trips.

The Global Village (GV) program is a unique opportunity to get immersed in Korean language and culture. Students take part in a cultural internship program, teaching English at the Wonju campus in small group settings and may be eligible for up to a \$3,000 stipend.

SUNY Oneonta students must enroll in a Korean language course through the SILP program at Oneonta, taught by Yonsei University at Wonju prior to enrollment at YUW. Eligibility includes sophomore standing, GPA of 2.5 or higher, and strong faculty recommendation.

### **Sweden - Linnaeus University**

Since 2002, Linnaeus University is located near the Baltic Sea region and the country is known for its international commerce, cutting edge technology and sciences. Students choose from among three campuses at Linnaeus University:

- Växjö - The main campus, with the widest course selections for all majors and the largest student enrollment and over 1,000 international exchange students. Fall, spring, or academic year study.
- Kalmar, located near the Baltic Sea region and home to the premier Baltic Business School (BBS) and home to the historic Kalmar castle. Fall, spring, or academic year study.
- Hultsfred – for Music Industry majors only with a "Hard Rock Café" atmosphere. Known as Rock City, students study Music & Event Management and do an Independent Research Project. Students gain valuable, applied knowledge of the European music market and are exposed to a variety of music

performances on and off campus. Junior status and spring semester study only.

Eligibility for studying at Linnaeus University includes sophomore standing (except Hultsfred campus) and cumulative GPA 2.5 or higher. Students may study for a semester or academic year.

### **Russia - Siberian State Aerospace University**

Since 1998, the Siberian State Aerospace University (SibSAU) in Krasnoyarsk, Russia has partnered with SUNY College at Oneonta. The direct study abroad experience is open to all majors. Students study for the summer, taking communication studies or business economics courses. Students earn up to 6 credit hours of SUNY coursework taught by a SUNY College at Oneonta faculty member. Students also experience the best of Russian culture and food, and engaging field trips along with a top quality education. Class sizes are modest on this four week summer program.

Krasnoyarsk is located just east of the center of Russia, lies on the Yenisei River, and is the third largest city in Siberia. The towns are populated with quaint cafés, street vendors, souvenir and antique shops, and fine restaurants. Historical churches and cathedrals with intriguing architecture amidst the backdrop of gorgeous cliffs, forests, and national parks offer memorable scenes. Krasnoyarsk is known as "the City of Fountains" and is a distinguished scientific and educational center.

Eligibility for studying at SibSAU includes sophomore standing and a cumulative GPA of 2.5 or higher.

### **Finland - Jyväskylä University of Applied Sciences (JAMK)**

Established in 1992, JAMK is quality-focused, passionate about pragmatic teaching and learning opportunities with a career focus, and embraces diversity on its campus. Over 8,000 students attend JAMK with 160 exchange students. With three degree programs taught exclusively in English, the university offers an array of courses taught in English. The university provides services such as tutoring, student "buddy" program, and several student clubs and organizations. The values of the university are trust, responsibility, and creativity.

Jyväskylä is the seventh largest city in Finland. The campus is situated by lakes and forests and Finland has often been regarded as similar to Maine with its rocky coastlines and forests. Trips to St. Petersburg, Russia and Stockholm, Sweden are within reach.

Open to all SUNY students and all majors, JAMK is ideal for Education, English, Business, Economics, Healthcare, Hospitality & Tourism, and Music majors. Eligibility for studying at JAMK includes sophomore standing with a cumulative GPA of 3.0 or higher with faculty recommendations. Students may study for the fall, spring, or academic year or summer program.

### **Germany - Ludwigsburg University of Education (LUE)**

The city of Ludwigsburg is a wonderful destination for first time or return travelers to Germany. The Ludwigsburg Palace, Germany's largest baroque palace, dates back to the 19th century. Located in western Germany near Frankfurt, the university is surrounded by hills, forests, and historic cathedrals and the city is considered both the center of education and economic progress.

Courses are taught in English with German language courses taught at all levels. The program is ideal for Education, History, English, and Art majors. The International Office provides tutors and mentors for American students, making living and studying at Ludwigsburg a positive and memorable experience.

Open to all SUNY students and all majors, eligibility includes sophomore standing with a cumulative GPA of 2.5 or higher. Study for the fall, spring, or academic year.

### **Ghana - The University of Cape Coast**

With its longstanding relationship with SUNY Oneonta, the University of Cape Coast has over 14,000 students and offers an environment that motivates individuals to respond effectively to the development needs of a changing world.

The University of Cape Coast is one of the rare sea front universities in the world and is focused on supporting and advancing specific areas of economic and social activity through learning, teaching and research. The campus is diversified, welcoming, and friendly has a reputation for its excellence in teaching. Students have the opportunity to study the culture and history of Ghana including slave trade pan-Africanism, politics, community development, and art. Studying in Ghana is a life changing experience, confronting the student with the impact of the European slave trade on West Africa, visits to the slave-trade forts, and learning about the history of trade and exports. The country has a rich history of oral story tellers, writers, and poets.

Open to all SUNY students and all majors. Eligibility for studying at UCC Ghana includes sophomore standing with a cumulative GPA of 2.0 or higher. Study for the fall, spring or academic year.

### **Intersession and Faculty-Led Programs**

SUNY Oneonta has a variety of short-term, faculty-led programs throughout the year that are considerate of time and cost. Faculty-led trips may carry college credit, community service component, cultural experiences, or combination. Other short-term programs include travels with faculty to Ghana, India, Greece, Mexico, London, Costa Rica, with other countries added throughout the year.

### **International Student Services**

SUNY Oneonta recognizes the unique needs of international students. To that end, the College provides a range of services to enhance the academic, social, and cultural life of students. The campus has a robust calendar of events in addition to the Office of International Education field trips and unique activities. The International Student Organization (ISO), comprised of international and American students, complements more than 80 student clubs/organizations, along with the newly formed Japan Student Association (JSA). The College is equipped with a student health center, providing professional counseling for student health and emotional well-being, along with a fitness center, pool, and gyms for a balanced lifestyle. The College has a research library, 15 residence halls, an unlimited dining/meal plan and innovative My Kitchen facility for international dining experiences and cooking demonstrations. The College is an NCAA Division III campus and has several intramural teams for which international students are encouraged to participate.

The Office of International Education takes a proactive approach to student services by providing quality experiences in campus involvement, student employment, service learning, volunteer opportunities, and community service. The Office of International Education (OIE) hosts on and off-campus activities such as field trips, special events, social gatherings, workshops, and guest speakers. Each year, the OIE hosts the International Showcase, which highlights the gifts and talents of its international students. The Center for Social Responsibility and Community,

Center for Multicultural Affairs, among other programs, allow students to contribute positively to one's community for the betterment of a cross-cultural world.

Supplementary English as a Second Language (ESL) courses are offered on campus, supported by a Language Lab with ESL multimedia software, The Center for Academic Development and Enrichment (CADE), Writing Center, and professional and peer tutoring services.

The OIE transitions students effectively from their home country by communicating with them early for pre-departure readiness. Upon arrival, students are assisted with logistical matters such as establishing a bank account, setting up their rooms, and gaining familiarity with the campus and community. A comprehensive international student orientation is followed by a campus-wide orientation which includes academic advising, course registration, and opening ceremonies.

Oneonta is a culturally diverse city amidst the beautiful foothills of the Catskill Mountains. The city has a progressive local and interstate bus system running seven days per week with routine stops on campus. Oneonta is just 4.5 hours by bus to New York City and one hour to the Albany Airport and metro shopping areas. The downtown area offers unique shops and ethnic food in a safe, friendly environment. The regional area is home to the National Baseball Hall of Fame, Catskill Symphony, and The Foothills Performing Arts Center. Upstate New York is a four-season state with mild summers, a beautiful spring, spectacular fall, and winters with plenty of snowfall for the outdoor enthusiast.

### **Independent Study**

The purpose of independent study is to allow students to pursue projects that do not fit within the framework of regular course offerings. It is intended to be a truly independent project of a special nature, which may carry from 1 to 6 s.h. of credit.

Students must pursue independent study under the guidance of a faculty member. The instructor acts as advisor, consultant, and evaluator of both the student and the particular project as a worthwhile and appropriate educational process. Together, the student and faculty sponsor prepare a description of the project, which will be entered on a form obtained from the Registrar's Office. The completed form must be signed by the sponsor and approved by the chair of the department within whose discipline the subject of the study falls.

To be eligible for independent study, the student generally must meet the following requirements:

1. Complete at least one semester's work in a degree program at the College at Oneonta.
2. Have a cumulative GPA of at least 2.0, unless there are extenuating circumstances.
3. Have adequate preparation for undertaking the project. (Proposals requiring appreciable tutoring or direct instruction will not be approved.)
4. Have no more than 6 s.h. of independent study work during any one semester and no more than a total of 30 s.h. in independent study toward a degree.
5. Complete an independent study form and file it with the department chair no later than two weeks after the beginning of the semester.

The student may apply for Pass/Fail grading in independent study under the College rules for Pass/Fail options. Otherwise the student will be graded in the conventional manner. If the independent study project is not completed during the semester in which

the student registered for it, a grade of "I" or "E" must be assigned, depending upon the circumstances.

The following exceptions to the policy should be noted:

1. The independent study program in foreign languages is a closely-structured program that places it outside the limitations described above. It may be taken at any time and does not count toward the 6 s.h. of independent studies allowed in any one semester.
2. In some cases, if a student finds it necessary to leave the campus to complete his degree in absentia, the rule limiting a student to 6 s.h. of independent study projects in one semester may be waived at the discretion of the appropriate academic dean.

## Teaching Assistantships

1. Teaching assistantships do not carry liberal arts (LA) credit.
2. Teaching assistantships can only be taken on a pass/fail (P/F) basis.
3. In order to be eligible for a teaching assistantship, a student should have an overall GPA of at least a 3.0. Students must document that they have acquired the skills they need to carry out their duties. These skills can be acquired in formal course work (with at least a grade of "B" in any course which is relevant to his/her duties as a TA) or in another setting such as expertise acquired as part of a job. The student must have passed the College Writing Examination.
4. A student will be limited to: a maximum of 12 s.h. of TA credit during his or her entire college career; 3 s.h. of TA credit in any one semester; and a maximum of 6 s.h. of TA credit for any one course. Therefore, we wish to ensure that students do not substitute teaching assistantships for course work to an excessive degree. Our justification for limiting the number of TA credits a student can amass in any one course is our belief that the educational benefits of serving as a TA for a course diminish and that after a point a teaching assistantship becomes a job rather than a learning experience.
5. Teaching assistantships will be limited to students with junior or senior status who have completed at least 12 s.h. of courses at SUNY-Oneonta.
6. SUNY Oneonta policy does not permit undergraduate teaching assistants (who, by definition, are non-employee students) to grade, or in any manner process, tests or papers of another student. It is the position of the College that such grading or processing would be an invasion of student privacy, possibly leading to embarrassment or humiliation of the student test-taker. In addition, the situation could offer opportunities for such offenses as grade selling, or coercion of either the test-taker or the grader.
7. Faculty and teaching assistants will comply with FERPA and institutional policies regarding FERPA. These policies are located on the Registrar's webpage. Hardcopies are available in the Registrar's Office.
8. All departments must use the same application form for students wishing to serve as teaching assistants. The form must describe: the student's duties; how the student's performance will be assessed; the courses that the student has taken as preparation for his or her duties as a TA and how the students performed in those courses. The application must be approved by the relevant instructor, department chair and the relevant academic dean.
9. The course title must be TA in (subject #), for example TA in Accounting 100. This will enable the Registrar to monitor the number of times a student serves as a TA in a particular course.

10. Departments will have the discretion to use more stringent criteria.

11. Appeals for exceptions will be addressed to the academic deans or the Vice-President for Academic Affairs. A copy will be forwarded to the Senate Committee on Instruction.

## Hartwick Exchange Program

Through a cooperative arrangement students from Hartwick College or the SUNY Oneonta may enroll in courses on the other campus without paying tuition and the comprehensive fee. The program is coordinated through the Registrars' Offices at Hartwick and SUNY Oneonta. The following guidelines govern registration:

1. College at Oneonta students must be matriculated and enrolled full-time at Oneonta before registering for a Hartwick course.
2. College at Oneonta students may take only one course per academic term at Hartwick.
3. College at Oneonta students may not register at Hartwick for a course available on their own campus, even if that course is not offered in the present semester. (There may be an exception for a student whose graduation plans may have to be postponed.)
4. College at Oneonta students may consult Hartwick's schedule of classes on-line to select a course. When a student selects a course, the Registrar will contact Hartwick, after their students have registered, to see if an opening exists. If so, the registration will be made.

This Exchange Program is not available in January or during the summer. The grade earned at Hartwick through this program will be calculated in the College at Oneonta grade point average.

## Office of Special Programs/EOP

EOP serves academically and economically disadvantaged students by facilitating their admission to the College and their receipt of financial aid in accordance with individual family circumstances. Criteria for admission are detailed in the "Admission" section.

EOP supports students with the following:

*Academic Advisement:* Counselors assist students with planning for achievement of academic and career goals.

*Counseling:* Counselors assist students with emotional and social adjustment.

*Tutorial:* Students receive tutoring on an appointment or drop-in basis.

*Academic Support Courses:* Courses offered by EOP include Interdisciplinary Studies 110 (Orientation to Higher Education) which instructs students in the fundamentals of academic success and life-long learning skills; and Professional Studies 211 (Seminar in Peer Tutorial) which instructs students in administrative and management skills which they employ as tutors. Interdisciplinary Studies (INTD) 194 is required for students who are on academic probation.

*Peer Counseling Program:* EOP offers a sequence of two courses (Professional Studies 209/210) by which students assume paraprofessional roles in assisting the EOP professional staff with advisement and counseling.

*Student Opportunities Committee:* Student input assists staff in the design and implementation of personal development, social and cultural activities for EOP students.

## College Assistance Migrant Program (CAMP)

CAMP serves students from migrant and seasonal farmworking families in pursuing higher education by providing scholarships and support services. There are 25 scholarships per year for students who meet program eligibility requirements. The College Assistance Migrant Program supports eligible students by providing:

- Financial Assistance
- Leadership Development
- Personal Counseling
- Academic Tutoring
- Extracurricular Activities
- Educational/Cultural Field Trips
- Orientation to Campus Life
- Weekly Stipend
- Career Development
- Academic Advisement
- Mentoring Program

## Governmental and Public Affairs Internship Programs

Public affairs internship programs enable students to deepen their understanding and apply course materials, develop professional skills, and explore career opportunities. Students can pursue internships with various public, private, non-profit organizations, and receive college credits, through programs already structured or by finding their own and working with the Political Science Department. Internships may be undertaken during fall, spring, or summer.

Internships for credit require an academic component, which may include seminars, readings, journal entries and a final report or paper. Students may earn 1 to 15 credits and can include a major research paper that would fulfill the capstone course requirement for the Political Science major. Credit cannot be given retroactively, so visit the program coordinator 6-8 weeks before the beginning of the internship semester.

The structured programs, administered by SUNY Brockport, are based in Albany and Washington D.C. They are supervised, full-time, full-semester, professional-level placements in the legislative and executive branches of New York State government, federal executive agencies, Congress, interest groups, or federal courts. The Albany programs include a stipend. These programs are affordable and open to all majors who meet college and program requirements. Local internships are also available. Current eligibility requirements are:

1. Completion of 57 s.h., including a minimum of 12 s.h. at Oneonta.
2. Passing grade on the College Writing Exam.
3. A cumulative GPA of approximately 2.75.

Contact Dr. Brett Heindl, Coordinator of Public Affairs Internships, Political Science Dept., (607) 436-3923, heindbs@oneonta.edu.

## Credit for Prior Learning Assessment Program

In some cases, non-traditional learners may petition for credit for learning acquired in a variety of ways including work experience, reading programs, voluntary reading and discussion groups, radio, television, and a variety of other methods. Whenever possible, such learning should be tested through such standardized tests as CLEP. Often a faculty member or consultant who has a strong background in the area must evaluate the learned materials on an individual basis. Students wishing to have an as-

essment of prior learning should discuss procedures with the appropriate academic dean. The applicant will be expected to present a detailed written statement (portfolio) explaining the learning experience and requesting a specific number of credits. In some cases the applicant may also be asked to undergo a lengthy oral inquiry. Credits may be granted only if:

- a. The evaluator determines that the learning has been of college level.
- b. It is an area usually covered by college courses.
- c. It relates appropriately to the projected degree program of the applicant.

The maximum limit of semester hours granted is limited to 60 semester hours. Although prior learning credit is considered transfer credit which is limited to a maximum of 77 semester hours, students may not be awarded more than 60 semester hours of LE credit.

## Eligibility

Credit for prior learning will be awarded only to matriculated undergraduate students or to those who have been accepted to matriculate, and is generally applicable only to non-traditional students.

Apply through the Dean of Behavioral and Applied Science, Netzer 333.

## Center for Academic Development and Enrichment (CADE)

CADE houses both the College Learning Center and the College Writing Center. It provides a wide range of services that foster the academic development of students, from their first year in college through their graduate studies. CADE's goal is to assist students in developing skills that will allow them to become independent, life-long learners. CADE works with students, faculty, and professional staff to nurture, support and sustain a diverse campus learning environment that empowers students to become engaged confident, and self-aware learners who can communicate clearly and achieve their goals in college and in life. For information, contact the Center for Academic Development and Enrichment, 225 Alumni Hall, (607) 436-3010 or visit our web page (<http://cade.oneonta.edu>).

## College Writing Center

The College Writing Center offers students a variety of services including developmental writing instruction and writing consultations. The College Writing Center also administers the College Writing Exam in large group settings. Computer based and pen-and-paper testing formats are available. For information, call (607) 436-3010 or visit our web page ([cade.oneonta.edu](http://cade.oneonta.edu)).

## College Learning Center

The College Learning Center offers classes and other instructional programs in developmental mathematics, critical reading, and study skills (at both beginning and advanced levels). See course listings for the Center for Academic Development and Enrichment under "Academic Departments, Programs & Courses," and for more information, call (607) 436-3010.

## Continuing Education

The Office of Continuing Education serves the needs of traditional and non-traditional students who are not currently pursuing a degree program. Students may register for day or evening courses on a part-time or full-time basis.

There are three types of non-degree undergraduate students:

- *Visiting Students*: students pursuing a degree at another accredited college or university who wish to earn credit at Oneonta and transfer it back to their home institution
- *Pre-matriculated Students*: students who eventually wish to pursue a degree at Oneonta or another institution and have not yet been admitted to a degree program
- *Life Long Learners*: students who take courses for personal enrichment and do not intend to pursue a degree at Oneonta or another institution

Note: Students who previously attended SUNY Oneonta as a degree-seeking student should contact the Academic Advisement Office, Netzer 100, for information on readmission to the College.

## Terms and Conditions for Non-Degree Undergraduates

Students must submit an admission application, available on the web site: <http://www.oneonta.edu/academics/conted/> or in the Continuing Education Office, Netzer Administration Building, Room 135. Applications must be accompanied by:

- HSED or GED completion certificate, or
- high school transcript showing award of diploma, or
- transcripts from *all* post secondary institutions attended reflecting a grade point average of 2.0 or higher.

Admission as a non-degree undergraduate student does not guarantee future admission to a degree program, nor does it guarantee availability of courses at the time of registration. Non-degree students register for classes after degree seeking students have registered. Non-degree undergraduates may register for up to 13 s.h. per semester and 6 s.h. each summer session.

*Pre-matriculated* non-degree undergraduates may not earn more than 24 s.h. prior to admission as degree-seeking students. In addition, they are required to maintain a 2.0 grade point average to be eligible to continue enrollment.

*Life long learners* and *visiting students* who do not maintain a 2.0 grade point average may be precluded from further enrollment.

*Visiting students* who wish to transfer credit earned at Oneonta, must submit a signed transcript request form to the Oneonta Registrar's Office in order to have an official transcript mailed to their home institution.

All new non-degree students are required to make an individual advisement appointment prior to registration. Continuing pre-matriculated non-degree undergraduates are strongly encouraged to meet with the advisor each semester.

## Non-Degree Graduate Students

A non-degree graduate student is any student who has earned a Bachelor's degree, is *not* currently enrolled in a graduate degree program at SUNY Oneonta and wishes to enroll in graduate or undergraduate courses.

## Terms and Conditions for Non-Degree Graduates

Students must submit an admission application, available on the web site: <http://www.oneonta.edu/academics/conted/> or in the Continuing Education Office, Netzer Administration Building,

Room 135. Applicants must include with their applications an official transcript reflecting award of a baccalaureate degree. Academic advisement is available for non-degree graduate students. To schedule an appointment, please call the office at 1-800-SUNY-123 or (607) 436-2548.

Admission as a non-degree graduate student does not guarantee future admission to a degree program, nor does it guarantee availability of courses at the time of registration. Non-degree students register for classes after degree seeking students have registered. Not all courses are open to non-degree students. Check with the offering department before submitting an application for admission as a non-degree student.

Tuition for non-degree graduate students is based on the level of the course(s) in which the students enroll. Graduate courses are assessed the graduate rate; undergraduate courses are assessed at the undergraduate rate.

Non-degree graduate students who do not maintain a 3.0 in graduate level course work may be precluded from future enrollment.

## Non-traditional Students/Adult Learners

Many non-traditional students (normally defined as those age 25 or older) who wish to pursue a degree frequently work with the Office of Continuing Education as non-degree undergraduates as the first step in planning their college career. The Office provides a focal point for their special needs and can be a powerful force in ensuring their success at the College at Oneonta. After a semester as a non-degree student many students choose to apply for matriculated (degree-seeking) status with the College.

## Center for Economic and Community Development

In 1990 the College established the Center for Economic and Community Development, as part of the Division of College Advancement. The Center is a research and problem-solving resource to the community with a focus on projects that require in-depth research and development of creative strategies to address challenges facing people, organizations, and municipalities. Generally, Center projects focus on issues pertaining to economic development, business development, tourism, community development, and local government operations.

The Center has developed a wide variety of collaborative relationships to develop strategies and action plans which address such issues as downtown revitalization, strategic planning, economic impact analysis, community surveys, leadership development, tourism analysis, small business training, and nonprofit organizational development. The Center also manages the Leadership Otsego Program which provides leadership training within Otsego County.

Students can gain valuable and pertinent work experience from the Center's activities through internships and applied research. In the past, the Center has had student interns from the Political Science department and the Division of Business and Economics. [www.oneonta.edu/advancement/cecd](http://www.oneonta.edu/advancement/cecd)

# ACADEMIC DEPARTMENTS, PROGRAMS, AND COURSES

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The College at Oneonta offers students more than 1,400 courses—from Accounting to Zoology—from over 25 separate departments. Requirements for majors and minors and course descriptions are listed under the departments that offer them; and these departments are arranged in alphabetical order. See the "Course Index" for details.

Please note that requirements, courses, and course descriptions are subject to change after publication of this catalog. Contact the appropriate departments for updated information. Also note that some course descriptions have been edited for clarity and consistency. Complete descriptions are available from the instructors or the departments concerned.

## Key to Course Descriptions

<i>Abbreviation</i>	<i>Meaning</i>
(PACT)	Activity course in Physical Education
CWE	College Writing Exam
(LA)	Liberal Arts (course is a Liberal Arts offering)
s.h.	Semester Hour(s)
SoS	Sophomore standing
JrS	Junior standing
SrS	Senior standing

## Course Numbering System

100 - 199	Lower-division undergraduate-level courses.
200 - 299	Upper-division intermediate undergraduate-level courses.
300 - 499	Upper-division advanced courses.
500 - 699	Graduate-level courses.

## Courses Not Regularly Offered

Certain courses, so noted under department listings, are taught on an infrequent basis (generally less than once every three years). Interested students should consult department chairs as to when these courses may be available or offered on an individual enrollment basis.

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## Africana and Latino Studies

*Professors:* Choonoo, Hill, O'Mara (Chair); *Associate Professor:* Compton; *Assistant Professors:* Keegan, Rogers, Wambui; *Lecturer:* Souza

### Objectives

The Africana and Latino Studies Department is an interdisciplinary program spanning a wide variety of courses in the humanities and social sciences. The major is designed to provide a humane and intellectual appreciation of the heritage of Africana and Latino peoples. The Africana and Latino Studies major\* also provides students with insight into the contemporary experiences of Africana and Latino people (African, African American, Latin, Caribbean). Africana and Latino Studies courses are expected to broaden the intellectual and cultural vision of all students.

### Major

Africana and Latino Studies is a major requiring 30 s.h.

### Minor

The department offers three minors that are compatible with many majors: Africana and Latino Studies (18 s.h.), Urban Studies (19-27 s.h.), and Social Justice Studies (19-27 s.h.).

### Requirements for the Major

The majority of courses are cross-listed with other departments. The Major consists of three tracks: Africana and Latino Studies Track, Africana Studies Track, and Latino Studies Track. 30 s.h. of credit must be completed for the ALS major in ALS courses and approved related course work. Specific course requirements are listed below.

### Special Programs

ALS offers a Ghana Intersession and study abroad and exchange programs through other SUNY programs; encouragement of innovative independent study and field-work projects; apprenticeship and internship programs with State, urban, community and NGO agencies overseas.

### Africana and Latino Studies Minor Requirements

*Core Requirements:* 6 s.h.

ALS 100

ALS 395 Senior Seminar in Africana & Latino Studies

*ALS Minor Remaining Requirements:* 6 s.h.

Choose 2 courses from the ALS combination courses below:

ALS 160, 208, 259, 260, 262, 273, 361;

GEOG 238; SOCL 261, 279; ALS/WMST 269, 290, 291

*Choose 2 courses from ANY of the courses below:* 6 s.h.

*Africana Studies*

ALS 104, 202, 203, 207, 210, 211, 212, 215, 219, 250, 251, 257, 263, 264, 265, 266, 270, 274, 275, 276, 278, 279, 286, 351; MUSC 121

*Latino Studies*

ALS 206, 208, 252, 258, 261, 267, 271, 272, 277, 288, 340; GEOG 266; SPAN 205, 310, 323, 325; WLIT 271

*ALS Language/Independent Study/Internship Options:*

*Languages:* Students are encouraged to study a language.

No credit given towards minor.

*Independent Studies:* Maximum 3 s.h. of Independent Study (ALS 299) in ALS.

### Africana and Latino Studies Major Requirements

*Core Requirements:* 6 s.h.

ALS 100

ALS 395 Senior Seminar in Africana & Latino Studies

(Note: completion of at least 9 s.h. in ALS or permission of the chair is a prerequisite.)

*Note:* A maximum of 3 s.h. of 100-level coursework may be taken in the remainder of the major.

*ALS Major Remaining Requirements:* 9 s.h.

All ALS majors choose 3 courses (9 s.h.) from below:

ALS 160, 208, 259, 260, 262, 273, 361;

GEOG 238; SOCL 261, 279; WMST 269, 290, 291

*Africana and Latino Studies Track Requirements:* 15 s.h.

*Africana Studies Track - select 5 courses from below:*

ALS 104, 202, 203, 207, 210, 211, 212, 215, 219, 250, 251, 257, 263, 264, 265, 266, 270, 274, 275, 276, 278, 279, 286, 351;

MUSC 121

*Latino Studies Track - select 5 courses from below:*

ALS 206, 208, 252, 258, 261, 267, 271, 272, 288, 340;

SPAN 205, 310, 313, 314, 323, 325;

GEOG 266; WLIT 271

*ALS Language/Independent Study/Internship Options:* 3 s.h.

*Languages:* Maximum 3 s.h. 100-level (Spanish, Arabic, French, or another African language, Brazilian Portuguese may be applied to the above track requirements).

*Independent Studies and Internships:* Maximum 3 s.h. may be applied to any of the tracks, but the content must be relevant to the track.

### Social Justice Studies Minor Requirements

*Core Requirements (choose 3):* 9 s.h.

ALS 273, HIST 120, PHIL 102, PHIL/ALS 160

*Electives (select from at least two different disciplines):* 9 s.h.

ALS 262 or AHIS/ALS 264, ALS 395, ALS 397 (3 s.h.), ANTH 201 or ANTH 227, GEOG 230 or GEOG 233, HIST/ALS 104 or POLS/ALS 265, WHIS/ALS 272 or WMST/ALS 252 or POLS/ALS 267, AHIS 284 or AHIS/ALS 288, PHIL/ALS 259 or PHIL/ALS 260, POLS 219, POLS 235 or SOCL 244 or PHIL 230, POLS 243 or POLS 245, POLS 278 (1 s.h.), POLS 283 or POLS/ALS 265, POLS 288, PSYC 243 or SOCL 237, SOCL 239 or FAMS/ALS 361, SOCL 250 or SOCL 260, SOCL 261, SOCL 279, SOCL 282, WLIT/ALS 257 or ALIT 207, WMST 212, WMST/ALS 261 or WMST/ALS 269

*Capstone Experience* 3 s.h.

ALS 395 or ALS 397 or a Senior Seminar as approved or Study Abroad as approved by program coordinator.

### Urban Studies Minor Requirements

*Core Requirements (choose 2):* 6 s.h.

ALS 273, ALS/PHIL 160

SOCL 240, 261

GEOG 233

*Electives (choose 1):* 3 s.h.

ALS 206, 208, 250, 278, 279, 286, 351,

ALIT 303

WMST 290

*Electives (choose 2):* 6 s.h.

ALS 252, 262, 264, 266, 273, 288, 292, 361,

ANTH 209,

GEOG 233, 347,

AHIS 208, 283, 284,

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SOCL 240, 258, 261, 277, 279,

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*Research or Field Experience (choose 1):* 3 s.h.  
ALS 299/399, 395

**Africana and Latino Studies Courses****ALS 100 Introduction to the Africana-Latino Studies Experience 3 s.h.**

A general introduction to African-American and Latino experiences in the U.S. (LA, WS2)

**ALS 104 Introduction to African History 3 s.h.**

An introduction to African history from antiquity to the present. Ancient and medieval trading empires, the impact of the slave trade and colonialism are all treated along with some attention to current issues in Africa. (LA, HO2)  
*Cross-listed as HIST 104.*

**ALS 160 Urban Philosophical Dilemmas 3 s.h.**

This course is designed to answer questions relevant to urban America, questions that have been largely ignored by academic philosophers. For instance: Is it morally wrong to snitch on your friends? If you're from "the hood" (whatever that might be), is it morally/politically/socially wrong to want to leave it? What are the epistemological assumptions of keepin' it real (or is this just an empty rehetorical phrase)? If you're out to get bling bling, are you contributing to the capitalist system that often oppresses the traditionally underrepresented? At what point do artists and musicians stop being gritty and raw and start being parodies and stereotypes? (LA, AH2, OS2)  
*Cross-listed as PHIL 160.*

**ALS 194/294 Special Topics 1-3 s.h.**

A focus on current, controversial, interdisciplinary, or specialized topics relating to the African-American and Latino experience. (LA)

**ALS 202 Peoples and Cultures of Africa 3 s.h.**

A survey of cultures and societies of Africa with particular emphasis on population, languages, socio-culture systems of the Sub-Sahara, and African cultural survivals in the New World. (LA, HO2)  
*Cross-listed as ANTH 202.*  
*Prerequisite: SoS.*

**ALS 203 People and Cultures of the Caribbean 3 s.h.**

Prehistory, cultural background, and culture patterns of selected Indian, Mestizo, and Creole groups in island and mainland societies. (LA, HO2)  
*Cross-listed as ANTH 203.*  
*Prerequisite: SoS.*

**ALS 206 Latino Drama: Teatro Campesino 3 s.h.**

This is an interdisciplinary course on Latino dramatic works that reflects the experiences, struggles and successes of Chicanos, Puerto Ricans, Dominicans, Cubans, Central and South Americans. The focus is around four themes: culture; history and society; politics and politics of identity; and gender and sexuality as reflected in drama. (LA, HO2)  
*Prerequisite: SoS.*

**ALS 207 Black Drama 3 s.h.**

This course studies and analyzes African, African American and Afro-Caribbean drama, playwrights and theatre groups. As a comparative survey of modern Black drama, the course explores common themes in world Black drama in major works of Africana dramatists, e.g., Amiri Baraka, Charles Fuller, Lorraine Hansberry, August Wilson, National Black Theatre, Derek Wolcott, Sistren Theatre Collective, Ama Ata Aidoo, Ola Rotimi, District Six and Market Theatre companies, and others. (LA, HO2)

**ALS 208 African-Americans and Latinos in Film and Television 3 s.h.**

A critical survey of Blacks and Latinos in film and television. Special attention given to the image of these minorities as portrayed in major films and television programs. (LA, HO2)  
*Prerequisite: SoS or 3 s.h. THTR or MCOM.*

**ALS 210 Survey of Francophone Literature 3 s.h.**

A study of Francophone literature of Quebec, the Caribbean Islands, North Africa, Sub-Saharan Africa and Southeast Asia during the 20th century. (LA)  
*Cross-listed as FREN 210.*  
*Prerequisite: FREN 201, 202, or equivalent proficiency.*

**ALS 211 Contemporary Black Social and Political Thought 3 s.h.**

A survey of the political and social theories underpinning the struggle for liberation, legitimacy, and upliftment in the African diaspora, primarily the U.S. This course will examine such political and social issues as nationalism and separatism, the concept of race and identity, the problems of political representation, the notion of black authenticity and solidarity, the unsettled issues of colorism, interracial dialogue and relationships, reparations and social justice, and the influences of Marxism, Christian Socialism, and the growing black conservative movement. Readings will include selections from Du Bois, Alain Locke, Frantz Fanon, King, Cornel West, M.E. Dyson, Lani Guinier, and others. (LA)  
*Cross-listed as POLS 211.*  
*Prerequisite: SoS.*

**ALS 212 Music of the Caribbean 3 s.h.**

Survey of folk and popular music trends, including reggae, salsa, calypso, highlife, steel-band, and Afro-Caribbean ritual music. (LA, AH2)  
*Cross-listed as ANTH 212.*  
*Prerequisite: SoS.*

**ALS 215 History of the Modern Middle East and North Africa 3 s.h.**

A survey of the social, political and intellectual history of the Middle East and Maghreb in the 19th and 20th centuries. Islamic reform, resistance to imperialism and the development of modern nationalism are covered along with attention to 'street-level' changes. (LA, HO2)  
*Cross-listed as WHIS 215.*  
*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 219 Africa Since 1800: Identities 3 s.h.**

A politico-economic survey of Africa since 1800 this course focuses on the construction of new states and identities before, during, and after colonialism. (LA, HO2)  
*Cross-listed as WHIS 219.*  
*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 242 Music Cultures of the World 3 s.h.**

In addition to discussing theoretical elements of the music of various cultures, discussions and readings will promote consideration of the social, historical, religious and economic constructs in which these musics exist. The course will consist of class lectures/discussions, musical demonstrations and hands-on application of several elements of the music studied. This course is offered only one semester each academic year. (LA)  
*Cross-listed as MUSC 242.*  
*Prerequisite: SoS.*

**ALS 249 History of U.S. in the Sixties 3 s.h.**

Course examines the political, cultural, and social changes in the United States during the turbulent decade of the 1960's. Topics include civil rights, the women's movement, expansion of the welfare state, the war in Vietnam, the formation and demise of the liberal consensus, the emergence of the counter-culture, and the conservative backlash. (LA)  
*Cross-listed as AHIS 249.*

*Prerequisite: SoS or 3 s.h. of 100 level HIST course.*

**ALS 250 African American Literature 3 s.h.**

A study of works by Black American writers since 1890. The forms studied will include novels, short stories, plays, and poems.

*Cross-listed as ALIT 250. (LA, AH2)*

*Prerequisite: COMP 100 or ALS 100.*

**ALS 251 Pan Africanism 3 s.h.**

This course examines the intellectual, social and political movements among Africans and African Diasporic peoples who have advocated the political unity or solidarity of all people of African descent. The course will cover pan-African origins among nineteenth century pan-Africanists in the USA and Caribbean, the post WWI pan-African congress movement, the interwar anti-colonial arts movements in Western Europe, the Caribbean, and Africa (including negritude) as well as later intercontinental connections due to the influence of Frantz Fanon, Black Power in the USA and pan-Africanism in West Africa. (LA, HO2)

*Prerequisite: SoS and ALS 104.*

**ALS 252 Latinos on the Move 3 s.h.**

This is a survey of the migration and immigration of Latino(a)s to, as well as within, the United States. The course examines the immigration patterns of Mexican-Americans/Chicanos, Puerto Ricans, Dominicans, Cubans, and other Central and South American groups. In addition to the specific immigration histories of these groups, attention is paid to the economic and political forces that push and pull individuals and groups to migrate and to historical changes in US immigration laws since the mid 19th century. (LA, HO2, WS2)

*Prerequisite: SoS.*

**ALS 257 Modern Black Literature 3 s.h.**

A study of Black American Literature written since 1950, using fiction, essays, poetry, and biography (or autobiography) to illustrate the development and influence of contemporary Black writers. (LA, HO2)

*Cross-listed as WLIT 257.*

*Prerequisite: COMP 100 or ALS 100.*

**ALS 258 Latin American Political Theory 3 s.h.**

This course is a survey of the various political ideologies associated with Latin America. We will begin with the colonization of the Americas by the Europeans and end with the Liberation Theology movement in the 1990's. The course will place great significance on the Latin American struggle for recognition (and freedom) from Europe, as well as the United States. We will also spend considerable time considering issues such as colonialism (and post-colonialism), the slave trade, the decimation of the native populations, the various Christian missionary creeds, and the impact of the Europeans on the environment. (LA, HO2, WS2)

*Cross-listed as PHIL 258.*

*Prerequisite: SoS.*

**ALS 259 Citizenship, Democracy, and Identity 3 s.h.**

This course considers the relationship between citizenship, democracy, and identity. We will examine what constitutes citizenship and how it is shaped by race, but also ethnicity, gender, class, and religion; how identity is constituted and shaped by race and these other contingent and non-contingent factors; and how citizenship and identity intersect in a democracy through forms of legitimate political representation, means of communication and participation, protest, pluralism, multiculturalism, identity politics, and voting. This course is encouraged for those considering careers in public affairs, international relations, social work, journalism, law, business, or education. (LA, AH2, WS2)

*Cross-listed as PHIL 259.*

*Prerequisite: SoS.*

**ALS 260 Philosophy of Protest 3 s.h.**

This course is meant to examine the philosophical issues involved in the process of protest. Primarily, we will look at the development of a theory of righteous protest that coincides with the rise of democratic governance during the Enlightenment. This then gives rise to the idea of civil disobedience as the proper method for legitimate protest, as opposed to the destructive and damaging means of armed rebellion, as witnessed mainly in the French Revolution. But historical events like John Brown's raid and Nat Turner's rebellion complicate matters. (LA, AH2, OS2)

*Cross-listed as PHIL 260.*

*Prerequisite: SoS.*

**ALS 261 Women of Mixed Racial Descent 3 s.h.**

The course is a survey of mixed race identification and theorizations within African-American, Asian American, and Chicana/Latina communities. An important component of the course is the analysis of the changing ways in which women of mixed racial descent view their relationship to gender, race, sexuality and class formation within U.S. society. The course brings together a variety of sources—historical, cinematic, and literary—in order to facilitate greater understanding multi-racial theorizing and identity formation. (HO2, WS2)

*Cross-listed as WMST 261.*

*Prerequisite: SoS.*

**ALS 262 Topics in Racism 3 s.h.**

The course examines different topics in western racism from the 16th century to the present. The approach is multidisciplinary and covers issues such as the idea of race, the US legal system and race, segregation, busing, reparations, the US census and race, etc. (LA, HO2)

*Prerequisite: SoS.*

**ALS 263 African American History I 3 s.h.**

A survey of African American history from ancient Africa to the early development of the African American community in the U.S. during the 19th century. (LA)

*Cross-listed as AHIS 263.*

*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 264 African American History II 3 s.h.**

A study of African American history from the Reconstruction Era to present day. (LA)

*Cross-listed as AHIS 264.*

*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 265 African Politics 3 s.h.**

This is a comparative political study of Africa south of the Sahara. Special emphasis is placed on the unique problems connected with the independence and post-independence period of a number of new African states. Political problems of the emerging nations, especially the role of the multinational corporations, will be discussed. (LA, HO2)

*Cross-listed as POLS 265.*

*Prerequisite: SoS or 3 s.h. POLS.*

**ALS 266 African American Experience: Communities, Choirs and Religion 3 s.h.**

This course examines African American communities as sites of cultural and political resistance. Topics include: the role of churches, gospel choirs, youth and women's groups and community groups in constructing and sustaining black identities and cultural expressions. (LA)

**ALS 269 Women of Color in the U.S. 3 s.h.**

This course will use a multidisciplinary approach to survey the contemporary experience of women of color in the United States. We will explore the lives of African American, Asian American, Latinas and Native American Women in the context of historical, economic and political arrangements that give meaning to and

shape their lives. We will also examine the cultural patterns which under-lie race, class, sexuality, and gender-based inequalities as a basic element of contemporary society. Focusing on individual and community experiences, we will assess the dynamic variation in women's class, racial-ethnic and gender identity formation, their differential treatment based on race, class, and gender at different levels of society, and their responses to the structural arrangements that affect their lives. (LA)  
*Cross-listed with WMST 269.*

**ALS 270 Postcolonial Literature and Culture: Africa 3 s.h.**  
 This course examines postcolonial literature culturally, thematically and theoretically. Students read writers who have responded to the impact of colonialism in such geographies as Sub-Saharan Africa and South Asia. The cultural legacy of British imperialism and expressions of resistance to it are explored. (LA, HO2)  
*Cross-listed as WLIT 270.*  
*Prerequisite: COMP 100 or ALS 100.*

**ALS 271 Colonial Latin America 3 s.h.**  
 A survey of the history of colonial Latin America from 1492 to 1762, which covers pre-Hispanic society, the conquest and colonial politico-economic and cultural patterns. (LA, HO2)  
*Cross-listed as WHIS 271.*  
*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 272 Modern Latin America 3 s.h.**  
 Survey of modern Latin America that begins with the Bourbon/Pombaline reforms c. 1760 and covers independence movements, liberalism and other ideologies as well as U.S.-Latin American relations. (LA, HO2)  
*Cross-listed as WHIS 272.*  
*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 273 Race, Gender, Class and Culture 3 s.h.**  
 This course will use a multidisciplinary approach to examine some of the ways race, gender, class, and culture intersect in the lives of women and men in various Africana and Latino societies and cultures in the Americas (including the Caribbean and the United States). Attention is focused on the historical, economic, and political context that underlie race-, gender- class- and ethnic-based inequalities that persist in contemporary societies. By exploring individual and community experiences, we will assess the dynamic variation in women and men's racial-ethnic, class and gender identity formation. (LA, HO2)

**ALS 274 Gender and Power in Africa 3 s.h.**  
 This course examines the social conditions and gendered experiences of women and men in Africa contrasting the precolonial, colonial and post colonial eras. (LA, HO2)  
*Cross-listed as WHIS 274 and WMST 274.*  
*Prerequisite: SoS.*

**ALS 275 South Africa: Race and Resistance Since 1800 3 s.h.**  
 This course covers the period after the British succeeded the Dutch as rulers of Cape Colony, examining aspects of frontier engagements between Africans and colonizers, the effects of a mining-industrial economy and African resistance to the white state. Resistance to the South African racial formation will be discussed in its myriad expressions: labor, religious, artistic, new social groups. (LA, HO2)  
*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 276 History of Slavery 3 s.h.**  
 A study of the institution of slavery, its origins, continuance, and contemporary residuals. (LA, HO2)  
*Cross-listed as WHIS 276.*  
*Prerequisite: SoS or 3 s.h. 100-level HIST course.*

**ALS 278 African Atlantic: Popular Culture 3 s.h.**  
 This course explores popular culture in Africa and among African diasporic communities in the Caribbean, the Americas and Europe. All forms of expression—music, film, drama, video-television and popular writing—are covered but the emphasis of a particular semester may vary. (LA, HO2)

**ALS 279 Hip-Hop Culture 3 s.h.**  
 An exploration of Hip-Hop culture, its origins in African American and Latino music, dance and poetry, Asian martial arts and other experimental art form. (LA)

**ALS 283 International Political Economy 3 s.h.**  
 A systematic and in-depth analysis of international political economy focusing on both state and non-state actors. Special emphases on multinational corporations in terms of their operating methods, goals and impact; multilateral organizations including the WTO, IMF, and GATT; and issues of government control. Examines issues of sovereignty, free trade, currency devaluations, labor unions, and the environment from several theoretical perspectives. (LA)  
*Cross-listed as POLS 283.*  
*Prerequisite: SoS or 3 s.h. POLS.*

**ALS 286 African-American Women Writers 3 s.h.**  
 A study of the history and representative writings of African American and Caribbean American women writers from Phyllis Wheatley in the 18th century to Toni Morrison, Rita Dove, Paule Marshall, Audre Lorde, Maya Angelou and Alice Walker in the 20th. (LA, AH2)  
*Cross-listed as ALIT 286 and WMST 286.*  
*Prerequisite: COMP 100 or ALS 100.*

**ALS 288 Borderlands: Latinos and Latinas in the U.S. 3 s.h.**  
 This course explores the history of the Spanish colonization of northern Mexico and what is today the southwestern United States. (LA)  
*Cross-listed as AHIS 288.*

**ALS 290 Women, Race, and the Law: An Introduction 3 s.h.**  
 This course uses written text and cinematic text to explore the legal conditions of gender and women in diverse contemporary transnational contexts. More specifically the course addresses how laws map out gender, women's rights and social and ideological symbols. The course emphasizes the ways in which legal definitions and representations of women have been understood in terms of race, religion, occupation and constitutional rights. Coursework and class discussions will be grounded in feminist and cultural theories and critical legal studies. (LA)  
*Cross listed with WMST 290.*

**ALS 291 Gender, Race, and Sexuality in Popular Culture 3 s.h.**  
 This course addresses how popular culture - film, television, music, mass and digital media - reinforces conceptions of gender and sexuality, race, and class. Using methodologies of gender, sexuality, and media studies, as well as critical race theory, we will examine the popular production, consumption, and reception of gendered social relations and roles. The course emphasizes critical inquiry regarding the production of normative and alternative gender and sexual identities, while noting their intersection with multiple, complex categories of identity, including most notably race, ethnicity, class, and nationality. (LA)  
*Cross-listed as WMST 291.*  
*Prerequisite: None.*

**ALS 292 The City in African History 3 s.h.**  
 A survey on the history of Africa's urban past from the urban centers of antiquity to the megacities of contemporary Africa. (LA, HO2)  
*Cross-listed as WHIS 292.*  
*Prerequisite: SoS.*

**ALS 293 Transforming Africa: SADC Simulation 3 s.h.**

The Model SADC-PF (Southern African Development Community - Parliamentary Forum) seeks to encourage students to engage in the contemporary debates and issues within Southern Africa and develop research and oratory skills through experiential hands-on learning. During the semester, students study issues, country positions, and procedures and processes germane to SADC-PF in preparation for the conference simulation. All students prepare and submit country position papers on assigned issues. Students collaborate on reports and resolutions using negotiation and research skills and knowledge acquired during the simulation. (LA, HO2, OS2)

Cross-listed as POLS 293 and SOCL 293.

Prerequisite: SoS.

**ALS 295 Teaching Assistant 3 s.h.**

This course will allow qualified students to serve as a Teaching Assistant for an ALS/Africana & Latino Studies course. They will aid the instructor in leading discussion sections, advising fellow students on papers, research and exam preparation. In addition to these tasks at the end of the semester the student will prepare a report on their experience. The course gives students a sense of how scholarship is used in the classroom and how courses are designed. The course will be only pass/fail.

Prerequisites: JrS, CWE 1.

**ALS 299 Independent Study in Africana-Latino Studies 1-6 s.h.**

Problem-oriented research designed to sharpen awareness and powers of analysis in intra-cultural and cross-cultural experiences. Study may involve the learning of a foreign language, fieldwork, or research. (LA)

**ALS 340 Literature of the Hispanic Caribbean 3 s.h.**

Study of contemporary Hispanic Caribbean literature. Covers works of 20th century Puerto Rican, Cuban, Dominican Republic writers like: Julia de Burgos, Pales, Guillen, Ana Lydia Vega, Rosario Ferre, Carbrera Infante, Carpentier, Pedro Juan Soto, Juan Bosch, Luis Rafael Sanchez, and others. (LA)

Cross-listed as SPAN 340.

Prerequisite: SPAN 208 or equivalent.

**ALS 351 Literature of the Harlem Renaissance 3 s.h.**

A study of Black writers in Harlem between 1920 and 1929. (LA, AH2)

Cross-listed as ALIT 351.

Prerequisites: JrS and COMP 100 or ALS 100 and ALS 273 or LITR 250.

**ALS 361 American Families in Poverty 3 s.h.**

The course studies the influence of socioeconomic status of family life. The focus is to help students develop an understanding of poverty and the issues that families living below the poverty line face within this culture. Other social problems as they relate and are influenced by poverty are discussed, as well as programs and policies to help families. Students complete a two week experimental exercise on poverty, written journals, a research and policy paper on family life and poverty, and essay exam questions. (LA, WS2)

Cross-listed as FAMS 361.

Prerequisites: FAMS 160 or PSYC 100 or SOCL 100 or ALS 100 and 9 s.h. of 200 level social science.

**ALS 368 Political Development: Problems of Nation-Building 3 s.h.**

An intensive study of political development in the developing world focusing on issues of civil society, state legitimacy, and political economy. Comparative examination of themes, including traditionalism and modernization, political culture, ethnic divisions, and economic development. (LA, WS2)

Cross-listed as POLS 368.

Prerequisites: JrS, passed CWE.

**ALS 395 Senior Seminar in Africana-Latino Studies 3 s.h.**

Brings together various theoretical and methodological issues associated with the study of the African-American and Latino ethnic communities in the U.S. (WS2)

Prerequisites: completion of 15 credits in the major and/or consent of department chair.

**ALS 397 Africana and Latino Studies Internship 1-9 s.h.**

The ALS internship is designed to augment the ALS major or minor by providing students with the opportunity to work and learn in a setting that enables them to see the practical applications of their studies. The ALS internship, like those in other departments, involves a work experience with a not-for profit agency or a business that primarily serves an Africana or Latino population. This includes community and social service organizations, governmental research and advocacy agencies, educational programs for children or adults such as literacy programs, or businesses, especially in the arts.

Prerequisites: JrS, passed the college writing exam, and have a minimum GPA of 2.0.

**ALS 398 Seminar in Women's and Gender Studies 3 s.h.**

Group discussions and independent research studies in gender, race, class, and sexuality. (LA, WS2)

Cross-listed as WMST 398.

Prerequisite: JrS required, 3 s.h. in Women's and Gender Studies recommended.

## Anthropology

*Distinguished Teaching Professor:* Relethford; *Professor:* Hill; *Associate Professor:* Haley (Chair), Walker; *Assistant Professors:* Betsinger, Han

### Objectives

Anthropology is defined as the study of human cultural and biological variation and evolution. Contemporary, historic, and pre-historic human populations are examined in a holistic fashion. The program is concerned with developing student appreciation for, and understanding of, the complexity and variety of humankind. The department is committed to an integrative approach to undergraduate education and seeks to foster cross-disciplinary insights into all aspects of human behavior.

### Degree

Bachelor of Arts

### Major

Anthropology

### Minors

Anthropology

### Requirements for the Major

Program: 9 s.h. core introductory courses in subdisciplines of anthropology, 6 s.h. in Methods/Experience courses, 12 s.h. in upper division elective courses, and 3 s.h. of a capstone course. Total: 30 s.h.

### Requirements for the Minor

6 s.h. from ANTH 100, 120, 130, or 140, and 12 s.h. selected upper-division courses in anthropology. Total: 18 s.h.

### Special Facilities

Laboratory facilities for archaeology and biological anthropology.

### Anthropology Major Requirements

*Study within the major field (no related work required):*

Introductory courses in anthropology:	
ANTH 100, 130, 140	9 s.h.
Methods/Experience in Anthropology:	
ANTH 294*, 312, 325, 330, 331, 333, 339, 341, 342, 343, 345, 355	6 s.h.
Electives in Anthropology	
200-300 level anthropology courses	12 s.h.
Capstone seminar: ANTH 390, 393	3 s.h.
<hr/> Total 30 s.h.	

*Courses may not be used for credit in more than one area (e.g., a course counted towards Methods Experience cannot also be counted toward Electives).*

*\*ANTH 294 (Special Topics) may count toward Method Experience or Electives, depending on the specific topic and with permission of the Chair.*

### Anthropology Courses

#### ANTH 100 Introduction to Cultural Anthropology 3 s.h.

Using a cross-cultural approach, this course provides an understanding of human behaviors and beliefs, kinship systems, world view, social organization, and economic and political systems. Focusing on both cultural diversity and universal values, this course provides an understanding of contemporary human problems and needs, and stimulates concern about change and continuity in the global society. (LA, S2)

#### ANTH 101 Human Origins 3 s.h.

This course is an introduction to the study of human origins and evolution. Topics include: historical views on human origins and

evolution; the debate between human evolution and creation; methods for analyzing fossils and past environments; and the fossil and archaeological record of human evolution. The major focus is on the origins of primates and human ancestors, bipedalism, increased brain size, tool use and technology, language, geographic expansion, agriculture, and civilization. (LA, N2)  
*Cross-listed as ANTH 234.*

#### ANTH 105 World Cultures

3 s.h.

What's it like to grow up in New Guinea? How do the Maya fit into the world system? Where do the Masai go when looking for a mate? The major goal of this course is to develop an understanding and appreciation of cultural diversity. Such a broad perspective fosters a global consciousness, provides insights about the variety of human lifeways, and helps develop a greater understanding of the world's peoples. Several selected cultures will be examined in depth using ethnographic literature and films, including hunting-gathering, kin-based, and agricultural societies, as well as ethnic groups in complex societies. (LA, H02)

#### ANTH 120 Introduction to Linguistic Anthropology 3 s.h.

An introduction to languages as a cultural phenomenon, stressing its importance as the means by which we transmit culture to others. Surveys the relationship between linguistic and cultural processes including how language affects thought, and how beliefs and values influence language; how languages grow and change; the relationship between language evolution and human evolution; language and social factors; and how the elements of language form coherent systems of communication. (LA, AH2)

#### ANTH 130 Introduction to Biological Anthropology 3 s.h.

An introduction to the study of human biological variation and evolution. Topics include principles of human genetics, evolutionary theory, human genetic diversity, human adaptation, primate biology and behavior, primate evolution, and the fossil record of human evolution. (LA, N2)

#### ANTH 140 Principles of Archaeology 3 s.h.

This class is an introduction to archaeological methods and theory. It defines the nature of archaeology as a social science including major events in the history of archaeology and the different approaches to the study of archaeology. In this class we will learn about the purpose and process of archaeological research and data acquisition and the methods used to date archaeological finds. We will identify and analyze the ways archaeologists reconstruct human behavior and explain the social relevance of archaeology to today's world. We will cover certain key principles in gaining a better understanding of archaeology. (LA, S2)

#### ANTH 145 Prehistoric World Cultures 3 s.h.

This introduction to world prehistory traces our shared human past from the emergence of human beings to the rise of ancient states and empires, with special attention to key developments such as the emergence of art, farming, urbanism and social complexity. Select ancient cultures from around the world are examined in-depth. Emphasis is placed on archaeology as anthropology and the relevance of archaeology to modern human society and politics. (LA, H02)

#### ANTH 201 North American Indians 3 s.h.

An ethnographic and ethnohistorical survey of the diverse Native American societies and cultures north of Mesoamerica, illustrating historical and contemporary cultural transformations as political, economic, and cultural circumstances change. (LA, H02)  
*Prerequisite:* SoS.

#### ANTH 202 Peoples and Cultures of Africa 3 s.h.

A survey of cultures and societies of Africa with emphasis on the range and distribution of populations, language, and sociocultural systems south of the Sahara. Historical and environmental perspectives supplemented by analyses of selected sociocultural

systems. Problems of nationhood and cross-cultural research. Africanism in the New World. (LA, HO2)

Cross-listed as ALS 202.

Prerequisite: SoS.

### **ANTH 203 Peoples and Cultures of the Caribbean 3 s.h.**

A survey of the colonial and post-colonial Caribbean. The cultural diversity of Caribbean societies is viewed as masking similar historical, economic, social, and political processes. Spanish, English, and French creole cultures are examined in detail. Emphasis is on African cultural influences. (LA, HO2)

Cross-listed as ALS 203.

Prerequisite: SoS.

### **ANTH 209 Mexican Immigration 3 s.h.**

Examines immigration from Mexico to the United States over time, emphasizing anthropological perspectives on contemporary immigration. Course is designed to illustrate the value of ethnographic research to social policy questions. (LA, S2)

Prerequisite: SoS.

### **ANTH 210 Anthropological Folklore 3 s.h.**

A survey of traditional culture—culture which is learned orally or by imitation—on a global basis, with emphasis on folk life (material folk culture), ritual, belief, and oral tradition. Emphasizes the anthropological concepts of holism (traditions as aspects of the "way of life" of a people), functionalism (culture as a system of interrelated parts), and symbolism. (LA, S2)

Prerequisite: ANTH 100, SoS.

### **ANTH 211 Religion, Magic, and Myth 3 s.h.**

A study of the anthropology of religion with special attention on the early roots of religion, mythology, systems of magic, and science. Anthropological theories of religion are applied to topics like shamanism, witchcraft, rites of passage, the religious use of drugs, divination, and ancestor worship. Emphasizes ethnographic studies of religion in small-scale societies. (LA, AH2)

Prerequisite: SoS.

### **ANTH 212 Music of the Caribbean 3 s.h.**

A survey of the music and social milieu of the Caribbean. African, British, Spanish, and French influence in ritual and popular music (salsa, reggae, and calypso) of a creole society. (LA, AH2)

Cross-listed as ALS 212.

Prerequisite: SoS.

### **ANTH 214 Psychological Anthropology 3 s.h.**

The history of the culture and personality movement will be outlined and emphasis will be then placed on cultural universals and specifics. Cross cultural biobehavioral practices will be considered along with their varied expression in specific cultural settings. (LA, S2)

Prerequisite: SoS.

### **ANTH 215 Anthropology of North America 3 s.h.**

Examines cultural ideas and social practices of community and identity in contemporary North America, especially the United States, focusing on kinship, gender, class, and race/ethnicity. Emphasis will be on the ethnography of everyday life. Topics include popular culture and media, science and technology, the environment, and work. (LA)

Prerequisite: SoS.

### **ANTH 217 Visual Anthropology 3 s.h.**

Examines human creative expression from the Paleolithic Period to modern day with examples in media such as the visual arts, architecture, sculpture, personal adornment, and film. Explores how cultural beliefs are manifested in these media and how artworks create and sustain a culture's belief systems, values and social relations. Enables students to recognize correlations between complexity of art styles and the nature of artworks in

ancient, modern, Eastern and Western societies. Reveals that social context is an inextricable facet of creative expression which determines how artwork is circulated and received within individual cultures. (LA, AH2)

Prerequisite: SoS.

### **ANTH 221 Anthropology of Sexes and Genders 3 s.h.**

Introduction to the comparative, cross-cultural study of gender. Part One focuses on the life cycle, including evolution and biological development, sexuality and reproduction, parenting and bonding, and nutrition. Part Two views women and men cross-culturally, comparing their roles and responsibilities in diverse settings. (LA)

Prerequisite: SoS.

### **ANTH 227 Cultural Identities 3 s.h.**

Examines major forms of cultural identity - ethnicity, race, nationalism - from an anthropological perspective. Explores how people create, maintain, and use cultural identities, how social context shapes their form and content, and how form and content support social relationships. Students will explore case studies and theoretical perspectives, and write a research paper based on library research. (LA, S2)

Prerequisite: SoS.

### **ANTH 229 Critique of Civilization 3 s.h.**

This course explores the concept of civilization and its opposite, the primitive or savage, from anthropology's unique cross-cultural perspective. We will examine how these paired concepts figure prominently in the origin and development of anthropology, and how anthropology ultimately challenges the validity of both. This intellectual history touches upon the ideologies and social consequences of progressivism, romanticism, colonialism, neocolonialism, environmentalism, indigenism, the New Age, neoconservatism, and traditionalist social movements. The course is lecture based and includes several writing assignments. (LA, HO2)

Prerequisite: ANTH 100 or 105 or 140.

### **ANTH 230 Primate Behavior 3 s.h.**

An introduction to the study of nonhuman primate behavior, biology, and ecology, with broad coverage from prosimians to apes. Topics include classification, evolution, communication, social organization, and cognition. Includes laboratory and field studies of selected species. (LA)

Cross-listed as PSYC 230.

Prerequisites: ANTH 100 or 130 or PSYC 100.

### **ANTH 232 Human Biology and Culture Change 3 s.h.**

This course examines the biological impact of culture change within the human species over the past 12,000 years, focusing primarily on changes in health and disease and demography in foraging, agricultural, and industrial societies. Topics include: principles of epidemiology, the ecology of disease, principles of demography, health and demography of foraging societies, the transition to agriculture, the rise of civilization and urbanism, culture contact, the epidemiologic and demographic transitions of modern times, and contemporary and future issues. (LA)

Prerequisite: SoS.

### **ANTH 233 Race, Genetics, and Variation 3 s.h.**

This course examines the ways in which human genetic variation in the world today is used to explore questions of race and ancestry and the history and adaptation of human populations. The course is structured around a series of case studies of events in human evolutionary history, with particular emphasis on events that took place in the past 15,000 years. Topics include: the history of the race concept in anthropology; changing views on analyzing genetics and human variation; using genetic data to explore population origins and history (such as the origin of the first Americans, the origin of farming in Europe, the origin of the

Polynesians, and the genetic history of African Americans, among others); genetic adaptations of human populations to environment and diseases; and genetic, social, forensic, and biomedical aspects of race and human variation. (LA)

*Prerequisite:* SoS.

**ANTH 236 Medical Anthropology 3 s.h.**

An introduction to issues in medical anthropology, explores the interaction of biology and culture in the production of health and illness. We will engage in comparative study and consider the diversity of ideas and practices that constitute health and illness across cultures and societies. The goal is to understand health and illness as products of cultural and social practice. (LA)

*Prerequisite:* ANTH 100 or 130.

**ANTH 238 Anthropology of Reproduction 3 s.h.**

This course examines women's and men's experiences of reproduction in anthropological perspective, including childbearing, childbirth, menarche, and menopause across cultures and societies. Emphasizes reproduction as a cultural and social experience. (LA, S2)

*Prerequisite:* ANTH 100.

**ANTH 239 History of Human Evolution 3 s.h.**

This course provides a historical review of the discovery of the fossil record for human evolution from the mid-nineteenth century to the present day. This review examines how new data have been used to develop and test hypotheses in human evolution, with particular focus on the divergence of ape and human lines, the evolution of the first hominines, the origin of bipedalism, the origin of tool use, and the origin and dispersal of different hominine species including modern humans. (LA)

*Prerequisite:* ANTH 130 or ANTH 101.

**ANTH 244 Old World Archaeology 3 s.h.**

This course is a survey of human prehistory in the Old World (Africa, Asia, and Europe) from the beginnings of stone-tool culture in Africa 2.5 million years ago through the development of complex societies during the past 6,000 years. In particular, this course focuses on the relationships between prehistoric humans and their environments, the aspects of culture that distinguish each area, and the origins of and explanations for sedentism, food production, and complex society in the Old World. (LA)

*Prerequisite:* ANTH 140.

**ANTH 245 North American Archaeology 3 s.h.**

An examination of prehistoric populations in North America, from the peopling of the New World to contact. Emphasizes description, analysis, and interpretation of regional cultural sequences and systems from an archaeological perspective. (LA)

*Prerequisite:* ANTH 140.

**ANTH 250 Anthropology of the Southwest 3 s.h.**

A survey of sociocultural diversity and change from prehistory to the present in the greater Southwest, a region recognized as a major cultural borderlands and blending zone of Native, Latin, and Anglo-American influences. Archaeological, historical, and ethnographic examples from California to Texas, and northern Mexico to Colorado, explore the cultural outcomes of migration, trade, resistance, conquest, slavery, capitalism, activism, and ethnogenesis. (LA)

*Prerequisite:* SoS.

**ANTH 251 Mesoamerican Archaeology 3 s.h.**

A survey of the prehistoric and early historic cultures of Mesoamerica, with particular focus on the first people in Mesoamerica, emerging agricultural traditions, and the civilizations of the Olmecs, Toltecs, Mayans, and Aztecs. Topics include the relationship between Mesoamerican past and present, cultural traditions, and the relationship of Mesoamerica to other cultures across the world. (LA, HO2)

*Prerequisite:* ANTH 140.

**ANTH 252 The Incas and Their Ancestors 3 s.h.**

Surveys the pre-Columbian history of the Andean region of South America, and investigates archaeological approaches to understanding that history. Outlines the development of Andean cultures from initial peopling of the continent to the fall of the Inca Empire at the time of European conquest. The Inca and several prehistoric cultures are examined in detail, such as Chavin, Moche, and Tiwanaku. Simultaneously explores select topical issues, such as human-environment interactions, plant and animal domestication, the emergence of inequality, gender, mummies and ancestor worship, art as communication, and the rise and collapse of states and empires. (LA, HO2)

*Prerequisites:* SoS, ANTH 100 or 140.

**ANTH 253 Women and Gender in Prehistory 3 s.h.**

Introduces students to archaeological research and perspectives on women and gender in prehistoric societies and ancient civilizations, emphasizing cross-cultural variation in the past. Outlines the historical development of gender archaeology and contemporary approaches to engendering the past. Examines facets of gender (ideology, relations, sexuality, age, class, alternative genders, etc.) in past cultures and in a range of prehistoric cultural contexts (early hunter-gatherers, farmers and pastoralists, states and empires). Select ancient cultures (Andean, Mesoamerican, Egyptian, etc.) are examined in more detail. (Emphasis is on non-Western ancient cultures.) (LA)

*Cross-listed as* WMST 253.

*Prerequisites:* 100 level ANTH or WMST 130, SoS.

**ANTH 294 Special Topics in Anthropology 1-6 s.h.**

Various topics in cultural anthropology, biological anthropology, or archaeology. Consult department or current schedule of classes for specific offering. May be repeated for credit if different topics are offered. (LA)

*Prerequisite:* varies with content of course.

**ANTH 299 Independent Study in Anthropology 1-3 s.h.**

Individual study (reading and/or research related to any aspect of Anthropology) under the sponsorship of a faculty member with conferences and written report(s). (LA)

*Prerequisites:* SoS, permission of instructor.

**ANTH 312 Exhibiting Cultures in Museums 3 s.h.**

What are some of the challenges that museum professionals face when creating representations of other cultures? By studying several examples of exhibits in various institutions, students will gain appreciation for these challenges. In this class, we will discuss theories, methodology and issues in representing other cultures in a museum setting. The format for this class will be readings, film and lectures. Participants will be challenged to work together as an exhibit team for a small, culminating project. This course will provide practical experience to students interested in pursuing post-graduate education in museum studies and/or a career in the field. (LA, WS2)

*Prerequisite:* SoS, ANTH 100 or 130 or 140.

**ANTH 325 Applied Anthropology 3 s.h.**

Explores the use of anthropology in application to solving human problems. Traces the history of applied anthropology and teaches the process of applied research and practice through one or more team projects. Course projects are determined in advance by the instructor and are subject to change. Past projects have addressed local development options, historic textile preservation and interpretation, immigration policy debates, and cultural preservation policy cases. (LA, WS2)

*Prerequisite:* SoS and ANTH 100 or 130 or 140.



**ANTH 330 Paleoanthropology 3 s.h.**

A detailed examination of the fossil record of human evolution and the methods of paleoanthropological research. The course covers evolutionary events from the initial divergence of ape and human lines through the origin of anatomically modern humans. Emphasis is on the analysis of morphology and phylogenetic analysis. A substantial part of the course consists of examining, describing, and analyzing fossil cast material. (LA, WS2)

*Prerequisite:* ANTH 101 or ANTH 130.

**ANTH 331 Human Skeletal Anatomy 3 s.h.**

Introduces students to the study of the human skeleton (osteology) and the physiological and cultural processes operating on it. Topics covered include human skeletal and dental anatomy, and skeletal growth and development. Emphasis is on the identification of individual skeletal and dental elements and features. Course serves as a foundation for other courses in biological anthropology that utilize and study the human skeleton. (LA)

*Prerequisites:* JrS and ANTH 130 or BIOL 100.

**ANTH 332 Human Population Genetics 3 s.h.**

An introduction to the study of population genetics, the mathematical basis of evolutionary theory and its particular application to human populations. Topics include: Hardy-Weinberg equilibrium, mating systems, mutation, natural selection, genetic drift, and gene flow. Case studies focus on human populations. (LA)

*Prerequisites:* ANTH 130 or BIOL 212.

**ANTH 333 Human Biological Variation 3 s.h.**

A detailed examination of the data and methods used to analyze human biological variation. Variation is examined in blood types, protein and enzyme polymorphisms, DNA markers, anthropometrics, skin color, dental measures, and dermatoglyphics. Variation is analyzed in relationship to sex, age, natural selection, adaptation, and population history. A substantial part of the course consists of in-class lab experience in the measurement of variation and the application of analytic methods and their interpretation. (LA, WS2)

*Prerequisite:* ANTH 130.

**ANTH 336 Forensic Anthropology 3 s.h.**

Explores the field of Forensic Anthropology through lectures and exercises that replicate the methods commonly used. Students will learn about the methods forensic anthropologists use to assess age, determine sex, identify ancestry, estimate height, and identify traumatic injuries. The course also addresses how individual identifications are made and the role of the forensic anthropologist in law enforcement and in legal settings. (LA)

*Prerequisite:* ANTH 331 or BIOL 205.

**ANTH 341 Zooarchaeology 3 s.h.**

This course provides students with a background in the methods of zooarchaeology, the analysis of animal remains from archaeological sites used to reconstruct the interrelationships between people, animals, and the environment. Both theoretical and methodological issues are explored, with emphasis on the use of comparative vertebrate skeletal collections in zooarchaeological research, specifically those animal species commonly found in eastern North American prehistoric and historic archaeological sites. Laboratory experience is a central focus of the course. (LA)

*Prerequisite:* ANTH 140.

**ANTH 342 Understanding Stone Tools 3 s.h.**

The analysis and interpretation of archaeological lithic (stone) artifacts. Teaches methods and techniques of analysis and identification of stone artifacts, and the use of lithics to investigate and understand the human past. Students will handle and analyze actual stone artifacts, hear lectures, and engage in reading and discussion. (LA)

*Prerequisite:* ANTH 140.

**ANTH 343 Archaeological Field and Laboratory Methods 3 s.h.**

This course introduces students to methods archaeologists use to excavate, identify, preserve, analyze, and interpret archaeological remains. The course integrates lectures with field trips and laboratory analysis. Topics include: field survey methods; excavation methods; and laboratory analysis of lithics, pottery, flora and fauna, and other evidences of material culture. Emphasis is on using these materials to gain greater insight into past cultures based on archaeological investigation. Time outside of class will be needed for local field trips. (LA)

*Prerequisite:* ANTH 140.

**ANTH 345 Field School in Archaeology 6 s.h.**

This course is a summer field program that introduces students to methods that archaeologists use to identify, excavate, record, and interpret sites. The emphasis is on providing students first-hand experience with methods of archaeological analysis in the field and preliminary artifact processing techniques. Course readings, lectures, and discussions complement this field program. (LA)

*Prerequisite:* ANTH 140 or permission of instructor.

**ANTH 355 Field Methods in Cultural Anthropology 3 s.h.**

This course introduces students to the practical skills and field methods used by anthropologists. Included in this are: problems of participant-observation; how to conduct an interview; design of questionnaires and structured interviews; techniques of data analysis; still photography and audio/visual recording; and proposal and report writing. The skills taught in this course will be valuable not just to those planning field work, but also in many of the professions available to Social Science graduates. Students will learn through participation in ongoing faculty research. (LA, WS2)

*Prerequisite:* ANTH 100 and permission of instructor.

**ANTH 390 Issues in Anthropology 3 s.h.**

What does it mean to be human? Are there human universals? How is behavior fashioned by nature and nurture? Is a unified discipline of anthropology possible? This seminar will assist students in answering basic questions about the nature of the human experience by considering practical and theoretical issues of interest to anthropologists and others. Students will discuss general questions in both cultural and biological anthropology, as well as examine anthropological perspectives on current events. Guest lecturers, film, readings, and discussion will form the basis of the seminar. (LA, WS2)

*Prerequisites:* JrS, 18 s.h. of ANTH coursework, and instructor permission.

**ANTH 393 History of Anthropological Thought 3 s.h.**

A seminar-style course examining the historical development of anthropology as an academic discipline, as well as common and unique trends within the four subfields of anthropology: cultural anthropology, archeology, biological anthropology, and linguistic anthropology. Emphasis is on the unique nature of anthropology as a discipline that has roots in natural science, social science, and the humanities. (LA)

*Prerequisites:* JrS, 18 s.h. of ANTH coursework and permission of instructor.

**ANTH 395 Teaching Assistantship in Anthropology 3 s.h.**

Heightens the advanced student's awareness of anthropology through preparation of materials for teaching introductory courses. Student works directly under the instructor of a selected course and is assigned special readings related to the teaching of anthropology to undergraduates. Students required to attend all formal class sessions and weekly meetings throughout the semester with the faculty supervisor. (LA)

*Prerequisites:* 18 s.h. ANTH and permission of instructor.

**ANTH 397 Internship in Anthropology 1-15 s.h.**

Internships are available in institutions, agencies, and facilities such as the New York Center for Agricultural Medicine and Health, Opportunities for Otsego, Inc., Cornell Cooperative Extension of Delaware County, New York State Museum, Rape Crisis Services, Iroquois Indian Museum, and others by arrangement. A limited number of internships are available through the Albany Semester Program. See the department chair for details. (LA)

*Prerequisites: JrS, 12 s.h. ANTH and permission of instructor.*

## Art

*Professors:* Callahan, Sharpe; *Associate Professors:* Anderson, Farber, Sakoulas (Chair); *Assistant Professors:* Cui, Nowak; *Lecturer:* Spitzhoff

### Objectives

The visual arts represent one of the basic means of human communication. In its courses, programs, and facilities the Art Department provides undergraduates with a solid foundation in the methods and theories in the creation and study of the visual arts. The department offers a range of experiences from introductory to advanced courses in Studio Art and Art History. Students have the opportunity to explore drawing, two- and three-dimensional design, ceramics, computer art, sculpture, photography, painting, and printmaking, and they may study major periods, themes, and critical issues of Art History. They are also exposed to the new technologies and perspectives that are radically changing the way art is being made and studied. A state of the art computer art lab supports a rapidly expanding computer art area.

The Art Department is firmly committed to a Liberal Arts Education. It consequently offers a 33 s.h. Art Major with concentrations in Art History, Design, Drawing and Printmaking, Painting, Photography, 3-D Studio, Computer Art, and General Studio. Students are given the opportunity to select a B.A. or B.S. degree. A 15 s.h. Foundation Requirement ensures students have a grounding in basic drawing and design skills as well as exposure to Art History and the critical language of art. The Concentrations allow the student to focus in a particular area.

The Art Department also offers a 33 s.h. major in Computer Art. In this program, students are given foundations in traditional studio skills and Art History. After being introduced to the new digital technologies in a foundation Computer Art course, students are then allowed to explore the different areas of this rapidly developing field including 3D Animation, Digital Video, Web Design, Digital Print, Graphic/Publication Design, 3D Modeling, and Digital Photography.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Majors

Art  
(with Concentrations in Art History, Design, Drawing & Printmaking, Painting, Photography, 3-D Studio, Computer Art, and General Studio)  
Computer Art

### Minors

Art Studio (not a professional Art Education program)  
Art History  
Computer Art

*Note: Detailed program sheets for the above programs are available in the Art Department office. They can also be printed from the Art Department web site:  
[www.oneonta.edu/academics/art/](http://www.oneonta.edu/academics/art/)*

### Requirements for the Minors

*Studio Art:* 24 s.h. in art, including 3 s.h. of Art History. 12 s.h. to be selected on an elective basis (additional elective credits in art are optional).

*Art History:* 18 s.h. in Art History.

*Computer Art:* 18 s.h. in studio and computer courses.

### Art Major with a Concentration in Art History

*Foundation Requirements:*

*Required Art History courses:* 9 s.h.

ARTH 109, ARTH 110, ARTH 200

*Select two from the following Studio Art courses:* 6 s.h.

ARTS 130, ARTS 140, ARTS 141

*Art History Concentration:*

4-6 200-level ARTH courses 12-18 s.h.

0-2 200-level ARTS or CART courses 0-6 s.h.

Total 33 s.h.

### Art Major with a Concentration in Design

*Foundation Requirements:*

*Select two from the following Art History courses:* 6 s.h.

ARTH 109, ARTH 110, ARTH 200

*Required Studio Art courses:* 9 s.h.

ARTS 130, ARTS 140, ARTS 141

*Design Concentration:*

ARTS 240 3 s.h.

*Select two from the following Design Courses:* 6 s.h.

ARTS 203I, ARTS 280, ARTS 294, ARTS 299,  
ARTS 303I, ARTS 394, ARTS 399, CART 201,  
CART 206, CART 208

*Select two from the following courses in related areas:* 6 s.h.

ARTS 210, ARTS 241, ARTS 242, ARTS 252, CART  
202

*Elective Course:*

*Select one course in:*

ARTS or CART or 200-level ARTH 3 s.h.

Total 33 s.h.

### Art Major with a Concentration in Drawing and Printmaking

*Foundation Requirements:*

*Select two from the following Art History courses:* 6 s.h.

ARTH 109, ARTH 110, ARTH 200

*Required Studio Art courses:* 9 s.h.

ARTS 130, ARTS 140, ARTS 141

*Drawing and Printmaking Concentration:*

*Select three Drawing and Printmaking Courses:* 9 s.h.

ARTS 241, ARTS 242, ARTS 243, ARTS 260, ARTS  
262, ARTS 361, ARTS 363, ARTS 203I, ARTS  
203J, ARTS 203K, ARTS 203R, ARTS 203V,  
ARTS 294, ARTS 299, ARTS 394, ARTS 399

*Select two from following courses in related areas:* 6 s.h.

ARTS 210, ARTS 241, ARTS 242, ARTS 240  
ARTS 201

*Elective Course:*

*Select one course in:*

ARTS or CART or 200-level ARTH 3 s.h.

Total 33 s.h.

### Art Major with a Concentration in Painting

*Foundation Requirements:*

*Select two from the following Art History courses:* 6 s.h.

ARTH 109, ARTH 110, ARTH 200

*Required Studio Art courses:* 9 s.h.

ARTS 130, ARTS 140, ARTS 141

*Painting Concentration:*

*Select three from the following Painting courses:* 9 s.h.

ARTS 250, ARTS 252, ARTS 351, ARTS 353, ARTS  
203N, ARTS 203Z, ARTS 294, ARTS 299, ARTS  
303N, ARTS 394, ARTS 303Z, ARTS 399

Select two from the following courses in related areas: 6 s.h.  
ARTS 240, ARTS 241, ARTS 242, ARTS 260.

**Elective Course:**

Select one course in:  
ARTS or CART or 200-level ARTH 3 s.h.  
Total 33 s.h.

### Art Major with a Concentration in Photography

**Foundation Requirements:**

Select two from the following Art History courses: 6 s.h.  
ARTH 109, ARTH 110, ARTH 200

Required Studio Art courses: 9 s.h.  
ARTS 130, ARTS 140, ARTS 141

**Photography Concentration:**

Select three Photography courses: 9 s.h.  
ARTS 210, ARTS 310, ARTS 203P, ARTS 294,  
ARTS 299, ARTS 303P, ARTS 394, ARTS 399.  
CART 210, CART 310

Select two from the following courses in related areas: 6 s.h.  
ARTS 240, ARTS 241, ARTS 242, CART 201

**Elective Course:**

Select one course in:  
ARTS or CART or 200-level ARTH 3 s.h.  
Total 33 s.h.

### Art Major with a Concentration in 3-D Studio

**Foundation Requirements:**

Select two from the following Art History courses: 6 s.h.  
ARTH 109, ARTH 110, ARTH 200

Required Studio Art courses: 9 s.h.  
ARTS 130, ARTS 140, ARTS 141

**3-D Studio Concentration:**

Select three 3-D Studio Courses: 9 s.h.  
ARTS 137, 230, 232, 238, 330, 333, 203a, 203e,  
203t, 294, 299, 303a, 303e, 303t, 394, 399

Select two from the following courses in related areas: 6 s.h.  
ARTS 240, 241, 242

**Elective Course:**

Select one course in:  
ARTS or CART or 200-level ARTH 3 s.h.  
Total 33 s.h.

### Art Major with a Concentration in Computer Art

**Foundation Requirements:**

Select two from the following Art History courses: 6 s.h.  
ARTH 109, ARTH 110, ARTH 200

Required Studio Art courses: 9 s.h.  
ARTS 130, ARTS 140, ARTS 141

**Computer Art Concentration:**

Select three Computer Art Courses: 9 s.h.  
CART 201, 204, 205, 206, 207, 208, 209, 210,  
CART 294, 299, 304, 305, 306, 307, 308, 309,  
310, CART 394, 399

Select two from the following courses in related areas: 6 s.h.  
ARTS 210, 240, 241, 242

**Elective Course:**

Select one course in:  
ARTS or CART or 200-level ARTH 3 s.h.  
Total 33 s.h.

### Art Major with a Concentration in General Studio

**Foundation Requirements:**

Select two from the following Art History courses: 6 s.h.  
ARTH 109, ARTH 110, ARTH 200

Required Studio Art courses: 9 s.h.  
ARTS 130, ARTS 140, ARTS 141

**General Studio Courses:**

Two upper-level Drawing or Design courses: 6 s.h.  
ARTS 240, ARTS 241, ARTS 242  
3 or 4 ARTS or CART courses 9-12 s.h.  
0-1 200-level ARTH course 0-3 s.h.  
Total 33 s.h.

### Computer Art Major

**Foundation Requirements**

Select one of the following Art History: 3 s.h.  
ARTH 109, ARTH 110, ARTH 200

Required Studio Art course: 3 s.h.  
ARTS 141

Select one of the following Studio Art courses: 3 s.h.  
ARTS 130 or ARTS 140

Select one of the following upper-division courses: 3 s.h.  
ARTS 240, ARTS 241 or ARTS 242

**Computer Art Courses:**

Required Computer Art course: 3 s.h.  
CART 201

Select Four Computer Art courses: 12 s.h.  
CART 204, CART 205, CART 206, CART 207, CART  
208, CART 209, CART 210, CART 304, CART  
305, CART 306, CART 307, CART 308, CART  
309, CART 310

**Studio Art Selections:**

Select two Studio Art courses: 6 s.h.  
ARTS 137, ARTS 210, ARTS 230, ARTS 232, ARTS  
238, ARTS 240, ARTS 241, ARTS 242, ARTS  
250, ARTS 252, ARTS 260, ARTS 262, ARTS  
310, ARTS 330, ARTS 333, ARTS 351, ARTS  
353, ARTS 361, ARTS 363

Total 33 s.h.

### Art Courses

#### Art History Courses

**ARTH 109 Survey of the Visual Arts I 3 s.h.**

A survey of the visual arts from the Paleolithic to the Gothic period. (LA, AA2)

**ARTH 110 Survey of the Visual Arts II 3 s.h.**

Discussion of major trends in art style and history from c.1300 through the 20th century, with emphasis on development of visual acuity and ability to recognize and discuss major trends in the history of art. May be taken before ARTH 109. (LA, AA2)

**ARTH 200 The Language of the Visual Arts 3 s.h.**

An introductory course designed to familiarize the viewer of art with the means to understand it. Examines philosophy, concepts, vocabulary, and processes of art through lectures, readings, slides, and exhibitions. (LA, AA2)

*Prerequisite:* SoS.

**ARTH 209 History of Greek and Roman Art 3 s.h.**

Surveys development of the visual arts of the Greek and Roman worlds. Examines origins of Greek art in the Minoan-Mycenaean civilization; the development of art in the historical phases of

Greek civilization from Archaic through Hellenistic; and the visual arts of the Roman Empire. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 212 History of European Medieval Art 3 s.h.**

A survey of the visual arts in Western Europe from the end of the Ancient world to the late Gothic period. Emphasis placed on the development of regional styles and the survival of the Greco-Roman tradition. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 213 History of Italian Renaissance Art 3 s.h.**

Traces the development of Italian art from c. 1250 to 1500, noting major trends and stylistic peculiarities of particular artists. Painting, sculpture, and architecture are discussed. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 214 History of Northern Renaissance Art 3 s.h.**

A survey of painting and sculpture in France, the Netherlands, England, and Germany from the 14th to the 16th century. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 215 Art of 17th Century Europe 3 s.h.**

Traces the development of art, architecture, sculpture and treatment in 17th century Europe, with emphasis on the development of individual and nationalistic styles and concurrent social phenomena. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 216 History of 19th Century European Painting 3 s.h.**

A study of French, English, and German paintings from the French Revolution to the end of the 19th century, including the Neo-classical, Romantic, Realist, Impressionist, and Post-Impressionist movements. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 217 History of American Art – Painting 3 s.h.**

The development of the visual arts with emphasis on painting, from Colonial beginnings to the Armory Show. Considers historical and philosophical backgrounds and the artist as historian and commentator. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 218 Art of the 20th Century 3 s.h.**

Traces and analyzes the major art movements in painting (1900-1945) as background for understanding the visual arts of our time. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 219 Contemporary Art Since 1945 3 s.h.**

A survey of the major movements in the 1960's and 1970's in the U.S. Emphasis placed on interrelationships of artist, critic, and public. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 220 Images of Women in Western Art 3 s.h.**

A study of the changing image of women in visual art. Through an examination of works of art—primarily painting, but prints, photographs, sculpture, installation, and mixed media, as well—the aim will be to ascertain how the concept of the feminine has been constructed within the restrictions of time and place, and to analyze how that construction has actively produced meaning for the sign, woman. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 221 History of Photography 3 s.h.**

A survey of the history of photography from its origins in the 19th century to the present day. Special emphasis given to practical aspects vs. the artistic aspect of this medium. Course will not be excessively technical nor will it involve any laboratory work. (LA)

**ARTH 222 Impressionism 3 s.h.**

This course is designed as an advanced undergraduate seminar with emphasis on the history of Impressionism and the methodologies that have been employed to write it. It stresses gender, ethnicity, and social class in an analysis of the art and artists of the period. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 294 Special Topics – Art History 2-3 s.h.**

Advanced work with emphasis on the nature and methods of art history. Individual student or students in small seminar groups work under the direct supervision of an instructor(s). Students use the resources of the slide collection, library, and make selective museum field trips. (LA)

*Prerequisites:* SoS and permission of department.

**ARTH 299 Independent Study – Art History 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. LA credit dependent upon the nature of the project. Offered every semester if department chair and instructor agree.

*Prerequisites:* 6 s.h. ARTH and permission of department and instructor.

**ARTH 394 Special Topics – Art History 2-3 s.h.**

Advanced work with emphasis on the nature and methods of art history. Individual students or students in small seminar groups work under the direct supervision of an instructor(s). Students use the resources of the slide collection, library, and make selective museum field trips. (LA)

*Prerequisites:* SrS, Art History major, and permission of instructor.

**ARTH 395 Teaching Assistantship – Art History 3 s.h.**

Provides teaching experience to student majoring in Art History. Works directly under guidance of a faculty member. Student is limited to 6 s.h. as TA and may not assist twice in same course.

*Prerequisites:* JrS with minimum of 21 s.h. toward major including course in which you TA, 3.0 overall GPA and 3.0 in major, permission of instructor and department chair.

**ARTH 397 Internship in Art History 1-15 s.h.**

The course is designed to allow a student to obtain credits for a meaningful work experience in Art History. Credit will be evaluated by the Faculty Sponsor and Internship Coordinator at the rate of one credit for every forty hours of participation. Students must meet with the Faculty Sponsor and Internship Coordinator to determine the specifics of each individual program prior to registration. Pass/Fail only.

*Prerequisites:* Jr. or Sr.; over-all GPA of 2.75 or above; declared Art Major; completed 12 s.h. of Art History; must have completed one semester's work in a degree program at SUNY Oneonta; and passed the College Writing Exam.

**ARTH 399 Independent Study – Art History 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. LA credit dependent on the nature of the project. Offered every semester if department chair and instructor agree.

*Prerequisites:* 9 s.h. ARTH and permission of department and instructor.

**Studio Art Courses**

**ARTS 130 Introduction to 3-D Design 3 s.h.**

An introduction to and discussion of design, techniques, methods, and tools of sculpture. Discusses both 2-D and 3-D aspects of art, with emphasis on the latter. (LA, AA2)

**ARTS 140 Two-Dimensional Design 3 s.h.**

A course concerned with the fundamental principles and concepts of design so that one might create effectively in all areas relating to our visual creative human environment. (LA, AA2)

**ARTS 141 Drawing I 3 s.h.**

Develops basic skills in drawing. A studio practicum in the fundamental approaches to techniques and varied drawing media. Emphasizes development of skills in observation, perception, and the expressive handling of ideas and materials. Theoretical and historical aspects of drawing are explored. (LA, AA2)

**ARTS 203 Advanced Studio I 2-3 s.h.**

An advanced creative studio involvement under the supervision of an instructor appropriate to the selected area of specialization. Students are expected to develop their own creative visions through exploration of the specific media. The course is intended to be the third level in specific studio areas. Offered subject to availability of an instructor.

**ARTS 210 Basic Photography I 3 s.h.**

An introduction to the history and aesthetics of photography. Theory and use of the camera and basic photo-optical equipment; developing and printing techniques; finishing, mounting, displaying of prints, and film processing. (LA, AA2)

*Prerequisites:* camera and permission of instructor.

**ARTS 230 Sculpture I 3 s.h.**

A beginning course dealing with the essential principles and techniques of sculpture. Attention will be devoted to the historical and aesthetic contexts and the development of individual creative expression. Emphasis placed on good design and use of materials, selection and preparation of materials, and the techniques of carving, modeling, and constructing. Students are expected to work in at least two materials. (LA)

*Prerequisite:* 100-level ARTS course or permission of instructor.

**ARTS 232 Ceramic Sculpture I 3 s.h.**

The fundamentals of sculpture, utilizing ceramic materials, and techniques. The different historical and creative traditions will be examined. Students will be encouraged to develop their own creative visions. Included are coil building, slab construction, and casting methods. Students work with clays, slips, and glazes, which are formulated from laboratory experimentation. (LA)

*Prerequisite:* 100-level ARTS course or permission of instructor.

**ARTS 237 Ceramics I 3 s.h.**

Provides instruction in general ceramic procedures, and the properties and preparation of clay. Emphasizes use of the potter's wheel, various methods of decoration, glazing, and firing of pottery. (LA, AA2)

**ARTS 238 Ceramics II 3 s.h.**

Planned for students who have had a college course in ceramics. Experiences include: throwing on the potter's wheel, investigations into glazes and clay composition. Students will be exposed to historical and contemporary traditions of ceramics in order to provide a context for their own creative work. Students encouraged to develop personal manners of expression in using the results of their experiments with glazes and clay bodies. (LA)

*Prerequisite:* ARTS 237.

**ARTS 240 Design II 3 s.h.**

Consideration of design as the basic factor in creative expression. Problems in 2-D and 3-D design are selected to increase the student's sensitivity to the elements of design and to develop control of the art materials necessary in visual expression. Nature is considered as a significant source in design inspiration as well as is the entire range of the history of the arts. Emphasis will be placed on developing the critical skills involved in the creation of effective designs. A focus will be on having the student produce

a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 140.

**ARTS 241 Drawing II 3 s.h.**

A continuation of Drawing I, with consideration given to form development, composition, the psychology of representation, and the expressive use of a wide variety of drawing materials. The historical and contemporary traditions of drawing will be examined in order to allow students to gain insights into the creative process. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 141.

**ARTS 242 Figure Drawing I 3 s.h.**

Teaches students to draw the human figure with accuracy and to further interpret the human figure imaginatively. Attention will be drawn to the central role the representation of the human figure has played in historical and contemporary artistic traditions. Emphasis on observation and understanding of the figure as a broad design and a source for drawing. Includes exploration of varied materials and techniques. (LA)

*Prerequisite:* ARTS 141.

**ARTS 243 Figure Drawing II 3 s.h.**

A continuation of Figure Drawing I, with emphasis on creative, interpretive, and compositional uses of the human figure. Critical issues concerning the representation of the human figure will be explored. Students are urged to use a variety of drawing materials and techniques. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 242.

**ARTS 250 Watercolor Painting I 3 s.h.**

Introduces students to the expressive possibilities of watercolor and the varied techniques associated with its use. Work consists of observing and painting directly from nature. Classes meet outdoors as weather permits. Instructional aids include the use of demonstrations, slides, and reproductions. (LA)

*Prerequisite:* ARTS 140 or ARTS 141.

**ARTS 252 Painting I 3 s.h.**

A studio course introducing the basic materials and processes of painting. Emphasis placed on developing the student's individual sensitivity to form and color so significant creative and technical concepts result in personal expression. (LA)

*Prerequisite:* ARTS 140 or ARTS 141.

**ARTS 253 Outdoor Landscape Painting 3 s.h.**

Designed as a plein air or outdoor landscape painting course, this is intended as an alternative to the traditional studio class. Students will develop an understanding of atmosphere, light, space, and observational techniques using a variety of media including acrylic, gouache, watercolor, and pastel. The course will explore different traditions of landscape painting. Summer school only. (LA)

*Prerequisite:* ARTS 140 or ARTS 141.

**ARTS 260 Printmaking I 3 s.h.**

An introductory course designed to provide creative and technical experience in several major areas of printmaking including relief, intaglio, and collagraph as well as combined processes. The theoretical framework of contemporary printmaking will be explored. Historical development of the techniques, and the dialog between these traditions and the student's creation of an individual style will be discussed. Experience in drawing and/or design helpful. (LA)

*Prerequisite:* ARTS 140 or ARTS 141.

**ARTS 262 Serigraphy I 3 s.h.**

Silk-screen printing on paper. Emphasis is on new approach to design and materials. (LA)

*Prerequisite:* ARTS 140 or ARTS 141.

**ARTS 280 Artists Books I 3 s.h.**

This course is an introduction to the dynamic field of Artists Books. This new artistic form has rapidly grown in popularity since the early 1980's. Through exploration of both traditional and innovative book structures and a broad spectrum of theoretical approaches, students will develop, design and produce a number of sculptural book objects with a strong conceptual base. Studio skills and aesthetic considerations brought to this class from drawing, design, photography, printmaking, sculpture, painting, ceramics, and computer art can all be utilized as students blend concept and form in the creation of unique Artists Books. While this is primarily a studio experience, slides and discussions of the scope of this new artistic field will be a complimentary component of the course. Offered at least once in an academic year. (LA)

*Prerequisite:* ARTS 140 or ARTS 141 or ARTS 130.

**ARTS 294 Special Topics – Studio Art 2-3 s.h.**

Advanced work in Studio Art in a media not covered by existing courses. Emphasis is placed on the integration of creative and technical aspects. Individual student or students in small groups work under the direct supervision of an instructor(s). (LA)

*Prerequisites:* SoS and permission of department.

**ARTS 299 Independent Study in Studio Art 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. LA credit dependent upon the nature of the project. Offered every semester if department chair and instructor agree.

*Prerequisites:* 6 s.h. ARTS and permission of department and instructor.

**ARTS 303 Advanced Studio II 2-3 s.h.**

An advanced creative studio involvement under the supervision of an instructor appropriate to the selected area of specialization. Students are expected to develop their own creative visions through exploration of the specific media. (LA)

*Prerequisites:* ARTS 203 in studio area; permission of instructor.

**ARTS 310 Basic Photography II 3 s.h.**

A continuation of Basic Photography I with emphasis on advanced field and laboratory problems, black and white and toning experimentation, mounting and exhibition techniques. (LA)

*Prerequisites:* ARTS 210, a camera, and permission of instructor.

**ARTS 330 Sculpture II 3 s.h.**

For students who have had a college course in sculpture. Contemporary styles and techniques with emphasis placed on students developing the critical and technical abilities to develop a strong individual mode of 3-D expression. Students work principally in one or two materials. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 230.

**ARTS 333 Ceramic Sculpture II 3 s.h.**

Provides an opportunity for advanced experimentation and greater personal expression through the medium of clay. Emphasizes more advanced problems dealing with combinations of slab, coil, and slip-casting techniques. The development of technical, critical, and aesthetic skills leads to the creation of an individual style. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 232.

**ARTS 351 Watercolor Painting II 3 s.h.**

A continuation of Watercolor Painting I using a variety of techniques which include opaque, transparent, and mixed media approaches. The technical skills acquired will be directly applied to the exploration of individual creativity. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 250.

**ARTS 353 Painting II 3 s.h.**

A studio course to further investigate the materials and processes of painting. Emphasis placed on developing the student's sensitivity to design and on a personal approach in the use of paint as an expressive medium. Students explore their own creativity in the context of the long tradition of painting. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 252.

**ARTS 361 Printmaking II 3 s.h.**

A continuation of Printmaking I providing an opportunity to gain further technical and expressive skills in the areas of printmaking including but not limited to relief, intaglio, collagraph, contemporary, and combined processes. The exploration of contemporary printmaking will be continued from Printmaking I. Historical development of the chosen techniques, and the dialog between these traditions and the student's creation of an individual style will be emphasized. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 260.

**ARTS 363 Serigraphy II 3 s.h.**

A continuation of the history, study, and practice of serigraphy, providing further exploration of the medium and development of greater individuality of expression. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. (LA)

*Prerequisite:* ARTS 262.

**ARTS 370 Collaborative Art Projects 3 s.h.**

This course will be oriented around creating, completing and publicly presenting as a class a collaborative art project or projects. It will require of all involved brain-storming, practical planning, researching, creative problem solving, critical thinking, learning new skills, working collaboratively, visual communication, and a high degree of self-motivation and commitment to the group. This is an opportunity for students to not only participate in the practice of being contemporary artists as they invent, expand, and create but also to develop interpersonal skills and learn about compromise and communication as they coordinate in a collaboratively creative group. (LA)

*Prerequisites:* 6 s.h. 200-level ARTS coursework

**ARTS 380 Artists Books II 3 s.h.**

This course is a further investigation into the dynamic field of Artists Books which builds on the skills and conceptual perspectives introduced in Artists Books I. Exploring complex traditional and innovative structures and investigating a variety of theoretical approaches students will continue to develop their conceptual and technical proficiency as they produce sculptural book objects of exhibition and portfolio quality. While this is primarily a studio experience, slides and discussions of this new artistic field will be a complimentary component of the course. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio. Offered once in an academic year. (LA)

*Prerequisite:* ARTS 280.

**ARTS 394 Special Topics – Studio Art 2-3 s.h.**

Advanced work in Studio Art in a media not covered by existing courses. Emphasis is placed on the integration of creative and technical aspects. Individual student or students in small groups work under the direct supervision of an instructor(s). (LA)  
*Prerequisites:* SrS, Studio Art major, and permission of instructor.

**ARTS 395 Teaching Assistantship in Studio Art 3 s.h.**

Provides teaching experience to student majoring in Studio Art. Works directly under guidance of a faculty member. Student is limited to 6 s.h. as TA and may not assist twice in same course.  
*Prerequisites:* JrS with minimum of 21 s.h. toward major including course in which you TA, 3.0 overall GPA and 3.0 in major, permission of instructor and department chair.

**ARTS 397 Internship in Studio Art 1-15 s.h.**

The course is designed to allow a student to obtain credits for a meaningful work experience related to Studio. Credit will be evaluated by the Faculty Sponsor and Internship Coordinator at the rate of one credit for every forty hours of participation. Students must meet with the Faculty Sponsor and Internship Coordinator to determine the specifics of each individual program prior to registration. Pass/Fail only.

*Prerequisites:* Jr. or Sr.; over-all GPA of 2.75 or above and at least a 3.0 major GPA; declared Art Major; completed 12 s.h. of ARTS and CART; must have completed one semester's work in a degree program at SUNY Oneonta; and passed the College Writing Exam.

**ARTS 399 Independent Study – Studio Art 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. LA credit dependent on the nature of the project. Offered every semester if department chair and instructor agree.

*Prerequisites:* 9 s.h. ARTS and permission of department and instructor.

**Computer Art Courses****CART 201 Introduction to Computer Art 3 s.h.**

Introduces the student to the computer as a creative medium. Using the foundation in drawing and design skills students will explore current software to create digital art. Through critiques, lectures, and discussions it examines the computer as a cultural phenomenon. (LA)

*Prerequisites:* ARTS 140 or ARTS 141.

**CART 204 3D Animation 3 s.h.**

An intensive course involving 3D modeling and Animation. The concepts of timing, keyframing, tweening, and movement will be explored. Students will learn methods of creating efficient 3D models using different modeling and animation software packages. The process of animation from story development through storyboard and pencil sketches to final rendering and editing will be included. Emphasis will be placed on students developing their own creative visions.

*Prerequisite:* CART 201.

**CART 205 Digital Video 3 s.h.**

An advanced course exploring the concepts of non-linear video in an art context. Students will explore the creative aspects of digital video from concept and storyboards through final editing. Emphasis will be placed on students developing their own expression through the creation of a collection of short films using digital video techniques. The course will examine the historic, aesthetic and cultural considerations of film and contemporary video.

*Prerequisite:* CART 201.

**CART 206 Web Design 3 s.h.**

This is an advanced computer art course that focuses on creating art for the Internet. The students will learn the principles of creating Web pages and Web graphics by developing and solving

visual problems on a live Web site. Students examine the changing dynamics of the Web medium as it challenges how information is presented and understood and how it transcends cultural boundaries.

*Prerequisite:* CART 201.

**CART 207 The Digital Print 3 s.h.**

An advanced course using the computer as a tool for fine art image creation. Students will explore and develop their own personal vision. Images will be created and printed for exhibition. Each student will create a portfolio of exhibition quality prints.

*Prerequisite:* CART 201.

**CART 208 Graphic Design 3 s.h.**

An advanced computer art course that allows the student to explore the artistic and professional discipline of visual communication. Students will employ their design skills in the creation of printed works using type and images. This course will emphasize professional practices and strong typographic skills.

*Prerequisite:* CART 201.

**CART 209 3D Modeling 3 s.h.**

An advanced computer art course in which the students will explore the traditional principles of modeling, texturing, and lighting in the creation of new experimental three-dimensional digital worlds. Students will be exposed to the concepts of creating 3D works of art. The course will examine the ramifications of the virtual 3D environment on the traditional ideas of art.

*Prerequisite:* CART 201.

**CART 210 Digital Photography 3 s.h.**

The concepts and techniques of digital image making. Processes including image acquisition through digital capture or scanning, image compositing, editing, and output to various media. Students will be encouraged to explore the creative potentials of the different techniques and to develop their own personal style.

*Prerequisite:* CART 201.

**CART 211 Digital Landscape Photography 3 s.h.**

Concepts of Digital Landscape Photography, including the historical, conceptual, and aesthetic considerations. Students will learn to see potential images and develop them into visual statements of personal expression. Each student will produce a small portfolio of related works. This course will involve travel to specified locations.

*Prerequisites:* SoS and CART 201.

**CART 212 Introduction to 2D Animation 3 s.h.**

Students will focus on the basic principles of animation. Students will develop an understanding of character performance, with emphasis placed on analysis of actions, sense of timing, staging and sequential drawing skills. Students will also extend their drawing skills to explore the dimensions of time and space in the study of movement and expression.

*Prerequisites:* SoS and ARTS 141 and CART 201.

**CART 252 Digital Paint 3 s.h.**

Concepts of Digital Painting, including the historical, conceptual, and aesthetic considerations. Various methods of painting with digital tools will be explored. Students will learn to create works of art that reflect their own personal aesthetic using digital tools. Each student will produce a small portfolio of digital paintings.

*Prerequisites:* SoS and CART 201.

**CART 294 Special Topics – Computer Art 2-3 s.h.**

Advanced work in an area of Computer Art not covered by existing courses. Emphasis is placed on the integration of creative and technical aspects. Individual student or students in small groups work under the direct supervision of an instructor(s). (LA)

*Prerequisites:* SoS and permission of department.



**CART 299 Independent Study – Computer Art 1-6 s.h.**  
Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. LA credit dependent upon the nature of the project. Offered every semester if department chair and instructor agree.  
*Prerequisites:* 6 s.h. CART and permission of department and instructor.

**CART 304 Advanced 3D Animation 3 s.h.**  
An intensive course involving 3D modeling and Animation. This course builds on the concepts of CART 204. Exploring the creative potential of the media will be emphasized. The concepts of working in a professional environment will be stressed. "Demo reels" will be produced. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 204.

**CART 305 Advanced Digital Video 3 s.h.**  
Building on the concepts of CART 205 students will produce their own videos according to their own aesthetic style. The development of professional skills and personal creative vision will be stressed. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 205.

**CART 306 Advanced Web Design 3 s.h.**  
An advanced computer art course that further explores the ideas developed in Web design (CART 206) class. It allows the students to examine advanced concepts in Web design, and to develop a critical approach to the Web media. Continued emphasis is on students experimenting with the Web environment and developing their own artistic visions. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 206.

**CART 307 Advanced Digital Print 3 s.h.**  
An advanced studio course using the computer as a tool for fine art image creation. Using the skills gained in CART 207, students will develop a cohesive body of work using their own personal vision. Works will be printed and prepared for professional presentation. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 207.

**CART 308 Advanced Graphic Design 3 s.h.**  
This advanced computer art course builds on the design foundations that were developed in CART 208. Students explore creative ways of integrating type and images as well as advanced concept development. This course will examine contemporary graphic design history and theory and its creative application. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 208.

**CART 309 Advanced 3D Modeling 3 s.h.**  
In this advanced computer art course the students will develop digital art that reflect a thorough understanding of the principles of the third dimension. The students will explore the third dimension with a critical eye, and will create art that reflects a concrete visual point of view towards the medium. A focus will be on having the student produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 209.

**CART 310 Advanced Digital Photography 3 s.h.**  
An advanced studio course building on the knowledge gained in CART 210 using digital imaging techniques. Students will continue to develop their own creative vision and create a portfolio of exhibition quality prints. A focus will be on having the student

produce a body of work that can be incorporated into a professional quality portfolio.  
*Prerequisite:* CART 210.

**CART 394 Special Topics – Computer Art 2-3 s.h.**  
Advanced work in an area of Computer Art not covered by existing courses. Emphasis is placed on the integration of creative and technical aspects. Individual student or students in small groups work under the direct supervision of an instructor(s). (LA)  
*Prerequisites:* SrS, Computer Art major, and permission of instructor.

**CART 395 Teaching Assistantship – Computer Art 3 s.h.**  
Provides teaching experience to student majoring in Computer Art. Works directly under guidance of a faculty member. Student is limited to 6 s.h. as TA and may not assist twice in same course.  
*Prerequisites:* JrS with minimum of 21 s.h. toward major including course in which you TA, 3.0 overall GPA and 3.0 in major, permission of instructor and department chair.

**CART 397 Internship in Computer Art 1-15 s.h.**  
The course is designed to allow a student to obtain credits for a meaningful work experience in Computer Art. Credit will be evaluated by the Faculty Sponsor and Internship Coordinator at the rate of one credit for every forty hours of participation. Students must meet with the Faculty Sponsor and Internship Coordinator to determine the specifics of each individual program prior to registration. Pass/Fail only.  
*Prerequisites:* Jr. or Sr.; over-all GPA of 2.75 or above and at least a 3.0 major GPA; declared Computer Art Major; completed 12 s.h. of ARTS and CART; must have completed one semester's work in a degree program at SUNY Oneonta; and passed the College Writing Exam.

**CART 399 Independent Study – Computer Art 1-6 s.h.**  
Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. LA credit dependent on the nature of the project. Offered every semester if department chair and instructor agree.  
*Prerequisites:* 9 s.h. CART and permission of department and instructor.

## Biology

*Distinguished Service Professor:* Harman; *Associate Professors:* Bachman, Horvath, D. Vogler (Chair); *Assistant Professors:* Heilveil, Lentz, Mann, Reyda, Robinson, Schillo, Withington, Wong, Zalatan; *Lecturer:* J. Vogler

### Objectives

The objectives of the Biology Department include providing an undergraduate program of such caliber as to draw recognition and success to our students. Our program exposes students to the major concepts and rationale of biology, the scientific method, the role of biology in our society, and the importance of biology to the individual. It is a program designed to assure student acceptance in chosen careers and graduate studies.

### Degrees

Bachelor of Science

### Majors

Biology

Adolescence Education Biology

(Students interested in majoring in Adolescence Education Biology should refer to the Education section on page 111.)

### Minor

Biology

### Tracks

Ecology and Field Biology

Human Biology

Cell and Molecular Biology

### Preprofessional Programs

Premedicine

Pre dentistry

Pre veterinary

### Requirements for the Major

*Biology:* Major Field Core Courses: 19 - 20 s.h. (General Biology I, II, and III, Genetics, Ecology or Evolution); Major Field Electives: Five courses totaling 15 - 20 s.h. including at least one Botany and one Zoology course. At least 3 s.h. must be at the 300 level; Related Work: 16 s.h. in Chemistry. 14 - 16 s.h. in Mathematics, Physics, or Statistics.

### Requirements for the Tracks

*Ecology and Field Biology:* Major Field Core Courses: 20 s.h. (General Biology I, II, and III, Genetics, and Ecology); Major Field Electives: 12-16 s.h., selected from a specified list of electives. At least 3 s.h. must be at the 300 level; Approved Field Experience (min. 3 semester hours); Related Work: 12 s.h. in Chemistry, including Organic Chemistry; 11-18 s.h. selected from a specified list of Mathematics, Statistics, Environmental Sciences, or Physics.

*Human Biology:* Major Field Core Courses: 28-29 s.h. (General Biology I, II and III, Cultural Anthropology, Biological Anthropology, Genetics, Ecology or Evolution, Human Biology and Culture Change or Human Origins); Major Field Electives: 12-16 s.h. Courses chosen from each of two topic areas: Evolution/Ecology and Morphology/Biomedical. At least 3 semester hours must be at the 300 level; Related Work: 24-26 s.h. Includes three courses in Chemistry. Other courses from Psychology, Mathematics, Physics, Chemistry, and Statistics.

*Cell and Molecular Biology:* Major Field Core Courses: 23 s.h. (General Biology I, II, and III, Genetics, Molecular Biology, Cell Biology); Major Field Electives: Four courses totaling 12-16 s.h. including at least one laboratory course. At least 3 s.h. must be at the 300 level; Related Work: 20 s.h. in Chemistry. 10-12 s.h. in Mathematics, Physics, or Statistics.

### Requirements for the Minor

*Biology:* 20 - 24 s.h. in General Biology I & II (8 s.h.) and four courses (12-16 s.h.) chosen from electives (at least three courses must be at the 200 or 300 level and two courses must have a laboratory or field experience).

### Special Programs or Facilities

The Biological Field Station, Cooperstown

Programs with SUNY Upstate Medical University (Syracuse):

3-3 Physical Therapy

2-2 Radiation Therapy

2-2 Respiratory Care

2-2 Medical Imaging Sciences

2-2 Medical Technology

2-2 Cardiovascular Perfusion

Programs with Sage Graduate School (Troy):

4-3 Physical Therapy

4-3 Occupational Therapy

Programs with Albany Medical College

Early Assurance Program with the Center for Physician Assistant Studies

### Biology Major Requirements

*Study within the major field:*

BIOL 180, 181, 201, 212, 216 or 282 19-20 s.h.

Elective courses:

Five courses including at least one Botany and one Zoology course and one at 300-level 15-20 s.h.

Total 34-40 s.h.

*Courses in related areas:*

CHEM 111, 112, 221, 322 or 226, 330 16 s.h.

Any four courses from the following:

MATH 105, 173, 174

STAT 101, 201

PHYS 103, 104, 203, 204

Total 30-32 s.h.

### Ecology and Field Biology Track Requirements

*Study within the major field:*

BIOL 180, 181, 201, 212, 282, approved field experience 23 s.h.

Elective courses:

Four courses including one at 300-level 12-16 s.h.

Total 35-39 s.h.

*Courses in related areas:*

CHEM 111-112; 221 or 226 12 s.h.

PHYS 103 or 203, ENVS/ESCI 105, STAT 101 10 s.h.

Select two courses: 7-8 s.h.

ENVS 250, MATH 173, STAT 201

Total 29-30 s.h.

### Human Biology Track Requirements

*Study within the major field:*

BIOL 180, 181, 201, 212, 216 or 282

ANTH 100, 130, 101 or 232 28-29 s.h.

Selections as follows:

Morphology/Biomedical Block 6-8 s.h.

Evolution/Ecology Block 6-8 s.h.

Total 40-45 s.h.

*Courses in related areas:*

CHEM 111-112; 221 or 226 12 s.h.

PSYC 100 and STAT 101 6 s.h.

Two courses from: MATH, PHYS, CHEM, STAT, and PSYC 6-8 s.h.

Total 24-26 s.h.

## Cell and Molecular Biology Track Requirements

*Study within the major field:*

BIOL 180, 181, 201, 212, 340, 380 23 s.h.

Elective courses:

Four courses including at least one laboratory course and one at 300-level 12-16 s.h.

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Total 34-39 s.h.

*Courses in related areas:*

CHEM 111, 112, 221, 322, 330, PHYS 103 or 203 24 s.h.

Any two courses from the following:

MATH 105, 173, 174,

STAT 101, 201,

PHYS 104, 204

6-8 s.h.

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Total 30-32 s.h.

## Biology Courses

### BIOL 100 Modern Biology 3 s.h.

Acquaints students with fundamental biological concepts and illustrates the application of these principles to everyday life. Emphasizes the relationship of human biology to evolution, the environment, health and biotechnology. This course is for non-majors. Includes laboratory. (LA, NL2)

### BIOL 101 Plant Biology 3 s.h.

Develops biological principles through study of plants. Topics include plant structure, classification, growth, reproduction, systematics, and diversity. The laboratory uses microscopic techniques to examine plant anatomy and other modern techniques to study basic plant physiology, systematics, and diversity. This course does not fulfill any requirements for the Biology major. (LA, NL2)

### BIOL 111 Biological and Medical Terminology 1 s.h.

This course will teach Biology Majors and those interested in the medical field both critical terminology and techniques for deciphering field-specific terminology. Over 400 prefixes, suffixes, and root words of Greek and Latin origin will be covered. By the end of the course, students should be better able to decipher the terminology they will encounter in biological texts and peer reviewed articles. Students will be assessed on their knowledge of the terms covered and ability to apply those terms to novel words. This course does not fulfill any requirements for the Biology major.

### BIOL 123 Introduction to Evolution 3 s.h.

This course will introduce the student to the processes and mechanisms that cause evolutionary change. Topics covered will include: the historical development of the theory of evolution; the process of evolution through natural selection, adaptation and fitness; evolution of plant and animal diversity, including human evolution; and modern controversial issues associated with evolution. This course does not fulfill any requirements for the Biology major. (LA, N2)

### BIOL 180 General Biology I 4 s.h.

This is the first course in a three-semester introductory sequence. Topics to be covered include scientific methodology, macro- and microevolution, behavior, ecology, biodiversity and conservation, Medelian genetics and microorganisms. Laboratory involves extended projects that emphasize the scientific method and writing scientific papers. Recommended only for Biology majors or students who will continue studies in biology related or health-related disciplines. (LA, NL2)

### BIOL 181 General Biology II 4 s.h.

Covers structure and function of plants, especially flowering plants, including anatomy, morphology, physiology, evolution, and life histories. Also studies the major groups of animals empha-

sizing "type" animals in each phylum. Classical principles are presented in a case history approach. Representatives of the major phyla are studied using both the microscope and dissection techniques. Lecture and laboratory. (LA)

*Prerequisite:* BIOL 180 or ENVS 101.

### BIOL 184 Introduction to Aquatic Biology 3 s.h.

The ecology and general biology of freshwater environments, with emphasis on benthic invertebrates and life histories of aquatic species. Usually for high school students. This course does not fulfill any requirements for the Biology major. (LA)

*Prerequisite:* NYS Regents Biology or equivalent.

### BIOL 194 Special Topics 1-4 s.h.

Experiences of variable length and subject matter offered on- or off-campus, or at the Biological Field Station. This course does not fulfill any requirements for the Biology major. (LA)

*Prerequisite:* permission of instructor.

### BIOL 196 Directed Research I 1-12 s.h.

Directed research and training with faculty supervision to develop, carry out and report on a module of research. Intended for students with no prior experience in research. Students may work as part of a team with other students at various academic levels on campus, in the field, or at the Biological Field Station. Experiences may include research methods, data collection, exposure to field or laboratory instrumentation and the development of communication skills. Directed research at the Biological Field Station is competitive and typically conducted for 10 weeks in the summer, 36 hours per week. Sponsored research may include a stipend or other monetary award. This course does not fulfill any requirements for the Biology major.

### BIOL 199 Independent Study in Biology 1-6 s.h.

Under the guidance of faculty members, students pursue projects that do not fit within the framework of regular course offerings. Open to students doing work at the freshman level. Applicability of LA credit determined when project is identified.

*Prerequisite:* permission of instructor.

### BIOL 201 General Biology III 4 s.h.

Lecture provides an introduction to biological models and their roles in carrying out cell functions. Key cellular processes such as respiration, photosynthesis, assembly of proteins, and cell division are presented. The laboratory uses modern techniques to study enzyme action, to grow and observe living cells, and to analyze cell structures. (LA)

*Prerequisite:* BIOL 181.

### BIOL 202 Introduction to Human Anatomy and Physiology 3 s.h.

This lecture course is designed to introduce students to the structure, organization, and functioning of the human organism. Some common diseases and injuries will be described. Recent brain research and its impact on child development will be discussed. This course does not fulfill any requirements for the Biology major. (LA)

*Prerequisite:* BIOL 100.

### BIOL 203 Elementary Microbiology 3 s.h.

Designed for non-biology majors. Discussion of bacterial cell structure, bacterial biochemistry, bacterial genetics, viral replication cycles, microbial ecology, eukaryotic microbial life cycles, and vertebrate host defense mechanisms. Laboratory emphasizes bacterial culturing, staining, and biochemical analysis. This course does not fulfill any requirements for the Biology major. (LA)

*Prerequisites:* BIOL 100 and CHEM 111.

### BIOL 204 Genome Project Implications 3 s.h.

Examination of the ethical, legal, social, and moral implications of the Human Genome Project. Topics include eugenics, genetic counseling, forensics, gene therapy, and genetically modified

organisms. Lecture/discussion format utilizing outside readings, case studies, films, and debates. (LA)

*Prerequisite:* BIOL 180.

**BIOL 205 Human Anatomy and Physiology I 4 s.h.**

This course provides an introduction to the anatomy and physiology of the human body. The integumentary, skeletal, muscular, nervous, and endocrine systems are studied during lecture and laboratory sessions. Designed for students in health professions, but open to others. To receive credit for BIOL 205 in the major field, the sequel course BIOL 206 must also be taken. (LA)

*Prerequisite:* BIOL 181 and CHEM 111.

**BIOL 206 Human Anatomy and Physiology II 4 s.h.**

This course is a continuation of BIOL 205. The cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems are covered in lecture and laboratory sessions. Designed for students in health professions, but open to others. (LA)

*Prerequisite:* BIOL 205.

**BIOL 207 Biology of Cancer 3 s.h.**

Examination of the environmental causes of cancer, the underlying genetic and cellular changes that lead to a cancer diagnosis, and new strategies for treatments. (LA)

*Prerequisite:* BIOL 100 or BIOL 180.

**BIOL 208 Anatomy and Physiology of Human Health 3 s.h.**

An exploration of the organization, structure and function of the human body with emphasis on the nutritional and metabolic basis of human health and disease. Lectures will focus on the basic physiology of the integumentary, skeletal, muscular, nervous, circulatory, respiratory, immune, urinary and reproductive systems. Laboratories will deal with the basic anatomy of these systems and involve use of models, dissections and simulations. This course is not intended for credit towards the Biology major.

*Prerequisite:* BIOL 100.

**BIOL 212 Genetics 4 s.h.**

Broad coverage of genetics from the classical period through recent molecular genetics; discussion of nature, transmission, arrangement, and function of genetic material. Laboratory emphasizes modern DNA techniques. (LA)

*Prerequisite:* BIOL 201.

**BIOL 216 Evolution 3 s.h.**

Fundamentals of organic evolution, emphasizing natural selection, competition, speciation, variation, genetics, and human evolution.

*Prerequisites:* BIOL 181. (LA)

**BIOL 220 Economic Botany 3 s.h.**

Study of plants that are economically important to people, including plants that are sources of food, fibers, medicines, gums, insecticides, etc. Preparation of term paper and one weekend field trip required. (LA)

*Prerequisite:* BIOL 101 or BIOL 181.

**BIOL 231 Physiology of Exercise 3 s.h.**

An introduction to how the anatomy and physiology of the human body are changed by exercise. The effects of acute and chronic physical activity on the metabolism of the body, and the muscular, nervous, cardiovascular, and respiratory systems will be covered. Responses and adaptations to temperature extremes, hypobaric, hyperbaric, and microgravity environments will be included. Includes laboratory.

*Prerequisite:* BIOL 202 or BIOL 205.

**BIOL 232 Plant Anatomy 3 s.h.**

Examines cell types, tissue systems, and the comparative anatomy of plant organs with emphasis on Angiosperm anatomy. Includes laboratory and research projects. (LA)

*Prerequisite:* BIOL 181.

**BIOL 236 Vascular Plant Systematics 4 s.h.**

Identification and classification of vascular plants emphasizing family characteristics. Major Pteridophyte, Gymnosperm, and Angiosperm families are studied in lecture and laboratory formats. Preparation of collections; field and laboratory experiences; one weekend field trip required. (LA)

*Prerequisite:* BIOL 101 or 181.

**BIOL 238 Natural History of Woody Plants 3 s.h.**

A course to explore the identification, ecology and cultural aspects of trees and shrubs. Growth habit, structure and function of wood, reproduction, environmental relationships, and some human uses will be studied. Laboratory emphasizes identification of regional species. One weekend field trip may be required. (LA)

*Prerequisite:* BIOL 181.

**BIOL 244 Entomology 2 s.h.**

A biology of insects including their natural history, anatomy, and functional morphology. Classification and ecology of forms found locally. Laboratory-based course requiring preparation of collections; field and laboratory experiences. (LA)

*Prerequisite:* BIOL 181.

**BIOL 250 Natural History of Vertebrates 4 s.h.**

The biology of vertebrate animals, including evolution, classification, and behavior of all major classes. Laboratories stress structural features, while field trips emphasize ecology, behavior, and identification of local forms. Three mandatory all-day Saturday field trips. (LA)

*Prerequisite:* BIOL 181.

**BIOL 252 Ornithology 3 s.h.**

Lectures provide an introduction to the scientific study of birds, covering everything from anatomy and physiology through evolution, classification and behavior. Indoor and outdoor labs will emphasize adaptive morphology as well as identification, ecology and natural history of local species. Students are required to attend a weekend field trip and also two Sunday excursions.

*Prerequisite:* BIOL 181.

**BIOL 259 Marine Biology 3 s.h.**

The ecology and general biology of the marine biota. Stresses life histories and trophic relationships, adaptations for marine life, and limitations imposed by marine environments. (LA)

*Prerequisite:* BIOL 181 or OCEA 210.

**BIOL 265 Evolution of Biology 3 s.h.**

A brief look at how the study of biology has changed over time, from prehistoric man to the 21st century. Emphasis will be given to developments in techniques, instruments, thought processes and information sharing. Students will research individual projects and complete a series of writing assignments. (LA, WS2)

*Prerequisite:* BIOL 181.

**BIOL 269 Methods in Population Genetics 4 s.h.**

Through lecture, case studies, and hands-on laboratory experience, students will learn to design and perform experiments in population genetics. Factors favoring specific choice of organism, study question, molecular marker(s), laboratory techniques and analysis methods will be discussed. In the laboratory, students will perform all aspects of a population genetics study.

*Prerequisite:* BIOL 181.

**BIOL 282 Ecology 4 s.h.**

Interrelations between organisms and their environments at the population, community, and ecosystem levels; laboratory and field exercises cover population dynamics, productivity, and

community structure in aquatic and terrestrial environments. (LA)

*Prerequisites:* BIOL 181.

**BIOL 284 Wetland Science 4 s.h.**

Introduction to wetland science. Focus on wetland history, use and classification. Introduces wetland definitions and their unique properties and functions. Focus on understanding the wetland environment; hydrology, soils, biological adaptations. Laboratory emphasizes practical experiences in understanding wetland functional properties. A 2-day weekend field trip is mandatory.

*Cross-Listed as ENVS 284.*

*Prerequisites:* ENVS 101 or GEOL 182.

**BIOL 294 Special Topics 1 - 4 s.h.**

This course gives students the opportunity to study in depth advanced and special topics in the field of biology. Topics and instructors will be announced prior to registration. (LA)

*Prerequisites:* SoS and BIOL 181.

**BIOL 295 Teaching Assistantship 1 s.h.**

Provides college-level experience in teaching, laboratory design, and preparation in a 100-level Biology course. Students work directly under a laboratory instructor of the course. Activities may include laboratory exercise presentations, setting up and dismantling of lab materials, and tutoring. Credit for BIOL 295 may not be applied toward the requirements for the Biology major or minor. Graded on pass/fail basis only.

*Prerequisites:* CWE 1, one College at Oneonta biology course and meet minimum requirements stipulated on the campus teaching assistantship application.

**BIOL 296 Directed Research II 1-12 s.h.**

Directed research and training with faculty supervision to develop, carry out and report on a module of research. Intended for students with little prior experience in research, but who have had a year of college-level sciences. Students may work as part of a team with other students at various academic levels on campus, in the field, or at the Biological Field Station. Experiences may include research methods, project proposals or grant development, data collection, exposure to field or laboratory instrumentation and the development of communication skills. Directed research at the Biological Field Station is competitive and typically conducted for 10 weeks in the summer, 36 hours per week. Sponsored research may include a stipend or other monetary award. This course does not fulfill any requirements for the Biology major.

*Prerequisite:* BIOL 181.

**BIOL 298 Undergraduate Seminar 1-4 s.h.**

Reports, discussions, lectures, and library research on current topics in specific fields of science. Cannot apply more than 2 s.h. of seminar to biology elective requirement. (LA)

*Prerequisites:* 3 s.h. BIOL and permission of instructor.

**BIOL 299 Independent Study in Biology 1-6 s.h.**

Under the guidance of faculty members, students pursue projects that do not fit within the framework of regular biology course offerings. Open to students at the upper undergraduate and graduate levels. Cannot apply more than 3 s.h. to biology elective requirement. Applicability of LA credit determined when project is identified.

*Prerequisites:* advanced standing and departmental permission.

**BIOL 311 Human Genetics 3 s.h.**

Biological basis for human heredity. Course will examine the transmission of traits in human lineages (pedigree analysis), the molecular basis for genetic disease (molecular genetics), chromosomal defects (cytogenetics), and genetic variation in populations (population genetics). Current topics such as the human

genome project, cloning and stem cell research, DNA forensics, and gene therapy will be discussed. (LA)

*Prerequisite:* BIOL 212.

**BIOL 312 DNA Laboratory 3 s.h.**

Introduction to DNA laboratory methods applicable to the study of gene structure and function, forensic analysis, genetic testing, bioinformatics, genome analysis and nanobiology. Course will review DNA chemistry and highlight topics of interest featuring DNA. Project-based labs will provide experience with DNA sequencing, DNA analysis software and reporter gene detection.

*Prerequisite:* BIOL 212.

**BIOL 315 Lab Techniques in Biology 2 s.h.**

The selection, preparation, maintenance, and proper use of laboratory equipment and supplies in biology; application of technologies in the biology laboratory, practice in developing demonstrations and presentation of topics; planning of inquiry-based laboratory exercises. Field trip may be required in which students share the costs.

*Corequisite:* SCIN 315.

**BIOL 317 Biological Literacy 3 s.h.**

An intensive Scientific Literacy course designed to better prepare students for comprehending, critically analyzing, and writing papers for the Biological Sciences. Students will be required to read papers from a variety of subfields within biology, learn about the common elements and pitfalls. Students will also practice crafting journal-style papers to better familiarize themselves with the format. This course is reading and writing intensive. (LA, WS2)

*Prerequisite:* BIOL 181 and 3 s.h. of 200-level BIOL.

**BIOL 320 Field Botany 3 s.h.**

Botanical field techniques, the vegetation of North America, and the flora of Upstate New York. Terminology of description, use of taxonomic keys, techniques of specimen preservation, field recognition of plant taxa and communities and controlling ecological factors, economic and wildlife significance of dominant taxa, principles of classification and nomenclature. Two weekend field trips required. Lab format will include individual or small group projects including a plant collection. (LA)

*Prerequisites:* BIOL 181, and 3 s.h. of 200-level BIOL.

**BIOL 321 Tropical Biology Field Course 3 s.h.**

An intensive and exciting learning experience based at a field station in a Latin American tropical rain forest. Covers ecology, conservation and natural history of tropical plants and animals. Includes rain forest hikes, group and independent field research projects and evening lectures. Students must be physically fit, enthusiastic about wildlife and of junior standing. Assessment is based on a written examination, scientific report writing and oral presentations. Students must cover cost of flight and room and board.

*Prerequisites:* JrS and BIOL 181.

**BIOL 333 Ecology of Rocky Mountain Regions 3 s.h.**

Three-four week field trip instruction and project work; consideration of ecological principles and concepts of ecosystem functioning in major life zones of the region, including identification of major plant and animal components in each. Costs shared by students.

*Prerequisites:* 3 s.h. BIOL and permission of the instructors.

*Corequisite:* GEOL 333.

**BIOL 340 Molecular Biology 4 s.h.**

Discussion of the organization and expression of genes in prokaryotes and eukaryotes, with emphasis on the mechanisms of transcription, RNA processing and translation. Laboratory emphasizes nucleic acid isolation and analysis. (LA)

*Prerequisite:* BIOL 201.

**BIOL 342 Invertebrate Zoology 4 s.h.**

The classification, evolution, anatomy and functional morphology of invertebrate phyla; natural history of forms found locally. Emphasizes laboratory experiences with preserved and living specimens and dissections. Field trips to a variety of habitats will be offered. Students will be strongly encouraged to attend the one or two overnight field trips that will be offered. Writing assignments required. (LA)

*Prerequisite:* BIOL 181 and 3 s.h. of 200-level BIOL.

**BIOL 344 Field Entomology 4 s.h.**

An intensive field course in entomology. The biology, physiology, ecology, and systematics of Class Insecta will be covered during lectures. Students will learn about life histories and live identification in the field. Students will be responsible for the creation, identification, and curation of an insect collection in the laboratory as a major project. The students will camp at the Biological Field Station for the duration of the course: costs shared by students. The course will be held biennially during summer session.

*Prerequisite:* BIOL 181 and 3 s.h. of 200-level BIOL.

**BIOL 346 Parasitology 4 s.h.**

This course will focus on the biology, life cycles, and identification of protozoan and metazoan parasites of humans and other animals. Emphasis will be placed on groups of particular medical and/or economic importance, and on species parasitizing wildlife locally. Laboratory and field trip(s) are included. (LA)

*Prerequisite:* BIOL 181 and 3 s.h. of 200-level BIOL.

**BIOL 349 Neuroendocrinology 3 s.h.**

A study of interactions between the endocrine and nervous systems in vertebrates. Lectures provide an overview of hormone synthesis, secretion, transport, metabolism and action as well as more focused discussions of biological rhythms, feeding behavior, osmoregulation and the neuroendocrinology of reproduction. (LA)

*Prerequisites:* BIOL 201.

**BIOL 350 Immunology 3 s.h.**

This course will examine the mammalian immunological defense system. Topics covered include origin and development of the humoral and cellular immune responses, normal immune responses to pathogens, and health problems associated with over-reaction and under-reaction of the immune system. (LA)

*Prerequisite:* BIOL 201.

**BIOL 351 Biology of Fish 3 s.h.**

The major groups of fishes are covered with an emphasis on freshwater species. General biology, natural history, distribution, systematics, reproduction, evolution, ecology, and economic importance of fish are covered in lecture, field, and laboratory formats. Handling and collection of live fish and use of preserved fish will be necessary.

*Prerequisite:* BIOL 181 and 3 s.h. of 200-level BIOL.

**BIOL 356 Animal Behavior 4 s.h.**

This course has a strong focus on the function or adaptive significance of behavior, but will also address behavioral studies from evolutionary, developmental and causal perspectives. Specific topics to be covered include animal communication, foraging behavior, migration, social organization, and human ethology. Behavioral observations are emphasized in the three-hour laboratory. (LA)

*Prerequisites:* BIOL 216 or BIOL 282.

**BIOL 362 Microbiology 4 s.h.**

Discussion of bacterial cell structure, bacterial biochemistry, bacterial genetics, viral replication cycles, microbial ecology, eukaryotic microbial life cycles, and vertebrate host defense mechanisms. Laboratory emphasizes bacterial culturing, staining, and biochemical analysis. (LA)

*Prerequisite:* BIOL 201.

**BIOL 367 Aquatic Pollution 3 s.h.**

A study of the major pollutants in the environment, with major emphasis on water pollution. Laboratory provides practical experience in pollution analysis. (LA)

*Prerequisites:* JrS; BIOL 181 or ENVS 101 and CHEM 111.

**BIOL 370 Animal Physiology 3 s.h.**

A study of how animals function in relationships with the environments in which they live. Discussions are organized according to five fundamental processes that maintain homeostasis in animals: 1) nutrition and metabolism; 2) integration; 3) movement and muscle; 4) internal transport; 5) water and electrolyte balance. Laboratories provide opportunities for students to design and test hypotheses about animal function. (LA)

*Prerequisites:* BIOL 201.

**BIOL 373 Plant Growth and Development 3 s.h.**

Study of the growth and development of higher plants, emphasizing the influence of plant growth hormones and plant tissue culture. Laboratory covers plant tissue culture techniques. (LA)

*Prerequisites:* BIOL 181 and CHEM 221 or CHEM 226.

**BIOL 375 Physiology of Plants 3 s.h.**

The general principles of plant physiology including: mineral nutrition, water relations, photosynthesis, respiration, growth, movement, photoperiodism, and plant hormones. Spring term. (LA)

*Prerequisites:* BIOL 201.

**BIOL 380 Cell Biology 3 s.h.**

The general biology of eukaryotic cells is studied. Emphasis is on the ultrastructure, function, metabolism, and controlling mechanism in these cells. Includes laboratory. (LA)

*Prerequisite:* BIOL 201.

**BIOL 381 Plant Ecology 3 s.h.**

The interaction of plants with their environments, emphasizing terrestrial and wetland plant communities. Analysis of regional plant communities are made using a variety of sampling methods. Includes laboratory and one weekend field trip. (LA)

*Prerequisite:* BIOL 282.

**BIOL 383 Wetland Environments and Delineation 4 s.h.**

Focus on understanding concepts of wetlands and methods for identifying, describing, classifying and delineating wetlands in the USA using State and Federal criteria. Use of key indicators to focus on soils, hydrology and vegetation to gain understanding of wetland development and their significance in the natural world. Laboratory emphasizes wetland identification and classification. (LA)

*Cross-Listed as* ENVS 383.

*Prerequisites:* BIOL 282 or ENVS 214 or GEOL 282, JrS.

**BIOL 384 Aquatic Invertebrate Ecology 2 s.h.**

The ecology and general biology of the freshwater biota with emphasis on benthic invertebrates and life histories of aquatic species. Laboratory-based course with optional weekend field trips. (LA)

*Prerequisite:* BIOL 181 and 3 s.h. of 200-level BIOL.

**BIOL 385 Limnology 3 s.h.**

The physical, chemical, and biological attributes of freshwater environments; laboratory practice and field instruction in limnological methodology. One Saturday field trip required. (LA)

*Prerequisites:* JrS; BIOL 181 or ENVS 101 and CHEM 111.

**BIOL 386 Seminar in Conservation Biology 3 s.h.**

A discussion of current research and issues relating to the conservation of biodiversity, covering such topics as patterns of di-

versity and rarity, causes of extinction, population genetics, habitat fragmentation and the practice of conservation biology. Students will be required to give oral presentations and write a review paper about current topics.

*Prerequisites: BIOL 282 or ENVS 101 and 201.*

**BIOL 387 Field Parasitology 4 s.h.**

The biology, ecology, and life cycles of animal parasites. The course will focus on parasites of vertebrates and invertebrates encountered during local field trips to aquatic and terrestrial habitats. Students will be exposed to methods of collection, preservation, and identification of animal parasites. Each student will independently prepare a parasite specimen collection. Field Parasitology will meet 4 days a week for 3 weeks during summers at the Biological Field Station in Cooperstown.

*Prerequisite: BIOL 181 and 3 s.h. of 200-level BIOL.*

**BIOL 388 Stream Ecology 4 s.h.**

Ecology and function of streams and rivers, including biological, chemical, and physical features, with emphasis on current concepts in stream ecology. Quantitative measurement of stream biota and physical features during field and laboratory investigations. (LA)

*Prerequisites: JrS; BIOL 181 or ENVS 101 and CHEM 111.*

**BIOL 394 Special Topics 1 - 4 s.h.**

This course gives students the opportunity to study in depth advanced and special topics in the field of biology. Topics and instructors will be announced prior to registration. (LA)

*Prerequisite: JrS and BIOL 181.*

**BIOL 395 Teaching Assistantship 1-3 s.h.**

Provides college-level experience in teaching, laboratory design and preparation in an upper level Biology course. Student works directly under the instructor(s) of the course selected for the experience, and may be assigned special readings or teaching projects related to the particular subject. Depending on relevancy, a student may expect to teach selected topics, tutor, set up and dismantle lab materials, or work in the greenhouse, animal room, prep room, or outdoors as agreed upon at the beginning of the semester by the student and instructor. Credit for BIOL 395 may not be applied toward the requirements for the Biology major or minor. Graded on pass/fail basis only.

*Prerequisites: CWE 1, two College at Oneonta biology courses and meet minimum requirements stipulated on the campus teaching assistantship application.*

**BIOL 396 Directed Research III 1-12 s.h.**

Directed research and training with faculty supervision to develop, carry out and report on a module of research. Intended for students with some prior exposure to research. Students may work independently or as part of a team with other students at various academic levels on campus, in the field, or at the Biological Field Station. Experiences may include research methods, project proposals or grant development, data collection, exposure to field or laboratory instrumentation and the development of communication skills. Directed research at the Biological Field Station is competitive and typically conducted for 10 weeks in the summer, 36 hours per week. Sponsored research may include a stipend or other monetary award. This course does not fulfill any requirements for the Biology major.

*Prerequisites: BIOL 181 and JrS.*

**BIOL 397 Internship in Biology 1-15 s.h.**

Practical experience with an appropriate organization or agency. Requirements and credits vary with the specific internship.

**BIOL 398 Undergraduate Seminar 1-4 s.h.**

See description under BIOL 298. (LA)

*Prerequisites: JrS, two (200-level) BIOL courses and permission of department.*

**BIOL 399 Independent Study in Biology**

**1-6 s.h.**

See description under BIOL 299.

*Prerequisites: JrS and permission of department.*

## Center for Academic Development and Enrichment Program

### Center for Academic Development and Enrichment Courses

#### **COMP 090 Standard Writing Practice 0 s.h.**

This five-week mini-course provides individualized instruction in writing organization, development, and coherence. Work may include assistance in writing across the curriculum and developing research skills. (1 Institutional Credit)

#### **COMP 095 Introduction to College Writing 0 s.h.**

Helps students to communicate clearly and coherently in college-level expository prose. Emphasis is placed on understanding the writing process, organizing ideas and information, and editing. Assigned readings serve as models and help to develop analytical and critical reading and writing skills. (3 Institutional Credits)

#### **COMP 110 / PROF 110 ESL Writing and Reading 6 s.h.**

Integrated writing and reading for English as a second language students. Designed to help international students with limited English fluency gain skills in writing, reading, and speaking English. Registration is based upon placement test results.

#### **MATH 001 Basics 0 s.h.**

Topics include addition, subtraction, multiplication, division, fractions, decimals, ratios, proportions, percents, exponents, absolute value, geometric figures, perimeter, area, and volume. (3 Institutional Credits)

#### **MATH 002 Algebra I 0 s.h.**

Topics include: pre-algebra review, operations with real numbers, solving equations, application problems, operations with polynomials, factoring, graphing concepts, systems of equations, radical expressions and equations, and quadratic equations. (3 Institutional Credits)

#### **PROF 090 Individualized Development 0 s.h.**

A five-week mini-course providing individualized instruction in a full spectrum of reading strategies, study skills, and developmental math skills. Students will meet with a professional tutor for one hour of instruction weekly. (1 Institutional Credit)

#### **PROF 111 College Reading Strategies 3 s.h.**

Students will explore, practice, and develop the engaged critical reading strategies necessary for in-depth study in the disciplines. Within the environment of a supportive reading circle, readers will have the opportunity to work with a variety of texts including short stories, poems, articles, novels, internet sources, and college textbooks.

#### **PROF 112 Study Skills: Resource Management 1 s.h.**

Professional Studies 112 is both a self-reflective and a strategic course that allows students to assess their own strengths and weaknesses in areas of motivation, learning preferences, and resource management, as well as to develop strategies for utilizing areas of strength to develop areas of weakness. The course targets fundamental areas of student learning which, unexplored and undeveloped, tend to cause the greatest levels of academic difficulty. Topics covered include motivation, time management, multiple intelligences, stress management, concentration, memory techniques, task analysis, and grade tracking. This course will be offered for the first and second five-week mini-sessions of each semester.

#### **PROF 113 Study Skills: Textbook Reading 1 s.h.**

Through reflection upon the premises of college learning, and through guided practice of established methods, students will learn to identify organizational patterns and emphasis cues in college texts and will learn to use paragraph reading tools effectively.

Students will also develop a systematic, well-organized approach to effective note-taking. Topics covered will include identifying main ideas, major/minor details, patterns of organization, SQ3R, Cornell note-taking, and schematic mapping. This course will be offered for the first and second five-week mini-sessions of each semester.

#### **PROF 114 Study Skills: Test Taking Strategies 1 s.h.**

Even students who work very hard to prepare for an exam often leave the test feeling that they have studied the wrong things or that their performance has not truly reflected the level at which they have learned. PROF 114 is designed to address various areas of student test-taking skills. Topics covered will include task analysis, memory strategies, organization, effective reviewing, Bloom's taxonomy, mock tests, test analysis, essay test terminology, and how to "cram" effectively. This course will be offered for the third five-week mini-session of each semester.

#### **PROF 120 College Learning Strategies 3 s.h.**

This course facilitates student development of a wide range of skills that support academic success. General topics include the exploration of individual learning styles and processes, empowered learning, student creation of effective learning environments, and development of task-specific learning tools. This dialogic course addresses larger learning issues (critical reading strategies, creative approaches to problem-solving, authentic research processes, and critical thinking strategies). This course is writing intensive and focuses on writing as a means of self exploration, reflective thinking, and effective communication. (WS2)

#### **PROF 150 Writing for Success 3 s.h.**

This course supports the development of skills needed by sophomores, juniors, and seniors for upper-level and pressurized writing tasks such as essay exams, undergraduate theses, graduate entry examinations, certification exams, and the College Writing Exam. Writers will focus on advanced mastery of writing task analysis, thesis-driven organization, and concise development. Students will also revisit problematic grammar rules and advanced conventions of syntax and punctuation. Emphasis throughout the course is placed on students' development of practical writing strategies and flexible writing processes. (WS2)

*Prerequisite: Satisfaction of the BC2 Gen. Ed. Requirement.*

#### **PROF 221 Becoming a Master Tutor I 1 s.h.**

This discussion and practice course is designed to prepare students to tutor their peers effectively. Topics of study are the tutor's role, tutorial ethics, issues of student diversity, interpersonal communication strategies, understanding learning disabilities, and an array of strategies for supporting student development of academic skills such as time management, reading, note-taking, and preparing for tests. This course is for tutors employed by or seeking employment by the Center for Academic Development and Enrichment. Students should enroll in as many Becoming a Master Tutor mini courses in a semester as possible (but only one at a time) to complete the series (PROF 221, 222, 223) within one or two semesters.

#### **PROF 222 Becoming a Master Tutor II 1 s.h.**

This discussion and practice course is designed to prepare students to tutor their peers effectively. Topics of study include personality theory, multiple intelligences, and metacognition. Student tutors will also explore intermediate strategies for support of reading, note-taking, interpersonal communications, and individualized study techniques for students with learning disabilities. This course is for tutors employed by or seeking employment by the Center for Academic Development and Enrichment. Students should enroll in as many Becoming a Master Tutor mini courses in



a semester as possible (but only one at a time) to complete the series (PROF 221, 222, 223) within one or two semesters.

**PROF 223    Becoming a Master Tutor III                      1 s.h.**

This discussion and practice course is designed to prepare students to tutor their peers effectively. Topics of study are reading and writing processes, metacognition, critical thinking, task analysis, critical reading strategies, revision, and proofreading strategies. This course is for tutors employed by or seeking employment by the Center for Academic Development and enrichment. Students should enroll in as many Becoming a Master Tutor mini courses in a semester as possible (but only one at a time) to complete the series (PROF 221, 222, 223) within one or two semesters.

## Chemistry and Biochemistry

*Professors:* Armstrong, Chiang, Vining; *Associate Professors:* Bennett, Schaumlöffel (Chair); *Assistant Professors:* Gallagher, Green, Odago, Thomas-Smith; *Lecturer:* Bishop, Sayahi

### Objectives

The department offers courses in the five major areas of chemistry: analytical, biochemistry, inorganic, organic, and physical. The department offers a degree approved by the Committee on Professional Training of the American Chemical Society. There is also a biochemistry track in the chemistry major and a chemistry track in the Environmental Science Program. Students completing the undergraduate degree program are well-prepared to begin a career or advanced study in chemistry or related disciplines. In addition to serving chemistry majors, the department offers courses for students in premedicine, pre dentistry, biology, dietetics, earth sciences, physics, education, and cooperative engineering programs. Introductory courses also present the principles and applications of chemistry to non-science majors.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Majors

Chemistry  
Chemistry, Biochemistry Track  
Adolescence Education, Chemistry

### Minor

Chemistry

### Preprofessional Programs

Premedicine  
Pre dentistry  
Preveterinary

### Requirements for the Major

42 s.h. in chemistry are required including 8 s.h. in each of general, organic, analytical, and physical, one hour of seminar, and at least 3 s.h. from a selection of chemistry courses. 8 s.h. of calculus, 8 s.h. of physics, and 3 s.h. in biology, earth science, or astronomy are also required.

### Requirements for the Minor

8 s.h. of general chemistry plus a selection (by advisement) of at least 10 s.h. of 200- and 300-level chemistry courses from the approved list.

### Other Programs

*Major in Chemistry with American Chemical Society Certification:* requirements include the s.h. and courses required for the major, plus CHEM 241, 242, 342, 353, and two approved advanced electives.

### Programs with Upstate Medical University(Syracuse)

4-3 Physical Therapy  
2-2 Cardiovascular Perfusion  
2-2 Medical Imaging Sciences  
2-2 Medical Technology  
2-2 Radiation Therapy  
2-2 Respiratory Care

### Programs with The Sage Colleges (Troy)

4-2 Occupational Therapy  
4-3 Physical Therapy

### 3-2 Engineering Program

Students who are interested in Chemical Engineering/Materials Science & Engineering should contact the Department. Also see

the "Academic Programs and Degrees" section on page 23 for more information.

## Chemistry Major Requirements

### Study within the major field:

CHEM 111, 112, 221, 241, 322, 331, 351, 352, 361, 362, 398	39 s.h.
Selection in Chemistry, by advisement	3 s.h.
<b>Total</b>	<b>42 s.h.</b>

### Courses in related areas:

MATH 173, 174	8 s.h.
PHYS 203, 204	8 s.h.
Biology, Astronomy, or Earth Sciences	3 s.h.
<b>Total</b>	<b>19 s.h.</b>

## Chemistry Major Biochemistry Track Requirements

### Study within the major field:

CHEM 111, 112, 221, 322, 331, 330, 332, 350, 361, 398	44 s.h.
BIOL 180, 181, 201	4 s.h.
<b>Total</b>	<b>44 s.h.</b>

### Courses in related areas:

MATH 173, 174	8 s.h.
PHYS 203, 204	8 s.h.
<b>Total</b>	<b>16 s.h.</b>

## Chemistry Courses

### CHEM 100 Chemistry in Everyday Life 3 s.h.

A "chemistry appreciation" course for non-science majors. Covers basic chemistry concepts with technical/mathematical aspects minimized. Emphasizes the practical chemical world of human beings and the chemical nature of everyday products. Includes laboratory. Absence at first laboratory may result in loss of space to a person on the waiting list. (LA, NL2)

### CHEM 101 Introductory Chemistry: Organic 3 s.h.

An introduction to organic chemistry with emphasis on uses of organic compounds. Topics include sugars, fats, soaps, amino acids, proteins, polymers, and natural products. Credit cannot be applied toward liberal arts chemistry or secondary chemistry majors. Not open to students with previous credit in CHEM 221 or 226.

*Prerequisite:* high school chemistry. (LA, N2)

### CHEM 102 Introductory General Chemistry 3 s.h.

A classical study of chemistry, emphasizing principles of matter, and the structure of atoms and their chemical consequences. Credit cannot be applied toward any science or secondary education major. May not be challenged by students with high school credit in chemistry. Includes laboratory. (LA, NL2)

### CHEM 103 The Chemistry of Nature 3 s.h.

For non-science majors, this course introduces natural chemical cycles between lakes, oceans, the earth, and the atmosphere. Students will then use their understanding of natural cycles as a framework for understanding how human activities affect the environment. Students must occasionally be able to stay later than the scheduled class time to accommodate outside field activities. A weekend overnight field experience is also part of this course. (LA, N2)

### CHEM 111 General Chemistry I 4 s.h.

Studies chemical principles, with emphasis on stoichiometric relationships; the kinetic molecular theory of gases, atomic theory, chemical bonding, periodicity, solutions and electrolytes, and redox reactions. Includes lab. (LA, NL2)

*Prerequisite:* high school chemistry.

**CHEM 112 General Chemistry II 4 s.h.**

Continuation of General Chemistry I with emphasis on qualitative inorganic analysis; introductory chemical kinetics, equilibrium, electrochemistry, and chemistry of selected metals. Includes laboratory. (LA)

*Prerequisite:* CHEM 111 C- or better.

**CHEM 214 Environmental Chemistry 3 s.h.**

A discussion of the important chemical processes in the atmosphere, hydrosphere, and lithosphere. Considers the effects of pollutants on natural chemical systems. Liberal arts chemistry majors may not use this course to satisfy a requirement for the major. (LA)

*Prerequisite:* CHEM 112 C- or better.

**CHEM 221 Organic Chemistry I 4 s.h.**

In-depth study of the functional groups of organic compounds. Emphasizes structure, properties, reactions, and spectroscopic methods of analysis. Includes laboratory. Part of a two-semester sequence. (LA)

*Prerequisite:* CHEM 112 C- or better.

**CHEM 226 Elementary Organic Chemistry 4 s.h.**

Reviews the various functional groups of organic compounds with emphasis on structure, properties, reactions, and uses. Not open to majors in liberal arts chemistry. Includes laboratory. (LA)

*Prerequisite:* CHEM 111 C- or better.

**CHEM 241 Descriptive Inorganic Chemistry 3 s.h.**

Studies the chemistry of elements and their compounds, emphasizing main group elements. Topics include sources of elements, methods of production, reactivity, and uses of inorganic chemicals. (LA)

*Prerequisites:* CHEM 112 C- or better.

**CHEM 242 Inorganic Chemistry Lab 1 s.h.**

Introduction to standard techniques used in inorganic chemistry; synthesis, and study of compounds representative of the major types of inorganic compounds. (LA)

*Prerequisite:* CHEM 241 C- or better.

**CHEM 299 Independent Study in Chemistry 1-3 s.h.**

Experimental or other research activity for qualified students; investigations conducted under direction of appropriate staff. (LA)

*Prerequisites:* CHEM 111, permission of instructor and department chair.

**CHEM 315 Advanced Environmental Chemistry 3 s.h.**

This course covers advanced topics in environmental chemistry including a selection from the following: chemical equilibria and kinetics as relevant to environmental systems and phenomena; terrestrial, aquatic and atmospheric cycles and processes; cycling, accumulation, migration and transformation of contaminants in the environment; toxicology of environmental contaminants; evaluation of environmental phenomena and calamities as reported in the popular media; evaluation of public policy and its impacts on the chemistry of the environment. (LA)

*Prerequisites:* CHEM 331 or 351 or 361 with C- or better.

**CHEM 322 Organic Chemistry II 4 s.h.**

Continuation of Organic Chemistry I, with laboratory. (LA)

*Prerequisite:* CHEM 221 C- or better.

**CHEM 323 Advanced Organic Chemistry 3 s.h.**

The study of the synthetic reactions of organic chemistry, their mechanisms, the synthesis of natural products and other compounds, and the identification of organic compounds by instrumental methods. Includes laboratory. (LA)

*Prerequisite:* CHEM 322 C- or better.

**CHEM 324 Physical Organic Chemistry 3 s.h.**

This course will focus on computational approaches to the study of molecular properties and structure. Topics will include molecular mechanics, molecular dynamics, solvation, and both ab initio (e.g., Hartree-Fock, Density Functional) and semiempirical electronic structure methods. Applications to small organic as well as macromolecular systems (biochemical, nanostructures) will be examined. Hands-on the UNIX/LINUX operating system, molecular graphics, and chemical databases. (LA)

*Prerequisites:* CHEM 322 and CHEM 351 "B" or better.

**CHEM 330 Introductory Biochemistry 4 s.h.**

A survey of the basic biochemistry one needs to understand recent medical and biotechnological advances. The structure and functions of molecules and macromolecules in energy and genetic metabolism are studied. (LA)

*Prerequisite:* CHEM 226 or CHEM 221 C- or better.

**CHEM 331 Biochemistry I 4 s.h.**

Learn the structure and properties of atoms, molecules, water and proteins, the functions of enzymes, the chemistry of carbohydrates and lipids, and the metabolism of these cellular components. Discuss topics of current interest. Includes laboratory. The first course of a two-semester sequence. (LA)

*Prerequisites:* CHEM 322 C- or better.

**CHEM 332 Biochemistry II 4 s.h.**

Focuses on the macromolecular basis of heredity, including the synthesis of proteins and nucleic acids with major emphasis on information flow from DNA to RNA to protein and beyond. Also covers recombinant DNA, chromatin structure, gene arrangement, the immune system, and more. Includes laboratory. (LA)

*Prerequisites:* CHEM 322 and CHEM 331 C- or better.

**CHEM 342 Theories of Inorganic Chemistry 3 s.h.**

Explores recent developments in molecular orbital theory and symmetry, acid-base theories, structure and bonding in coordination compounds, organometallic chemistry, magnetism, kinetics and mechanisms of inorganic reactions, band theory and semiconductors, nanochemistry, and bioinorganic chemistry. (LA)

*Prerequisite or corequisite:* CHEM 352.

**CHEM 350 Elementary Physical Chemistry 3 s.h.**

An introduction to physical chemistry designed primarily for students with majors in Environmental Sciences-Chemistry and Biochemistry Track in Chemistry. This course introduces students to the basic principles of chemical thermodynamics and their applications to chemical equilibrium. It will also focus on the role of kinetics in real world problems and especially its relationship to biological and environmental problems. In addition, the course will introduce oxidation-reduction kinetics and spectroscopy. (LA)

*Prerequisites:* CHEM 221 or CHEM 226, and PHYS 103 or PHYS 203, and MATH 174.

**CHEM 351 Physical Chemistry I 3 s.h.**

Physical Chemistry I covers chemical thermodynamics, and thermodynamics of biochemical reactions, chemical and phase equilibrium, kinetics of gas reactions, chemical dynamics and photochemistry, solid state chemistry. Students majoring in Chemistry, Chemistry-Biochemistry track or Adolescence Education-Chemistry track are strongly advised to take CHEM 354 (Physical Chemistry I laboratory) simultaneously with CHEM 351. (LA)

*Prerequisites:* MATH 174 and PHYS 204 "B" or better.

**CHEM 352 Physical Chemistry II 4 s.h.**

Physical Chemistry II covers quantum theory, atomic structure, molecular electronic structure, symmetry, rotational and vibrational spectroscopy, electronic spectroscopy of molecules, statis-

tical thermodynamics, and an introduction to nanoscale physical chemistry.

*Prerequisites:* CHEM 351 and CHEM 354 "B" or better. (LA)

**CHEM 353 Physical Chemistry III 3 s.h.**

Advanced topics in physical chemistry, drawn from kinetics, thermodynamics, quantum theory, molecular structure, and spectroscopy. (LA)

*Prerequisite:* CHEM 352. *Differential equations recommended.*

**CHEM 354 Physical Chemistry I Lab 1 s.h.**

Physical Chemistry I Lab reinforces material traditionally taught in the lecture (CHEM 351: Physical Chemistry I) by providing experimental experience in thermodynamics, kinetics, gas laws and other classical and modern topical areas in physical and materials chemistry. Offered each fall semester.

*Pre- or Corequisite:* CHEM 351.

**CHEM 361 Analytical Chemistry I 4 s.h.**

The principles and techniques of modern quantitative chemical analysis, including volumetric and gravimetric methods, an introduction to instrumental methods, statistical interpretation of analytical data, and use of the analytical literature. Related laboratory work will include analysis of samples for organic and inorganic compounds. (LA)

*Prerequisite:* CHEM 112 C- or better.

**CHEM 362 Analytical Chemistry II 4 s.h.**

An introduction to modern physiochemical methods of chemical analysis, including optical, electrochemical, and chromatographic techniques; laboratory experiences will include colorimetry, spectrophotometry, emission spectroscopy, electrophoresis, potentiometry, polarography, and paper, column, and gas chromatography. (LA)

*Prerequisites:* CHEM 361 C- or better.

**CHEM 363 Advanced Instrumental Methods of Organic Analysis 3 s.h.**

An advanced treatment of the theory and application of modern spectroscopic and chromatographic methods of organic chemical analysis. Emphasis will be placed on the use of selected techniques such as nuclear magnetic resonance spectroscopy, mass spectrometry, infrared spectroscopy and/or gas and high performance liquid chromatography. Lecture and laboratory. (LA)

*Prerequisite:* CHEM 362.

**CHEM 394 Special Topics in Chemistry 1-4 s.h.**

Topics of current chemical interest are offered reflecting new developments in any area of chemistry and the changing needs of students and faculty. Course parameters will vary with the instructor and content offered. Enrollment may be restricted as required by the instructor to fit the course level and content. No more than 4 s.h. of Topics courses may be applied to the Chemistry Major and then only in "non-specified" major credit. (LA)

*Prerequisites:* JrS and permission of instructor.

**CHEM 395 Teaching Assistantship in Chemistry 1-2 s.h.**

Provides college-level teaching experience involving tutoring or laboratory assisting. Students work under the supervision of a faculty member and are limited to 2 s.h. of credit. Credit may not be applied toward the requirements for Chemistry major or minor.

*Prerequisites:* JrS or SrS, minimum GPA of 2.7 overall and in chemistry, permission of instructor and department chair.

**CHEM 396 Research Communications 1 s.h.**

Introduction to the communication of research results in the chemical sciences. On-campus lectures on the structure of scientific societies, meetings, panels, and presentations. Attendance at one or more regional or national scientific meeting(s), totaling 12 or more hours of lectures is required. Course may be repeated

once for credit. Course does not count towards the chemistry minor as an upper-level elective. (LA)

*Prerequisite:* CHEM 112.

*Corequisites:* CHEM 226, CHEM 322.

**CHEM 397 Internship in Chemistry 3-15 s.h.**

Work experience utilizing experimental or theoretical chemical techniques in an industrial, academic, or governmental laboratory setting. Requirements and credit will vary with the specific internship.

*Prerequisites:* JrS or SrS, declared chemistry major, minimum of 16 s.h. of chemistry courses applicable to the major, minimum of 2.5 GPA in chemistry and overall, and passage of CWE. Approval by the Chemistry Department required.

**CHEM 398 Senior Undergraduate Seminar 1 s.h.**

Reports, discussions, and library research on selected topics in chemistry. (LA)

*Prerequisite:* SrS and permission of instructor.

**CHEM 399 Independent Study in Chemistry 1-3 s.h.**

Experimental or other research activity for qualified students; investigations conducted under direction of appropriate staff. (LA)

*Prerequisites:* JrS, permission of instructor and department chair.

## Engineering Course

**ENGR 342 Transport Phenomena 3 s.h.**

Discusses transport phenomena, including momentum, mass, and heat transfer. Emphasizes molecular transport, the equation of change, viscous laminar flow, boundary layer theory, turbulent transport, and simultaneous heat and mass transfer.

*Corequisite:* CHEM 351.

*Note:* The following courses may be offered on an individual enrollment basis.

<b>CHEM 165</b>	<b>Flavor Chemistry</b>
<b>CHEM 213</b>	<b>Discussions in Chemistry</b>
<b>CHEM 271</b>	<b>Intro to Materials Science</b>
<b>CHEM 324</b>	<b>Physical Organic Chemistry</b>
<b>CHEM 325</b>	<b>Industrial Organic Chemistry</b>
<b>CHEM 333</b>	<b>Macromolecular Biochemistry</b>
<b>CHEM 371</b>	<b>Computers in the Laboratory</b>
<b>ENGR 341</b>	<b>Material and Energy Balances</b>
<b>INTD 210</b>	<b>Laboratory Automation and Robotics</b>

## Communication Arts

*Professors:* Dauria, Chiang, Gardner; *Assistant Professors:* Arakaki, Bouman, Dolber, Frye, Foley-Reynolds, Hammonds, Torosyan (Chair), Verdon; *Lecturers:* Cunningham, Sohns, Welch

### Objectives

The Department of Communication Arts consists of two disciplines. The Communication Studies discipline blends the best principles of liberal arts education with the intention to prepare students for a professional role in a persuasively sophisticated, information oriented, working environment which may include, but is not limited to, the areas of corporate and organizational communication, public relations, marketing, and advertising. The Mass Communication discipline is designed to meet the needs of students who select careers in the fields of broadcasting, journalism, and film and video production.

The Department strives to help students develop and apply their skills, critical judgments, and imaginations in areas of oral and mediated communications. Students are guided in the use of communicative and creative insights and abilities in ways consistent with high professional purpose, discriminating enjoyment of leisure, and dedication to the welfare of others. The Department intends that students discover and apply the knowledge and skills of Communication Studies and Mass Communication in a humanities context.

### Special Facilities

The Instructional Resources Center houses two color television studios, several video editing suites, an audio studio, and film production facilities.

### Degrees

Bachelor of Arts

Bachelor of Science

### Majors

Communication Studies

Mass Communication

### Minors

*Advertising:* a program focusing on the ways in which persuasion and argument are employed in modern advertising campaigns.

*Business Communication:* an integrated study of the process of communication with business organizational structures.

*Communication Studies:* a program designed for students interested in working with people and persuasion in a variety of professions.

*Documentary Studies:* a program designed for students seeking to study the meaning and the making of creative non-fiction stories in video and audio formats.

*Film:* a study of film as an aspect of mass media and as an art form.

*Journalism:* a program designed for students seeking to study the practice and art of Journalism.

*Mass Communication:* a program for students studying mass media with special emphasis on the electronic media.

*Public Relations:* a program focusing on the ways in which persuasion, communication, and argumentation are employed in public relations.

### Special Minors

Advertising and Public Relations are two minors that are complementary to the Communication Studies major. They are available only to students who major in Communication Studies. Only

one of these minors may be completed by a Communication Studies major.

### Requirements for the Majors

*Communication Studies:* 36 s.h. in Communication Studies, including 3 s.h. each in Public Speaking and Survey of Communication Arts; 6 s.h. selected in Communication Process; 6 s.h. selected in Communication Settings; 6 s.h. in Communication Performance; and 12 s.h. of elective courses.

*Mass Communication:* 36 s.h. in Mass Communication, including 9 s.h. in core courses; 12 or 15 s.h. in major field; and 12 or 15 s.h. in specialization (Media Studies track, B.A./B.S. or Production track, B.S.).

### Communication Studies Major Requirements

#### Required Courses:

COMM 110, 160 6 s.h.

#### Selected Courses:

Communication Process: 6 s.h.

Select two from COMM 120, 206, 241, 244, 280, 340

Communication Settings: 6 s.h.

Select two from COMM 243, 254, 255, 260, 270

Communication Performance: 6 s.h.

Select two from COMM 215, 225, 227, 250, 387

Elective Courses: 12 s.h.

Select four communication (COMM) courses not used in the categories above (total 12 s.h.).

In addition, with advisor's or department chair's permission, MCOM courses may also be used in this category.

Six semester hours of a department supervised internship (COMM 397) may also be used in this category.

Total 36 s.h.

### Mass Communication Major Media Studies Track Requirements (B.A./B.S.)

#### Core Courses:

COMM 160, MCOM 105, 151 9 s.h.

#### Required Major Specialization:

MCOM 252, 259, 281, 286, 350 15 s.h.

#### Media Studies Electives:

Select four from ALS 208, MCOM 257, 258, 279, 283, 284, 285, 294, 330; COMM 270; PHIL 231 12 s.h.

Total 36 s.h.

### Mass Communication Major Production Track Requirements (B.S.)

#### Core Courses:

COMM 160, MCOM 105, 151 19 s.h.

#### Required Major Specialization:

MCOM 252, 281, 286, 350 12 s.h.

#### Production Electives:

Select from MCOM 210, 253, 256, 258, 260, 261, 262, 280, 301, 353, 361, 362, 380, 397\*; MUSC 292 15 s.h.

Total 36 s.h.

\*A maximum of six semester-hours.

### Advertising Minor Requirements

This minor will require 18 hours of credit work. Six hours of overlap are allowed between the major and the minor.

**Required:**

COMM 225, 270, 387; MCOM 252	12 s.h.
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**Select two from:**

MCOM 105, 253, 260 or 261; COMP 150; PSYC 267; PHIL 103, 231; CART 201	6 s.h.
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 Total 18 s.h.

*Note: Students taking this minor will be encouraged to complete at least 6 s.h. of internship, in an advertising or related organization, as elective credit for their Communication Studies major.*

**Business Communication Minor Requirements**

COMP 100, COMM 255, BUS 111, and MGMT 241	12 s.h.
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**Select one:**

COMM 110 or 227	3 s.h.
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**Select one:**

COMP 200 or BUS 240	3 s.h.
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**Select one from:**

COMM 244; PSYC 204; CSCI 100; SOCL 262, 263; ACCT 100	3 s.h.
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 Total 21 s.h.
**Communication Studies Minor Requirements****Select one:**

COMM 100 or 160	3 s.h.
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**Select one:**

COMM 206, 254, or 340	3 s.h.
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**Select one:**

COMM 110, 215, or 227	3 s.h.
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**Select one:**

COMM 241, 242, 243, 244, or 255	3 s.h.
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**Select one:**

MCOM 151, 252, 253, or 260	3 s.h.
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**Select two:**

COMM or MCOM courses not selected from above.	6 s.h.
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 Total 21-22 s.h.
**Documentary Studies Minor Requirements**

MCOM 252, 279, 353, 362	12 s.h.
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**Select two from:**

ALS 208; COMM 215, 241; MCOM 256, 258, 259, 262, 280, 281, 283, 284, 285, 301, 380	6 s.h.
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 Total 18 s.h.
**Film Minor Requirements****Required:**

MCOM 151, 280, 281	9 s.h.
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**Dramatic Analysis: select one from**

THTR 100, 178	3 s.h.
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**Art: select one from:**

ARTH 110, 200	3 s.h.
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**Film: select two from:**

ALS 208, MCOM 279, 283, 284, 285, 294, 380	6 s.h.
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 Total 21 s.h.
**Journalism Minor Requirements****Required:**

MCOM 210, 256, 258, 262	12 s.h.
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**Select two from:**

ARTH 221; ARTS 210; CART 210; FASH 300; COMM	6 s.h.
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215; MCOM 105, 252, 257, 260, 301, 361; PHIL 231	
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 Total 18 s.h.
**Mass Communication Minor Requirements****Required:**

MCOM 105, 151, 252, 281	12 s.h.
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**Select two from:**

Any two upper-division Mass Communi- cation electives (in addition to MCOM 252 and 281)	6 s.h.
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 Total 18 s.h.
**Public Relations Minor Requirements**

This minor will require 18 hours of credit work. Six hours of overlap are allowed between the major and the minor.

**Required Courses:**

COMM 207, 225, 244; MCOM 252	12 s.h.
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**Select two from:**

COMM 215, 250, 255; MCOM 105, 210; COMP 150; PHIL 231; CART 201	6 s.h.
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 Total 18 s.h.

*Note: Students taking this minor will be encouraged to complete at least 6 s.h. of internship, in a public relations organization, as elective credit for their Communication Studies major.*

**Communication Arts****Communication Studies Courses****COMM 100 Introduction to Communication 3 s.h.**

Development of effective oral communication skills. Emphasis on the theory of communication as it is applied to interpersonal, group, argumentation, public speaking skills. (LA, OS2)

**COMM 110 Public Speaking 3 s.h.**

Instruction and practice to prepare students to speak effectively in public settings. Practical experience in speech composition, delivery, and critique. Opportunity for individual assistance in developing speaking skills. (LA, OS2)

**COMM 120 Introduction Communication Theory 3 s.h.**

The course is an introductory offering which covers the basic foundations of the discipline of Communication Arts. The theories presented are guidebooks for interpreting, explaining, and understanding the complexity of human communication. Theories are indispensable in academic life and they provide ideas for future research and studies in the discipline. The course will give students the opportunity to analyze and synthesize various basic communication theories which constitute the cognitive core of the discipline.

**COMM 160 Survey of Communication Arts 3 s.h.**

Survey of the area of the Communication Arts. A study of the various conceptual areas and disciplines of: communication studies, mass communication and theater. An exploration of the influences of communication theory to the applied dimensions of these disciplines. Not a performance course. (LA)

**COMM 206 Freedom of Speech 3 s.h.**

Study of freedom of expression under the First Amendment. Historical antecedents and determinants from Plato, Milton, and Mill to analysis of court cases since 1900. Study of the rhetoric of radical groups, including the American Nazis and the KKK.

*Prerequisite:* SoS or 3 s.h. COMM. (LA)

**COMM 207 Communication Public Relations 3 s.h.**

This course surveys the field of public relations. Specific areas to be explored include: the nature, history and theoretical basis of

public relations; the scope and process of public relations; the role of communication in public relations; ethics and public relations; legal restraints and public relations. The course provides a balance between theory and practical application.

*Prerequisite:* SoS.

**COMM 215 Interviewing 3 s.h.**

Interviewing is one of the most basic one-on-one communication skills. Anyone entering a business or professional field would benefit greatly from an understanding of the information interview, the problem-solving interview, the job interview, the counseling interview, and the sales interview. The general objective of this course is to familiarize students with the current principles and techniques of interviewing. The course is to be a practical performance-oriented course where students are taught skills and expected to put those skills into practice. This course will also meet the requirement in the Communication Performance category of the Communication Studies Major. All students above freshman are welcome.

*Prerequisite:* SoS.

**COMM 225 Argumentation 3 s.h.**

Types of argument employed as social tools. Study of evidence, reasoning, propositions, and structure of argument. Practice in informal argument and debate. Emphasis on consumerism. (LA, OS2)

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 227 Small Group Communication 3 s.h.**

Study of small group discussion and problem-solving. Gives basic understanding of theory behind purposeful discussions and practical experiences participating in or leading small groups. (LA, OS2)

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 241 Gender Communication 3 s.h.**

Explores sexual biases that affect male/female communication. Examines distinct verbal and nonverbal vocabularies of men and women that affect the way people interact in education, politics, marriage, family, business, and broadcasting. Consideration given to how sex affects credibility or status in discussion, debate, mass media portraits, and other realms of discourse. (LA)

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 242 Nonverbal Communication 3 s.h.**

Explores theories of and approaches to the study of nonverbal communication. Included are the history of nonverbal study, observational techniques, the study of kinesics, proxemics, haptics, paralanguage, object language, and chronemics. (LA)

*Prerequisite:* 100-level COMM course.

**COMM 243 Applied Interpersonal Communication 3 s.h.**

Explores theory and practice of communication situations involving two people in face-to-face interaction. Studies informal communications that occur in friendships, families, and professional relationships. Explores goals, roles, strategies, messages, power conflict, and response styles as they apply to successful spoken and unspoken dialogue. (LA)

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 244 Conflict Management 3 s.h.**

This course is designed to assist the student in developing communication skills which will facilitate the management of interpersonal conflict, the settlement of disputes, and the cultivation of a civilized system of peacemaking through negotiation. The course is open to advanced students of any major. Students will explore such areas as communication theory, conflict management, listening, questioning skills, response styles, issues clarification, agreement writing, and non-adversarial methods of conflict resolution such as interest-based *Negotiation and Third*

*Party Mediation*. Students will be provided the opportunity to negotiate and mediate simulated conflict situations. (LA)

**COMM 249 Listening Theory 3 s.h.**

Examines the full range of listening theory and practice from the discriminative level all the way up to the metacognitive level. The class will cover theories of and approaches to interpersonal, empathic, academic, therapeutic and appreciative listening. (LA)

*Prerequisite:* 100-level course in COMM or permission of instructor.

**COMM 250 Negotiation and Mediation 3 s.h.**

The general objective of this course is to familiarize students with the current principles, techniques and practices of negotiation and mediation. Using contemporary literature as a guide, students will develop the practical and critical skills necessary to understand negotiation and mediation. This course will strive for a balance of theory and practice. Students will also be encouraged to develop practical skills of negotiation and mediation. The course will include several performance based exercises and activities designed to sharpen the skills of negotiation, mediation, and peaceful conflict resolution. There will also be a group project in which students will analyze the communication techniques and strategies of a detailed assigned negotiation.

*Prerequisites:* SoS and 3 s.h. COMM.

**COMM 254 Intercultural Communication 3 s.h.**

Study of the interdependence of culture and oral communication within and between cultures. Considers both intra and international communication systems. Designed for individuals transacting with other cultures, especially human service workers and teachers. (LA)

*Prerequisite:* SoS.

**COMM 255 Organizational Communication 3 s.h.**

Theories and characteristics of organizations, with special focus on their communication practices, behaviors, and systems. Analysis of organizations' formal and informal message networks, small group decision-making, human relationships and role structures, and persuasive strategies. (LA)

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 260 Contemporary Public Address 3 s.h.**

Assessment of the influence of national and world leaders since 1900, as part of the broader question of the role of oral discourse in society. (LA)

*Prerequisite:* SoS or COMM 100 or 160 or 110.

**COMM 270 Persuasion in Everyday Life 3 s.h.**

In this course students will, through discussion, group analysis, and critical exploration, study the persuasions and persuasive effects of some of the more common practical communications that surround our everyday lives. Students will examine and analyze the persuasions in advertising, televisual news, and political and commercial campaigns. (LA)

*Prerequisite:* SoS or 3 s.h. COMM or MCOM.

**COMM 280 In Search of a New Rhetoric 3 s.h.**

Study of history, nature and function of rhetoric. Study of rhetoricians and rhetorical theories, Plato to present. Emphasis on making connections, understanding theories, and applying to contemporary usage. (LA)

*Prerequisites:* JrS and 12 s.h. COMM.

**COMM 294 Special Topics in Communication Studies 3 s.h.**

Unique topics in speech communication. Study of issues that confront those concerned with speech communication or speech science and the directions that these vital matters have taken. LA determination based on course content.

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 295 Teaching Assistantship: Communication****Studies 1-3 s.h.**

This course is designed to provide a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as tutoring, grading and recording of exams, assisting in research, assisting with the setup and supervision of audio-video-film equipment, and/or participating in classroom presentations. Assistant works directly under the guidance of a faculty member.

*Prerequisites:* See College Minimum Teaching Assistantship Requirements, JrS.

**COMM 299 Independent Study in Communication****Studies 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in speech. May be continued in successive semesters with maximum of 12 s.h. credit.

*Prerequisites:* SoS, permission of instructor, and 3 s.h. of 200-level COMM courses.

**COMM 340 Theories of Interpersonal Communication 3 s.h.**

A survey of theories devised to analyze, predict, and explain the nature of human communication. Covers dominant perspectives on human communication, including physical, mechanical, interactional, and pragmatic. Attention focused on underlying assumptions, practical applications, and methods of communication theories. (LA)

*Prerequisite:* SoS or 3 s.h. COMM.

**COMM 380 Environmental Rhetoric 3 s.h.**

Environmental rhetoric is an advanced seminar in rhetorical studies with an intensive focus on texts, issues, questions, and problems pertaining to the environment. Topics include, but are not limited to, American Indian discourse, environmental communication, preservation v. conservation, the sublime, green marketing, greenwashing, sustainability, climate change, communication, biodiversity, gaia, and environmental advocacy. The course involves reading diverse texts, writing a rhetorical criticism, several field trips, exams, and composing a communication plan for an organization. (LA)

*Prerequisite:* COMM 280.

**COMM 387 Creating Persuasive Campaigns 3 s.h.**

In the modern world of persuasion and communication, the lone platform speaker or persuader is increasingly being replaced by a multi-faceted persuasive campaign. This is true in advertising, politics, culture, even religion. These persuasive campaigns often extend the persuasive intent of an individual speaker with the expanded use of multi-media and the internet. This is a course that will take an understanding of the research, theory and methods of persuasion, and apply them to practical situations. This course will give the student a chance to actually create, implement, and evaluate a real persuasive campaign, using a wide range of media and methods. It is a chance to take motivational research, persuasion theory, image management, audience psychology, and message construction, and actually "do" a complex persuasive promotion.

*Prerequisites:* SoS and 6 s.h. COMM.

**COMM 394 Special Topics in Communication Studies 1-4 s.h.**

Unique topics in communication. Study of issues that confront those concerned with speech communication or speech science and the directions that these vital matters have taken. LA determination based on course content.

*Prerequisites:* JrS and 3 s.h. of 200-level COMM courses.

**COMM 397 Communication Studies Internship 1-15 s.h.**

This course is designed to provide the student with a full-time internship experience related to his/her academic and career interests: Speech Communication. The in situ experience allows

the students to apply, in the professional setting, the theory, principles and practice learned in the classroom and to extend and develop this learning by performing or closely observing performances of roles to which they have tentative or definite career commitments. Prior to enrollment in the course, the student must meet the selection criteria which have been established by the College, the Department and the participating agencies. Each internship will be designed to provide the student with maximum exposure to a specific area of study in Speech Communication under the guidance of a supervisor particularly qualified in the area of the internship. Internships must involve actual work with a bona fide professional organization strongly involved with Speech Communication as approved by the Department.

*Prerequisites:* See College Minimum Internship Requirements and 2.5 GPA in the major, JrS.

**COMM 399 Independent Study in Communication Studies 3 s.h.**

Special studies under department supervision for students who have shown unusual ability in speech. May be continued in successive semesters for up to 12 s.h. for all independent study work.

*Prerequisites:* JrS, permission of instructor and 6 s.h. of 200-level COMM courses.

**Mass Communication Courses****MCOM 105 Introduction Mass Media Law and Regulation 3 s.h.**

This course would be of value to any student wishing a basic exposure to current issues in how the law and common practice and procedure interface with the mass media production and journalism interests. This course will cover issues like the first amendment, libel, invasion of privacy, free press, fair trial, regulation of erotic material, regulation of advertising, copyright, and news regulation. This course will examine the above issues as they relate to the modern mass media. This course can be used as an elective for the mass communication production track or critical analysis track.

**MCOM 151 Understanding Mass Communication 3 s.h.**

Comprehensive survey of the nature, development, operation, functions, and effects of various mass media (print, radio, television, film, cable, and new communication technologies). Designed to help students become more critical mass media consumers, and to introduce them to concepts applicable to production courses. (LA)

**MCOM 210 Writing for the Newspaper 3 s.h.**

Writing for the newspaper. Practice in news, feature, and editorial writing. (LA, WS2)

*Prerequisite:* SoS and COMP 100.

**MCOM 215 Photojournalism 3 s.h.**

This course introduces the student to the basics of photojournalism. Students will aspire to create photos consistent in quality and content with images taken for the media. The course will cover various seminal aspects of photojournalism, including historical, ethical, legal, and artistic issues. The emphasis will be on digital photography. Students will utilize Photoshop and PowerPoint in presenting their work. There will be a mix of field assignments, writings, class discussions and lectures. (LA)

*Prerequisite:* JrS and 12 s.h. of MCOM.

**MCOM 252 Writing for Radio, Television, and Film 3 s.h.**

A study and practice of writing techniques for radio, television, and film. Emphasizes writing "for the ear" and for visual elements. Projects include writing of commercials and PSAs, news, drama, and comedy. (WS2)

*Prerequisites:* SoS and COMP 100.



**MCOM 253 Audio Production****3 s.h.**

Provides students with fundamental knowledge of audio production theories and techniques, as well as hands-on practice.

*Prerequisites:* SoS and MCOM 151.

**MCOM 256 Broadcast Announcing****3 s.h.**

A study and practice of the principles and techniques of performing for radio microphone and television camera. Emphasizes the role of the radio and television announcer/performer and contemporary broadcast announcing styles.

*Prerequisites:* SoS and COMM 100.

**MCOM 257 Fundamentals of Broadcasting****3 s.h.**

An introduction to the American Broadcasting System and related electronic media with emphasis on industry structure history, economics, regulations, programming, and performances. Designed to introduce students to theories and principles applicable to production courses. Mandatory attendance. (LA)

*Prerequisites:* MCOM 251 or 151, SoS.

**MCOM 258 New Media****3 s.h.**

The interactive nature of technology-enriched new media has changed the relationship between the individual and the larger society and has raised questions about the traditional relationship between audiences and media producers. This course will examine the ways that new technologies are changing the global political, economic, and social contexts surrounding today's media. Emphasis will also be placed on comparing and contrasting what's "new" about new media and technology with traditional media. Students will be expected to engage with and critique new media technologies. (LA)

*Prerequisite:* SoS.

**MCOM 259 Mass Media and Culture****3 s.h.**

Analyzes the philosophy, standards, and practices of the mass media system in the United States. Examines the relationship between American media and American culture in a variety of political, social, economical, and cultural contexts. Addresses ethical problems in mass communication and examines different methods of moral reasoning relative to their solutions. (LA)

*Prerequisites:* MCOM 151.

**MCOM 260 Multi Camera Video Production****3 s.h.**

Introduction to the elements of television production: equipment, lighting, audio, graphics, scenery, special effects, floor directing, switching, videotape recording, creative camera works, directing, and picture composition. Includes hands-on labs in campus studio. (LA)

*Prerequisite:* SoS or 3 s.h. THTR, COMM or MCOM.

**MCOM 261 Videography and Digital Editing****3 s.h.**

This course provides an introduction to single-camera video production and non-linear editing. Students will learn the skills necessary to begin employing video as both a tool for delivering information and as a vehicle for artistic expression.

**MCOM 262 Reporting****3 s.h.**

A study of news in the mass media. Emphasis is on reporter's obligation to transmit news efficiently as possible for print and air media. (LA, WS2)

*Prerequisites:* JrS, COMP 100, and 3 s.h. humanities.

**MCOM 279 The Documentary Tradition****3 s.h.**

This course is open to students interested in understanding the history and philosophy of the documentary genre as represented in American and world media cultures. It is oriented toward defining the concept of documentary, understanding the origins and development of the genre, and analyzing the philosophical and ethical debates surrounding this mode of communication. Epistemological questions about the nature of truth, know-

ledge/knowledge, the social construction of reality, and the difference between objectivity, accuracy, authenticity, and fairness will be highlighted. The course will also address the role of documentaries as means of public information, social and political criticism, education, and propaganda. The impact of technology on the making and distribution of documentaries will be a consistent thread throughout the course. (LA)

*Prerequisite:* SoS.

**MCOM 280 Basic Motion Picture Production****3 s.h.**

This course is an introduction to expressing fictive narratives using motion pictures. Emphasis will be placed on seeing and thinking in cinematic terms. Movie making exercises will be assigned, screened, and discussed. (LA)

*Prerequisite:* MCOM 261.

**MCOM 281 The Art of the Motion Picture****3 s.h.**

Survey of the many facets of film. Discussion and illustration of the basic nature of the film medium itself, the varieties of technique and content encountered, and the different styles and formats employed. (LA, AA2)

*Prerequisite:* SoS or 3 s.h. THTR. or MCOM

**MCOM 283 The Development of Film****3 s.h.**

A survey of motion pictures from their beginnings to the present. The nature of the film medium itself, the changes in technique and content, the reflection of social and historical conditions, and the styles of different countries and of individual directors will be illustrated through film screening, reading, discussion, and lecture. (LA, AA2)

*Prerequisite:* SoS or 3 s.h. THTR. or MCOM.

**MCOM 284 Great Films of Great Directors****3 s.h.**

The motion picture studied from the point of view of the director as the central creative force. Examines careers of several major directors through the screening of films made by each. Discusses directors' themes and the ways these themes are conveyed. (LA, AA2)

*Prerequisite:* SoS or 3 s.h. THTR. or MCOM.

**MCOM 285 Film Genres****3 s.h.**

A study of representative examples of such film genres as the Western, comedy, gangster, social comment, musical, and science fiction. Content centers on the nature of their appeal and popularity, their relationship to the contemporary social scene and relative quality of individual films. (LA, AA2)

*Prerequisites:* SoS or 3 s.h. THTR. or MCOM.

**MCOM 286 Research Methods in Mass Media****3 s.h.**

This course is designed to develop understanding, encourage critical thinking, and provide practice in research related to the Mass Media. This course will introduce students to the principles and basic techniques of mass communication research and the application of the results of such research. The course will provide the student with the opportunity to apply current research methods towards the creation of a research proposal related to the areas of journalism, broadcasting, various media production, film, video, and other mass media. (LA)

*Prerequisites:* SoS and 3 s.h. MCOM.

**MCOM 294 Special Topics in Mass Communications****3 s.h.**

Unique topics in Mass Communication. Specialized or advanced topics, not extensively covered in existing course, which are related to the conceptual and practical areas of mass media, and media study. LA determination based on course content.

*Prerequisites:* SoS, 3 s.h. MCOM.

**MCOM 295 Teaching Assistantship in Mass Communication****1-3 s.h.**

Designed to provide a college-level experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as tutoring, recording

of exams, assisting in research, assisting in the setup and supervision of video presentations and/or production classes, and/or participating in classroom presentations. Assistant works directly under the guidance of a faculty member.

*Prerequisites:* See College minimum Teaching Assistantship requirements.

**MCOM 301 Broadcast Journalism 3 s.h.**

Study and application of broadcast/cable news standards and practices. Emphasizes writing, editing and performance skills as well as current ethical issues. Projects include radio features, television packages and live-on-tape newscasts. (LA, WS2)

*Prerequisites:* JrS, MCOM 151 and either MCOM 252, 253, 260, or 262.

**MCOM 330 Mass Media Law & Regulations 3 s.h.**

Study of the American judicial system and its impact upon and interaction with the mass media dissemination of news, opinions, entertainment, education, and advertising. Discussion of legal challenges presented by the emerging digital communication technology, including the information super-highway. (LA)

*Prerequisites:* JrS and MCOM 151.

**MCOM 350 Seminar in Mass Communication 3 s.h.**

Major theories and research findings related to the processes and effects of mass communication, primarily in America; emphasis on immediate and long-term cognitive, affective, and behavioral effects of exposure to mass media stimuli. (LA)

*Prerequisites:* SrS and 12 s.h. of 200-level COMM or MCOM courses.

**MCOM 353 Audio Documentary Production 3 s.h.**

This course is designed for students interested in producing in-depth non-fiction pieces. The course is oriented toward field production, exploring various approaches to audio documentary work, from the journalistic to the personal. The focus will be on student's individual projects, but they will also share and workshop their ideas and work in progress. The course will begin with the process of selecting a topic, background research, planning interviews and writing scripts. The course will also include reading assignments and listening sessions combined with discussion. The final project will be a short documentary piece.

*Prerequisites:* SoS and MCOM 253.

**MCOM 361 MCOM Practicum 3 s.h.**

Application of advanced mass media production principles and skills. Work with some aspect of mass media production applications. Requires major mass media project from proposal and treatment to final production presentation.

*Prerequisite:* JrS.

**MCOM 362 Video Documentary Production 3 s.h.**

This course will explore the creative, technical, and practical aspects of creating a video documentary. Students will receive hands-on instruction in conducting background research, concept development, pre-production analysis, production development, post-production, and distribution of productions. The final project for the course will be a short documentary.

*Prerequisites:* SoS and MCOM 261.

**MCOM 380 Advanced Film Production 3 s.h.**

Designed for students with experience in film production. Film-making exercises assigned, screened, and discussed.

*Prerequisites:* JrS and MCOM 280.

**MCOM 397 Mass Communication Internship 1-15 s.h.**

Full-time/part-time internship experience related to students' academic and career interests in the field of mass communication. Faculty sponsor must be a member of the Communication Arts Department qualified in area of internship. Internship must

involve actual work with bona fide professional organization strongly involved with mass communication.

*Prerequisites:* See College minimum Internship requirements and 2.5 GPA in the major.

## Earth and Atmospheric Sciences

*Professors:* Blechman, Ebert (Chair); *Assistant Professors:* Brunstad, Castendyk, Ellis, Fall, Godek, Growdon, Hasbargen

### Objectives

The Earth and Atmospheric Sciences Department has designed its undergraduate offerings to provide 1) preparation for students who are interested in careers in one of the earth and atmospheric science areas, so that they may compete effectively on the graduate and professional levels with students from other undergraduate departments nationwide; 2) terminal degree programs for students interested in the area as a liberal arts major, but not as a career; and 3) a wide variety of service courses for non-science majors who may be interested in selected topics or portions of the disciplines.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Majors

Earth Science  
Environmental Sciences, Earth Sciences  
(*Students interested in majoring in Environmental Sciences, Earth Sciences should refer to the Environmental Sciences section on page 125.*)  
Geology  
Meteorology (B.S. only)  
Water Resources  
Adolescence Education Earth Science  
(*Students interested in majoring in Adolescence Education Earth Science should refer to the Education section on page 107.*)

### Minors

Earth Science  
Geology  
Meteorology  
Water Resources

### Requirements for the Major

**Earth Science:** a broad program that includes seven required courses distributed in the areas of Earth Science, Geology, Meteorology, Oceanography, and Astronomy for a total of 23 s.h. plus selections of three additional courses from these areas, for a total of 32 s.h. of credit in the major. It also requires one year each of introductory chemistry and physics, an introductory statistics course, one additional selection in mathematics, and one selection in biology, chemistry, physics, or environmental science. This major is commonly taken as a dual major with Adolescence Education Earth Science.

**Geology:** 44-47 s.h. of earth science courses including an introductory course, earth history, geological data and analysis, paleontology, structural geology, mineralogy, petrology, sedimentary geology, hydrology, and geomorphology. A selection of one additional geology electives for 3-4 s.h. must be taken. A capstone experience is also required. Related work requirements are one year of math, chemistry, and physics. There is a 6-7 s.h. research or field experience capstone.

**Meteorology:** 37 s.h. of meteorology courses, including introductory meteorology, climatology, physical meteorology, mesoscale meteorology, atmospheric dynamics, remote sensing of the atmosphere, and weather analysis and forecasting. Related work includes 15 s.h. of mathematics, 8 s.h. of physics, 4 s.h. of chemistry, an introductory geology course, and introduction to hydrology or oceanography.

**Water Resources:** 40-41 s.h. to include 34 s.h. in geology (an introductory geology course, Earth history, geologic data and

analysis, environmental, introduction to meteorology, introduction to hydrology, geomorphology, fluvial geology, geochemistry of natural waters, watershed management, applied hydrology, groundwater modeling). Select two of the following: limnology, waste management, engineering geology, sedimentary geology, geophysics. Related work includes two courses each in math and physics, and three courses in chemistry. In addition to those trips involved with specific courses, all majors are required to take a one-day hydrology field trip during their junior or senior years.

### Requirements for the Minors

**Earth Science:** 12 s.h. including an introductory geology course, introduction to meteorology, introduction to oceanography, introductory astronomy, plus 6-7 s.h. of electives selected from at least two fields, general oceanography, our solar system, stars and galaxies, climatology, environmental geology, petrology, Earth history, geologic data and analysis, mineralogy, hydrology.

**Geology:** 7 s.h. including an introductory geology course, and earth history, plus 11-14 s.h. of electives selected from environmental geology, petrology, geologic data and analysis, engineering geology, mineralogy, paleontology, structural geology, sedimentary geology, geomorphology.

**Meteorology:** 6 s.h. namely introduction to meteorology and introduction to climatology, plus 12 s.h. of electives selected from lightning and thunderstorms, the atmospheric environment, physical meteorology, atmospheric dynamics, introduction to oceanography, general oceanography, introduction to hydrology, C programming, FORTRAN programming, environmental chemistry, environment and man, pollution in our world.

**Water Resources:** 12 s.h. including an introductory geology course, introduction to hydrology, watershed management, applied hydrology, plus 6 s.h. of electives not in student's major selected from general oceanography, introduction to meteorology, environmental geology, geomorphology, waste management, environmental chemistry, environmental health chemistry, geochemistry of natural waters, groundwater modeling.

### Supplemental Information

The Earth and Atmospheric Sciences Department is housed in a 65,000 square foot building shared with Biology. The department has exclusive use of five laboratories, three classrooms, and two student computer clusters. Holdings include maps, aerial photos, minerals, rocks, fossils, and weather data.

Geological equipment includes an X-ray fluorescence spectrometer, Raman spectrophotometer, petrographic microscopes, hydrologic laboratory and field equipment, geophysical instruments, electromagnetic induction instrument, gravimeter, ground penetrating radar (GPR), surveying equipment, total station, differential GPS, hand-held GPS units, as well as standard thin-section equipment.

Meteorological equipment includes a rooftop weather station that relays weather data to the meteorology laboratory and a computer room for observations, forecasts, and satellite pictures of national and worldwide cloud patterns. A new broadcast studio/lab for televised weather forecasts, a spin tank for modeling global atmospheric circulation and a unique "skylab" augment traditional instruction.

### Geology Major Requirements

*Study within the major field:*

GEOL 120 or 115 or 150 or 182; 220, 242, 275, 282, 314, 321 330, 360, 370 37 s.h.

Select one of the following:

GEOL 227 on page 86 or any 300 level GEOL course 3-4 s.h.

Capstone Experience 4-6 s.h.

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Total 44-47 s.h.

*Courses in related areas:*

CHEM 111, 112	8 s.h.
MATH 173, 174	8 s.h.
PHYS 103-104 or PHYS 203-204	8 s.h.
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Total	24 s.h.

**Meteorology Major Requirements***Study within the major field:*

METR 110, 212, 290, 340, 350, 351, 360, 361, 375, 380, 385, 392	
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Total	37 s.h.

*Courses in related areas:*

CHEM 111	
GEOL 120 or 115 or 150 or 182	
GEOL 282 or OCEA 210	
MATH 173, 174, 276, 277	
PHYS 203, 204	
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Total	33 s.h.

**Water Resources Major Requirements***Study within the major field:*

GEOL 120 or 115 or 150 or 182, 220, 275, 282, 370, 374, 384, 386, 388, 389	31 s.h.
METR 110	3 s.h.
Field trip requirement	0 s.h.
Select two of the following:	
BIOL 385, ESCI 290, GEOL 331, 360, 380	6-7 s.h.
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Total	40-41 s.h.

*Courses in related areas:*

CHEM 111-112	8 s.h.
CHEM 214	3 s.h.
MATH 173-174 or MATH 173, STAT 101	7-8 s.h.
PHYS 103-104 or 203-204	6-8 s.h.
(GEOL 380 may substitute for either PHYS 104 or 204)	
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Total	24-27 s.h.

**Earth Science Major Requirements***Study within the major field:*

GEOL 120 or 115 or 150 or 182, 220, 275 or ESCI 315	11 s.h.
ASTR 271	3 s.h.
METR 110	3 s.h.
OCEA 210	3 s.h.
ESCI 215	3 s.h.
<i>Plus selections</i>	
<i>(select one course from each group):</i>	
Surface Processes:	
GEOL 370 or GEOL 282	3 s.h.
Resources, Hazards and the Environment:	
GEOL 201, 230, or METR 205	3 s.h.
Atmosphere and Beyond:	
METR 212 or ASTR 270	3 s.h.
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Total	32 s.h.

*Courses in related areas:*

CHEM 111, 112	8 s.h.
PHYS 103-104 or 203-204	6-8 s.h.
MATH 105 or 173	3-4 s.h.
STAT 101	3 s.h.
Selection in Biology, Chemistry, Physics, or Environmental Science	3 s.h.
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Total	23-26 s.h.

**Earth Sciences Courses****ESCI 100 Introduction to the Earth 3 s.h.**

An introduction to the earth sciences; concepts developed in astronomy, geology, geophysics, meteorology, and oceanography. Lecture only. Credit cannot be applied toward science requirement in any science major in Liberal Arts or Secondary Education. Students who have had high school earth science should consider other introductory earth science classes. (LA, N2)

**ESCI 105 Introduction to Soils 3 s.h.**

Introduction to soils. Focus on the soil as a natural resource and as an ecosystem. Highlights interactions between soils and other components of the natural world (forest, agriculture, wetlands). Introduces soils as systems. Concepts from Biology, Chemistry, Geology. Lecture only.

**ESCI 200 Investigations in Earth and Planetary Science 3 s.h.**

An exploration of science as inquiry, focusing on the unifying concepts and processes of science as applied to planet Earth. The specific Earth Science content from the K-4 and 5-8 levels of the National Science Education Standards (NRC 1996) will be rigorously and comprehensively explored. Laboratory activities will model science as inquiry, with students engaged in a variety of directed and open-ended investigations of selected Earth and planetary science phenomena and topics. This course is intended primarily for Elementary Education majors, but is open to all students. Content and instruction are consistent with the NSES, NSTA Standards and New York's MST Learning Standards. (LA, NL2)

*Prerequisite:* SoS.

**ESCI 214 Principles of Soil Science 4 s.h.**

Introduction to the principles of soil science to gain an understanding of soils as natural resources and integral components of the terrestrial environment. Focus on fundamental physical, chemical and biological properties of soils and processes governing formation, development and differentiation. Lecture and lab weekly. Labs will focus on practical experiences in soil classification and analyses. A 2-day weekend field trip is mandatory.

*Cross-Listed as ENVS 214.*

*Prerequisite:* ENVS 101 or 3sh. of 100 level GEOL.

**ESCI 215 Earth Materials 3 s.h.**

This course provides an overview of the physical and chemical properties, origins, and geologic settings of the major categories of earth materials: minerals, rocks, and geofluids. It includes development of hands-on skills in mineral and rock identification and textural analysis at hand-specimen scale. It is intended for liberal arts Earth Science, Adolescent Education Earth Science, and Environmental Earth Science majors. (LA)

*Prerequisite:* GEOL 120 or 115 or 150 or 182.

**ESCI 257 Global Climate Change 3 s.h.**

This course is an introduction to the scientific evidence for human-induced climate change, the natural variability of our climate system against which changes are assessed, and the impacts on the natural world and the predicted response of Earth's ecosystems. It also focuses on the economic and policy proposals and debates about how humanity needs to respond. At the end of the course, students will present a research symposium on current issues in climate change, impacts and adaptations and efforts to mitigate human influence. It is expected that this course will be offered every spring.

*Cross-Listed as ENVS 257.*

*Prerequisite:* METR 110 or ENVS 101.

**ESCI 290 Waste Management 3 s.h.**

An introduction to the basic scientific, technical, and regulatory aspects of waste management. Includes an overview of all cate-

gories of waste options available to manage various wastes and environmental issues tied to waste management. (LA)

*Cross-Listed as ENV5 290.*

*Prerequisites: CHEM 111 and GEOL 115 or GEOL 120 or GEOL 150 or GEOL 182 or ESCI 100..*

**ESCI 294 Special Topics in Earth Science 1-4 s.h.**

Selected topics of current geological interest not found in other courses. Subject matter will vary each time the course is offered, reflecting new developments in the field and changing interests of the students and staff. Intended for students majoring in any of the Earth Sciences disciplines or in the Environmental Sciences. (LA)

*Prerequisites: SoS, prior courses in Earth Sciences or Environmental Sciences.*

**ESCI 295 Teaching Assistantship in Earth Science 1-2 s.h.**

Provides college-level experience as an assistant to the teaching faculty. Student assistants will serve directly under faculty supervision, with responsibilities such as tutoring, as well as assistance in laboratory classes, review sessions, field trips, laboratory set-up, and administration of classroom functions (e.g., taking attendance, setting up AV facilities). The teaching assistantship may be repeated as ESCI 395, but with a 3-credit maximum combined total for both courses. Credit can be applied toward earth science elective categories.

*Prerequisites: JrS or SrS, major in an Earth Sciences field, minimum GPA 2.5, permission of instructor and chair.*

**ESCI 299 Independent Study in Earth Science 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites: SoS and prior course(s) in earth sciences.*

**ESCI 315 Laboratory Techniques in Earth Science 2 s.h.**

The selection, preparation, maintenance, and proper use of laboratory equipment and supplies in earth science; application of technologies in the earth science laboratory, practice in developing demonstrations and presentation of topics; planning of inquiry-based laboratory exercises.

*Prerequisites: JrS and 6 s.h. in approved earth sciences.*

*Corequisite: SCIN 315.*

**ESCI 323 Global Biogeochemistry 4 s.h.**

Introduction to the study of the chemical, physical, biological and geological processes and reactions that govern the composition of the natural environment. Focus on cycles of matter and energy that transport Earth's components in time and space. Concepts from Atmospheric Sciences, Biology, Ecology, Chemistry, Geology and Soil Science. Lecture and lab weekly. Labs will focus on student presentation and discussion of case studies.

*Cross-Listed as ENV5 323.*

*Prerequisite: GEOL 386.*

**ESCI 394 Special Topics in Earth Science 1-4 s.h.**

Selected topics in areas of Earth Science in which recent advances have occurred and are not covered adequately in other courses. Subject matter is taught by one or more Earth Science faculty members and varies in content. Intended for Earth Science majors of SoS or higher. (LA)

**ESCI 395 Teaching Assistantship in Earth Science 1-2 s.h.**

Provides college-level experience as an assistant to the teaching faculty. Student assistants will serve directly under faculty supervision, with responsibilities such as tutoring, as well as assistance in laboratory classes, review sessions, field trips, laboratory set-up, and administration of classroom functions (e.g., taking attendance, setting up AV facilities). There is a 3-credit maximum combined total for ESCI 295 and ESCI 395. Credit can be applied toward earth science elective categories.

*Prerequisites: JrS or SrS, major in an Earth Sciences field, mini-*

*mum GPA 2.5, permission of instructor and chair, ESCI 295.*

**ESCI 396 Seminar in Environmental Earth Science 1-4 s.h.**

Designed to familiarize majors in the Earth Sciences disciplines (including Environmental Earth Science, Earth Science, Geology, Meteorology, Oceanography, and Water Resources) with current issues and developments in their field by reading, discussion, written reports, and oral presentations with active involvement by all participants. (LA)

*Prerequisites: enrollment by consent of department chair and instructor involved. Passing grade on CWE.*

**ESCI 397 Internship in Environmental Earth Sciences 1-15 s.h.**

Students are placed with an appropriate organization or agency for applied work experience. Requirements and credits vary with individual internships.

*Prerequisites: JrS and passing grade on CWE.*

**ESCI 398 Senior Thesis in Earth Science 3 s.h.**

Individual research under faculty supervision in disciplines of environmental sciences, geology, water resources, meteorology, or oceanography. Enrollment by consent of department chair and instructor involved. A thesis is likely to require more than one semester to complete. (LA)

*Prerequisites: SrS, GEOL 390.*

**ESCI 399 Independent Study in Earth Science 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites: JrS and prior courses in earth sciences.*

## Geology Courses

**GEOL 102 Sustaining Water 3 s.h.**

Sustaining Water explores the science of water, the elixir of life, and the importance of water in human society. Beginning with the unique properties of water, this course investigates the unique origin of liquid water on Earth, the movement of water above and below the land surface, and the role of water in shaping our landscape. We discuss the hazards posed to society through climate change, droughts, floods, water-born diseases, and wars fought over water supplies. Through lectures, readings, and class discussions, students will learn how to evaluate water issues using the scientific method, and how to sustainably develop water resources to meet the needs of current and future generations. (LA, N2)

**GEOL 115 Science of Natural Disasters 3 s.h.**

Course provides an overview of natural disasters, such as earthquakes, volcanic eruptions, floods, tsunamis, mass movement, meteorite impact and severe weather (including hurricanes and longer term climate change). Students will learn about the geological and meteorological processes responsible for producing these disasters through the use of various national and international data sources, as well as local and national case studies. Laboratories will provide for experiences in the application of the scientific method. In addition, this course will demonstrate how science can influence personal, societal, and governmental decisions. No special costs or restrictions. (LA, NL2)

**GEOL 120 Introduction to Geology 3 s.h.**

An examination of the materials that make up our home planet and the processes that shape Earth from within and without. These processes include the earthquakes, volcanoes, movement of Earth's plates, mountain building, weathering and erosion, among others. Laboratories are frequently taught by graduate teaching assistants. (LA, NL2)

**GEOL 150 Introduction to Forensic Geology 3 s.h.**

Geologic materials provide important evidence in many criminal cases. This course will introduce students to the nature of geo-

logic evidence, scientific protocols for the collection and examination of this evidence and selected techniques for identification of geologic materials. Students will develop an understanding of the geologic processes and contexts which form various geologic materials. With a firm grounding in the scientific basis for the use of geologic materials as evidence, students will apply this knowledge in a variety of case studies and representative scenarios. The laboratory portion of the course emphasizes recognition of minerals, rocks, soils, microfossils and man-made materials of geologic origin. Analyses of case studies, laboratory and project reports emphasize scientific reasoning and enhancement of writing skills. Course will be offered fall semesters. (LA, NL2, WS2)

**GEOL 182 Water and the Blue Planet 3 s.h.**

Water and the Blue Planet offers a holistic exploration of the science of water and its value to human society. Beginning with the unique properties of water that make it an essential ingredient for life, we investigate the movement of water above and below the Earth's surface, the geologic formations that store water, the role of water in shaping landscapes, the hazards poised to society by drought and flood events, and the origin and effects of contemporary water shortages. Through hands-on lab activities, lectures, readings, and class discussions, students will learn how to evaluate water issues using the scientific method, how to protect and manage water resources to meet the needs of current and future generations, and how to communicate this knowledge to others. (LA, NL2)

**GEOL 201 Environmental Geology 3 s.h.**

A study of the practical aspects of geology that relate natural processes to the human environment; topics include Environmental Impact Statements, soil properties, ground stability, erosion controls, seismic hazards, solid waste disposal, and surface runoff and flooding. *Prerequisite:* GEOL 120 or 115 or 150 or 182. (LA)

**GEOL 220 Earth History and the Fossil Record 4 s.h.**

An overview of the history of physical, chemical and biologic changes that have taken place on Earth since its formation 4.6 billion years ago. A major emphasis in the course is on the tools and techniques that are used to read and interpret this history using fossils and physical features in the rock. Laboratory and field exercises illustrate events in Earth's history and provide students with opportunities to engage in geologic inquiry. Writing in the discipline is emphasized through laboratory reports, field trip reports and research papers. (LA, WS2)  
*Prerequisite:* GEOL 120 or 115 or 150 or 182.

**GEOL 227 Global Tectonics 3 s.h.**

Course content focuses on studies of ancient and modern plate tectonic settings. Class discussions will stem from recent tectonic events. Students will read geological publications and will give at least three 15-minute oral presentations during the course of the semester on tectonic topics. Students will gain knowledge of global tectonic processes while developing their critical thinking and oral presentation skills. Assessment is based on class participation, presentations, assignments, and exams. Course will be offered spring semesters. (LA, N2)  
*Prerequisite:* SoS, and ESCI 100 or GEOL 115 or 120 or 150 or 182.

**GEOL 230 Energy Resources and Environment 3 s.h.**

This course provides an overview of the basic geologic, engineering, economic, and environmental factors controlling the availability and use of energy resources. Topics will include traditional energy resources (e.g. fossil fuels, uranium, and hydro-power) and alternative energy resources (e.g. hydrogen fuel cells, wind, solar, geothermal, and tidal), as well as the mineral resources used to store, convert, and transport energy (e.g. batte-

ries, engines, and electrical wiring). The course will emphasize the environmental consequences of the development and utilization of each resource, and the long-range sustainability of each resource. (LA)

*Cross-Listed as ENVS 230.*

*Prerequisite:* GEOL 120 or GEOL 115 or GEOL 150 or GEOL 182.

**GEOL 242 Mineralogy 4 s.h.**

The study of minerals, their physical and chemical properties, classification, origin, and geologic occurrence; basic principles of optical mineralogy, crystallography and crystal chemistry. Processes of formation on minerals and their assemblages in specific tectonic settings are emphasized. Mineral identification in hand specimen and in thin section is utilized in laboratory. (LA)

*Prerequisites:* GEOL 120, or GEOL 115, or GEOL 150 or GEOL 182 and CHEM 111.

**GEOL 275 Geologic Data And Analysis 4 s.h.**

An examination of field and remote sensing techniques for gathering spatially distributed and oriented geologic data and common techniques for the preparation, analysis and presentation of these data. Brunton compasses, handheld GPS units and surveying tools will be utilized in collection of field data. Construction of GIS maps, using a variety of bases (e.g., topographic maps, aerial photos, satellite images, etc.) and geologic interpretation of mapped data will be a central focus of laboratory activities.

*Prerequisite:* MATH 105 and GEOL 115 or 120 or 150 or 182.

**GEOL 282 Introduction to Hydrogeology 3 s.h.**

Investigation of the hydrologic cycle, with emphasis on the flow of surface water and ground water; geologic aspects of fluid flow and water supply; hydrologic problems, including pollution, water quality, economics, and water-law; includes independent laboratory work in open-channel and ground-water flow. Fall term. (LA)  
*Prerequisites:* SoS; GEOL 115 or GEOL 120 or GEOL 150 or GEOL 182.

**GEOL 299 Independent Study in Geology 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)  
*Prerequisites:* SoS and prior course(s) in GEOL.

**GEOL 305 Mineral Resources and the Environment 3 s.h.**

An overview of the basic geologic, engineering, economic, and environmental factors controlling the availability of mineral resources. Topics will include metallic and non-metallic ores, energy resources, construction and industrial minerals. Examination of the environmental consequences of exploration and development of mineral deposits. Discussion of global mineral reserves and resources. Offered alternate fall semesters. Intended clientele: undergraduate environmental science, geology, water resources, and secondary education earth science majors. (LA)  
*Cross-Listed as:* ENVS 305.

*Prerequisite:* GEOL 242 or ESCI 215.

**GEOL 314 Igneous and Metamorphic Petrology 4 s.h.**

The formation of Earth's most common crustal rocks is explored from both descriptive and theoretical perspectives. Laboratory emphasizes recognition of rock textures and composition in hand samples and thin sections and the interpretation of processes of formation of these features. Physical and chemical processes of rock formation are a major focus of this course. (LA)

*Prerequisite:* GEOL 242.

**GEOL 321 Paleontology 4 s.h.**

Fossils are a fundamental component of the rock record and provide the only direct evidence of past life on Earth. Fossils can help solve many geologic and biologic problems of interest, such as the dating of events in the geologic record, interpretation of

depositional environments, paleogeography, climate change, the nature of mass extinction, and the history of biodiversity, at a temporal perspective unavailable when studying modern systems. In this course students will learn how to address questions and solve problems related to these topics through lab activities involving hypothesis testing, interactive lectures, presentations, projects, and discussions of the scientific literature. (LA)

*Prerequisite:* GEOL 220 or BIOL 181.

### **GEOL 330 Structural Geology 4 s.h.**

An introduction to common structural features-folds, faults, foliations, lineations, unconformities, geologic contacts - their geometry and origin. Examination of basic concepts of stress and strain; laboratory application of basic geometric techniques used in structural analysis, including orthographic and stereographic projection, construction of cross-sections, and interpretation of structure from geological maps. Physics 103-104 or 203-204 suggested, but not required. (LA)

*Prerequisites:* GEOL 275, GEOL 242.

### **GEOL 331 Introduction to Engineering Geology 3 s.h.**

An introduction to the application of geological principles to geotechnical problems such as slope stability, behaviors of foundations in soil and rock, site selection and characterization for engineering works, and resource extraction.

*Prerequisites:* GEOL 220 and PHYS 103 or 203.

### **GEOL 333 Geology of Rocky Mountain Region 1 s.h.**

Semester long study of geologic principles, concepts of rock formation, mountain building, geologic history, and landform interpretation of the Rocky Mountain Region culminating in a required three week summer field excursion. Field costs to be shared by students. (LA)

*Corequisite:* BIOL 333.

### **GEOL 338 Coastal Geology in Northeastern North America 3 s.h.**

A study of the major geological and ecological processes that have created various coastal environments. How these processes are affected by natural and human forces to modify the environments. Expected length of course: about three weeks. Travel and camping costs are shared by students.

*Prerequisites:* Successful completion of 3 s.h. of college-level geology and permission of instructor.

*Corequisite:* BIOL 338.

### **GEOL 343 Field Geology of Plate Boundaries 3 s.h.**

This course provides the opportunity for students to apply their in class theory to a field study experience. Students will record geologic observations in field notes and sketches; create maps and geologic cross sections; and present summaries of field investigations. Topic, site, and instructor may change upon each offering. Prior trips have visited the active plate margin in the western US, near Palm Springs in southern CA, and Death Valley National Park in eastern CA. The cost of the trip will vary based upon location. May be repeated for up to 9 s.h. (LA)

*Prerequisite:* GEOL 242 or ESCI 215.

### **GEOL 360 Sedimentary Geology 4 s.h.**

Principles of sedimentary geology, including stratigraphy and sedimentology. Identification, classification, and correlation of rock units. Also includes use of fossils in interpretation, geophysical methods of correlation, the concept of facies, basin analysis, interpretation of depositional environments and history. (LA)

*Prerequisite:* GEOL 220.

### **GEOL 364 Quaternary Carbonate Geology 3 s.h.**

Course will explore modern environments in which carbonate sediments are deposited (e.g. Florida Keys, Bahamas, etc.) including the physical, chemical, and biogenic processes that operate in these environments. Nearly modern rocks that formed in similar settings will be examined and students will reconstruct

processes and environments of deposition by comparison to modern analogs. The field experience will focus on observation and the recording of detailed field notes. Students will also engage in research projects related to the field experience. This course includes a multi-day field trip (ranging from 5-10 days depending on destination) with equal emphasis on modern sedimentary processes, sediments and environments and ancient rock equivalents. The cost of the trip will vary based upon location. (LA)

*Prerequisite:* GEOL 220 or ESCI 215; permission of instructor.

### **GEOL 370 Geomorphology 3 s.h.**

The study of surface processes and landforms, their origin and development, systems in equilibrium, effects of climate, and underlying rock structures. (LA)

*Prerequisite:* 3 s.h. of 200-level GEOL.

### **GEOL 374 Glaciology and Glacial Geology 3 s.h.**

The study of glaciers, their formation, movement, and physical characteristics; the effects of glaciation on a regional scale, with attention to erosional and depositional features in northeastern U.S. Depositional landforms, and their environments of accumulation and stratigraphic characteristics, are emphasized. (LA)

*Prerequisite:* 3 s.h. of 200-level GEOL.

### **GEOL 375 Fluvial Geomorphology 3 s.h.**

Stream flow, flow frequency, river hydraulics, stream development, sediment transport and storage, channel shape and stability, and landforms associated with rivers are covered. Applications of fluvial principles to river management and stream restoration are emphasized. The course will meet for two hours of lecture and two hours of laboratory activities per week. The course will be taught every other Spring. (LA)

*Prerequisite:* 3 s.h. of 200-level GEOL.

### **GEOL 380 Environmental Geophysics 3 s.h.**

The application of physical principles to the investigation of the earth; field work will include the use of the magnetometer, gravimeter, seismometer, and resistivity unit. (LA)

*Prerequisites:* GEOL 115 or GEOL 120 or GEOL 150 or GEOL 182, and MATH 173, and PHYS 103 or PHYS 203.

### **GEOL 384 Watershed Management 3 s.h.**

Techniques for measurement and analysis of the components of the hydrologic cycle, with application to land use, environmental geology, and water supply. Topics include water-budget studies, hydrograph analysis, flood prediction, land-use and water-supply management, and legal and economic aspects of watershed management. (LA)

*Prerequisite:* GEOL 282.

### **GEOL 386 The Geochemistry of Natural Waters 3 s.h.**

Chemical aspects of the hydrologic cycle, with emphasis on the interaction of surface and ground water with their geologic environment. Topics include interpretation of dissolved components in water, their sources, equilibria, interactions, and their effect on water quality. Laboratories and a term project involve water sampling, analysis, and interpretation. (LA)

*Prerequisites:* JR/S, GEOL 115 or 150 or 182 and CHEM 112.

### **GEOL 388 Applied Hydrogeology 3 s.h.**

Use of qualitative techniques to solve problems in water supply, water management, and hydrologic aspects of geology. Emphasis is placed on the measurement of hydrologic variables in ground water and surface water, and the interpretation of these data with numerical, experimental, and analytical techniques. Specific topics include the prediction of aquifer and well yield, numerical and analog flow models, open-channel hydraulics, pipe flow, and water power. Intended for science majors, particularly those interested in the fields of environmental studies or water resources. Offered spring semester. (LA)

*Prerequisites: JrS, GEOL 282 and MATH 173.*

**GEOL 389 Groundwater Modeling 3 s.h.**

An introduction to numerical and computer methods in groundwater hydrology. Course topics include finite-difference and finite-element techniques, use of professional-level software, field and laboratory methods for obtaining the data needed for aquifer analysis, interpretation of models, how to avoid misinterpreting them, and how to present the data in written and oral form. Field work includes surveying, water-well inventories, geologic interpretation, and pumping tests. Laboratory work includes interpretation of geologic maps and cross sections, computer modeling of various aquifer types, and graphical presentation of results. (LA)  
*Prerequisites: JrS, GEOL 282 and MATH 173.*

**GEOL 390 Geoscience Research Techniques 3 s.h.**

The choice and design of research projects are examined in lecture and seminar formats. Techniques employed in geoscience research, including searching and evaluating the primary literature, collecting field data, sampling design and techniques and laboratory analysis of samples are explored in preparation for ESCI 398: Senior Thesis. Scientific writing skills are developed through literature review and preparation of a formal thesis proposal. (LA)

*Prerequisites: JrS, 15 s.h. of Geoscience courses.*

**GEOL 394 Special Topics in Geology 1-3 s.h.**

Selected topics of current geological interest not found in other courses. Subject matter varies each time course is offered, reflecting new developments in the field and changing interests of students and staff. Intended for geology majors. (LA)

*Prerequisites: JrS and prior courses in GEOL.*

**GEOL 397 Internship in Geology (or Water Resources) 1-15 s.h.**

Students are placed with an appropriate organization or agency for applied work experience. Requirements and credits vary with individual internships.

*Prerequisites: JrS and passage of CWE.*

**GEOL 398 Seminar in Undergraduate Research 1 s.h.**

Seminar discussion of ongoing undergraduate research projects. Peer review and commentary on research progress on a weekly basis. Seminar participants will be required to share the results of their research with the department in a public forum. Enrollment by permission of instructor.

*Prerequisites:* 1) Declared major in Earth Sciences Department. 2) Students must be engaged in research under the supervision of a faculty mentor (mentors need not be the same as the course instructor). Students who enroll in this seminar may also be eligible for independent study credit in association with their research projects.

**GEOL 399 Independent Study in Geology 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites: JrS and prior course(s) in GEOL.*

**Meteorology Courses**

**METR 110 Introduction to Meteorology 3 s.h.**

The physical processes of the atmosphere as they produce weather phenomena; weather elements, condensation and precipitation processes, air masses, fronts, winds, circulation systems, severe storms; interpretation of weather maps; laboratory experience. (LA, NL2)

**METR 180 Lightning and Thunderstorms 3 s.h.**

An introductory course for both non-science and science-oriented students who wish to learn about thunderstorms and their associated weather, including lightning, tornadoes, hail, and flash floods. The characteristics of thunderstorms are presented using

charts, graphs, and satellite pictures. Open to meteorology majors, but is not part of the major curriculum. (LA, N2)

**METR 205 The Atmospheric Environment 3 s.h.**

Environmental issues relating to the atmosphere featuring lectures and discussions on topics recently reported in the news. Two 75-minute lectures per week on Greenhouse warming, acid rain, air pollution, drought, and Ozone depletion. (LA)

*Cross-listed as ENVS 205.*

*Prerequisite: METR 110 or ENVS 101*

**METR 212 Climatology 3 s.h.**

The nature of different types of climates and the mechanisms producing them. Topics include the atmosphere's energy and hydrologic cycles, global circulations, air masses, monsoons, lake effects, climate classification, and climatic change. (LA, WS2)

*Prerequisite: METR 110.*

**METR 250 General Meteorology 1 s.h.**

This one-credit course is intended for sophomore meteorology majors. The course is designed to provide a bridge between the introductory course (METR 110) and the first upper-division course in the major. Topics to be covered include: basic thermodynamics, elementary computer applications to meteorology, a primer on mathematical techniques used in meteorology, an introduction to concepts inherent to dynamic meteorology, and a more quantitative approach to topics concurrently being taken or have previous credit for in Calculus I. This course will be offered every Fall.

*Prerequisite: METR 110.*

**METR 272 Radio and TV Weather 3 s.h.**

Hands-on practice producing and delivering weather broadcasts. The essentials of constructing a succinct and accurate synopsis and forecast for the general public. For meteorology majors intending to pursue a career in the media. Offered Spring semesters.

*Prerequisites: JrS and METR 250.*

**METR 290 Computer and Data Analysis in Meteorology 3 s.h.**

This course is intended for sophomore meteorology majors to develop the tools and skills necessary for success as atmospheric scientists. It covers the basic data formats that are used to communicate meteorological data, basic observational skills, an introduction to the basic physical properties of the atmosphere, and methods of analyzing those data in meaningful ways. This course will also feature an emphasis on the computer skills necessary to ingest, display, and analyze meteorological data to help ensure success in the remainder of the upper-division meteorology curriculum. (LA)

*Prerequisites: METR 110.*

**METR 299 Independent Study in Meteorology 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites: SoS and prior course(s) in METR.*

**METR 340 Physical Meteorology 3 s.h.**

In this course, students will learn about the fundamental physical principles that govern the internal workings of the atmosphere. Topics will include studying the physical structure of the atmosphere, the thermodynamics of dry and moist air, and the fundamentals of cloud and precipitation formation. (LA)

*Prerequisite: METR 290, PHYS 203, and MATH 174.*

**METR 350 Atmospheric Dynamics 3 s.h.**

The study of atmospheric motions in terms of fluid flow concepts, including advection, divergence, vorticity, and circulation. Atmospheric motions are also studied as solutions to the primitive equations. Applications to weather patterns are emphasized. (LA)



*Prerequisite:* METR 340.

*Corequisite:* METR 360

**METR 351 Research Methods in Dynamics 3 s.h.**

A continuation of METR 350 with research applications in dynamic meteorological principles (with topics such as air mass advections, temperature tendencies, droughts/floods). Methodological practices are emphasized as well as a semester-long research investigation that compliments a formal write-up of the analysis and findings. Semester concludes with professional presentation of the work and conclusions. (LA)

*Prerequisites:* METR 350 and MATH 276.

*Corequisite:* METR 361.

**METR 360 Weather Analysis and Forecasting I 4 s.h.**

Synoptic mechanisms as applied to daily weather forecasting. Fundamentals of surface and upper air processes, cyclone formation, and jet stream effects; the use of forecast and diagnostic weather maps. Laboratories involve coding, plotting, and analyzing meteorological data, constructing charts, and forecasting. (LA)

*Prerequisite:* METR 340.

*Corequisite:* METR 350.

**METR 361 Weather Analysis and Forecasting II 4 s.h.**

Principles given in METR 360 are applied to forecasting of severe weather conditions and use of satellite and radar observations. The construction of computer forecast models is studied for identification of systematic errors. Also covered are lake effect and broadcast meteorology. Laboratories cover specialized forecast techniques and media weather presentation. (LA)

*Prerequisite:* METR 360.

*Corequisite:* METR 351.

**METR 370 Micrometeorology 3 s.h.**

The study of heat, moisture, and wind flow close to the ground; methods of heat transfer and energy balance over various natural surfaces; characteristics of turbulent flow, diffusion, and air pollution. (LA)

*Prerequisite:* METR 350.

**METR 375 Mesoscale Meteorology 3 s.h.**

This course will examine weather related phenomena that occurs on the mesoscale. Subject matter will include, but not be limited to local circulations, upslope/downslope flows, thunderstorm evolution and morphology, severe storm analysis, and frontal rainbands. Course will emphasize qualitative as well as quantitative analysis. It is expected that this course will be offered every fall.

*Prerequisite:* METR 340 and METR 350 and MATH 174.

**METR 380 Atmospheric Radiative Transfer 3 s.h.**

This course will cover radiative transfer in the Earth's atmosphere. The physical processes of solar radiation and terrestrial radiation will be applied to the atmosphere. Further study of these processes as applied to remote sensing systems will follow. Finally, the computational aspects of radiative processes as applied in climate change and general circulation models will be covered. The course is intended for upper-division meteorology majors only. Offered every fall.

*Prerequisites:* PHYS 203 "B" or better and MATH 174 "B" or better and METR 351 "B" or better.

**METR 385 Remote Sensing of the Atmosphere 3 s.h.**

Intended for meteorology majors, this course will familiarize students with current atmospheric remote sensing technology and theory. Included are satellite images, wind profiler data, lightning detection and radar, including Doppler Radar Theory and image interpretation. This is a non-lab course, but exercises using current and archived images will be performed. Juniors and Seniors should take this course. (LA)

*Prerequisite:* METR 360.

**METR 392 Senior Seminar in Meteorology 2 s.h.**

Intended as a capstone course for Meteorology majors. Review recent developments in science, procedure, forecasting, and policy in the field of meteorology with class presentations and discussion. Offered every spring.

*Prerequisites:* METR 351 and METR 361 "B" or better.

**METR 394 Special Topics in Meteorology 1-3 s.h.**

Selected topics of current meteorological interest not found in other courses. Subject matter varies each time course is offered, reflecting new developments in the field and changing interests of students and staff. Intended for meteorology majors. (LA)

*Prerequisites:* JrS and prior course(s) in METR.

**METR 397 Internship in Meteorology 1-15 s.h.**

Students are placed with an appropriate organization or agency for applied work experience. Requirements and credits vary with individual internships.

*Prerequisites:* JrS and passage of CWE.

**METR 399 Independent Study in Meteorology 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites:* JrS and prior course(s) in METR.

## Oceanography Courses

**OCEA 110 Introduction to Oceanography 3 s.h.**

An introduction to the basic concepts of ocean science, including sub-disciplines of geology, biology, chemistry, and physical oceanography, and emphasizing the relationships of man with the ocean. Covers present and potential (non-living) resources of the ocean, as well as pollution and politics involving man's use of the ocean. Intended for non-science students and assumes little or no background in any of the disciplines covered. (LA, N2)

**OCEA 210 General Oceanography 3 s.h.**

A broad survey of our oceans, including general bottom topography and geology; chemistry (salts, nutrients, pollutants); physics (waves, currents, tides); meteorological effects (heat budget, global circulation, climates); and biology (environments, food pyramids, marine adaptations). (LA)

*Prerequisite:* ESCI 100 or GEOL 120 or 115, 150, 182 or METR 110.

**OCEA 299 Independent Study in Oceanography 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites:* SoS and prior OCEA course(s).

**OCEA 310 Environmental Oceanography 3 s.h.**

Man's impact on the marine environment, including the chemical and physical dynamics of ocean waters and the political/economic aspects of society's impact; discussion of controversial use and attempts of controlling natural processes. Term paper(s) required. Intended for earth science and environmental science majors. (LA)

*Cross-listed as* ENVS 310.

*Prerequisite:* ENVS 201.

**OCEA 350 Marine Geology 3 s.h.**

A study of materials, topographic features, and structures on the ocean bottom, from the continental shelves to deep basins; theories of age and origin; methods of acquiring data; current problems such as submarine canyons, fracture zones, mid-oceanic ridges, plate tectonics, and subcrustal convection cells. (LA)

*Prerequisite:* GEOL 220.

## Division of Economics and Business

Dr. Wade Thomas, Associate Dean



**Accreditation**

The business programs are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

### Mission Statement

#### Vision

The vision of the Division of Economics and Business is to achieve broad and increasing recognition of the excellence of its undergraduate business, accounting and economics programs among those offered by public and private four-year comprehensive colleges in New York State and the region.

#### Mission

The mission of the Division of Economics and Business is to enable undergraduate students to exercise their intellectual capacity, to acquire disciplinary knowledge and analytical skills, to value diversity in people and ideas, and to develop ethical decision making abilities. To achieve this goal, the learning environment is distinguished by small classes, highly accessible faculty, teamwork, and information technology-supported classrooms. This preparation will qualify graduates for positions in the fields of business, economics or accounting, and for graduate study. Serving primarily New York State, the Division's programs also offer educational opportunities of an international scope.

The Division's primary role is teaching and preparation of students. Faculty scholarship and professional development complement and enrich instruction. Instruction receives primary weight, followed by research and service in that order. The Division is committed to continuous evaluation and improvement in the areas of the curriculum, faculty development and scholarship, and service.

#### Key Goals

- To provide challenging academic majors in Business Economics, Professional Accounting, and Economics for students interested in academic excellence as well as personal growth and development.
- To promote a broad-based liberal arts education at the undergraduate level as paramount preparation for a career in business or government or subsequent graduate and professional studies.
- To deliver programs of educational breadth that provide students with the flexibility, heightened perception, and understanding that will permit and encourage adaptation to changes in the global economy.
- To offer programs reflecting a solid understanding of the economics discipline as a sound basis for understanding the business disciplines.
- To engage students in a curriculum that values and promotes ethical behavior and instills in students an appreciation of social responsibility.
- To augment instruction with an array of co-curricular opportunities and preparation for career opportunities.
- To recruit and sustain highly qualified faculty in support of the Division's mission.
- To pursue service that benefits the programs and reputation of the Division, the College and the community.

### Majors

Students should consult with their academic advisor, the office of the Division of Economics and Business, or the Academic Advisement Center about program requirements and course se-

quences before matriculating into or registering for courses in these programs.

**Professional Accounting:** This major is a 150-hour, undergraduate program registered with the New York State Education Department as satisfying the curriculum requirements for Certified Public Accounting licensure in New York.

**Business Economics:** The Business Economics major provides all the fundamental background in accounting, the business functional fields, and economics through the intermediate theory level. Management-specific knowledge and skills are emphasized.

**Economics:** This major emphasizes a firm understanding of economic theory, its historical development, and its application to the study of socio-political and economic problems.

### Admission to Programs of the Division of Economics and Business

Acceptance into the major requires a minimum GPA of 2.0, except for first semester students. Students must maintain a minimum GPA of 2.0 in the major. Students may be dropped from the major if they do not maintain a minimum 2.0 GPA.

### Transfer Courses

Transfer students and current students wishing to transfer courses into the Professional Accounting or Business Economics major must earn a grade of "C" or better for the course to count in the required coursework.

### Concentrations

Majors from the Division of Economics and Business have the option of advancing their knowledge of a functional field of business beyond the business core curriculum. Professional Accounting and Business Economics majors are eligible for concentrations in Finance, International Business, and Marketing. Business Economics majors also are eligible for the non-CPA Accounting concentration. Economics majors are eligible for the Finance concentration. Coursework in a concentration is to be completed in the junior and senior year, and long after all prerequisite courses have been completed. Concentrations are elective, not a graduation requirement. Therefore, a concentration is awarded only upon satisfactory completion of required coursework and no substitutions or waivers will be made.

Accounting (not intended for professional licensure)

Finance

International Business

Marketing

*Note: Students may earn only one concentration from this Division.*

### Minors

The minors offered by the Division of Economics and Business provide the opportunity for undergraduate majors outside of the Division of Economics and Business to gain a basic understanding of the business disciplines or the social science of economics.

Business

Economics

*Note: Students may earn only one minor from this Division.*

College policy prohibits students majoring in programs outside the Division of Economics and Business (DEB) from earning more than 30 semester hours from the DEB. Exception is made only for 1) Accounting, Business Economics, or Economics majors who exceeded the 30 semester-hour limit, but changed majors or were removed from the Accounting, Business Economics, or Economics major; 2) transfer students who upon matriculation to Oneonta have earned more than the 30 semester-hour limit in courses accepted as equivalent to courses offered by the DEB; and 3) transfer students whose combination of transfer courses accepted as equivalent to courses offered by the DEB and Oneonta

courses mandated as requirements in a major outside the DEB cause 30 semester-hour limit to be exceeded.

### Special Programs and Facilities

The 4-1 programs with Clarkson University, Rochester Institute of Technology, and Union University (of Union College) provide the opportunity for Business Economics graduates from SUNY Oneonta to earn the M.B.A. degree in one year.

Acceptance into the cooperating university is not automatic. Principal eligibility factors are undergraduate cumulative grade point average and score on the Graduate Management Admission Test. The bachelor's degree is awarded at the end of the fourth year and the master's degree upon completion of the entire program.

Cooperative 3-1 programs are offered through the Visiting Student Program of The Fashion Institute of Technology (FIT) in New York City. Students receive a combination of liberal arts and business coursework from Oneonta, along with in-depth training at FIT in a specialized field of either Fashion Merchandising Management or Advertising and Marketing Communications. Students receive both a B.S. from SUNY Oneonta and an A.A.S. from FIT at the conclusion of the fourth year. Acceptance by FIT is not automatic. FIT requires a minimum GPA and reserves the right to select those candidates that, in its opinion, are the best qualified.

*Other activities:* internships, assistantships, Divisional advisement, orientation, summer programs, and career preparation.

*Articulation Agreements and Transfer Courses:* We have a general business articulation agreement governing transfer credit from other colleges and universities. Acceptance of transfer credit is subject to evaluation and approval by the Division. A grade of "C" or better must be earned in all courses that are presented for transfer in order to fulfill requirements for the Professional Accounting or Business Economics majors.

### Professional Accounting Major Requirements

*Study within the major field:*

ACCT 100, 122, 225, 311, 312, 321, 322, 323, 333, 335, 337**	33 s.h.
ECON 111, 112, 211, 212	12 s.h.
FINC 231, 233	6 s.h.
LAW 222, 326	6 s.h.
MGMT 241, 343*, 345**, 353*, 354	15 s.h.
MIS 351*	3 s.h.
MKTG 261	3 s.h.
<b>Total</b>	<b>78 s.h.</b>

*Major GPA is calculated using the above required courses only.*

*\*Strongly recommended to be completed in residence.*

*\*\*Must be completed in residence.*

*A grade of "C" or better must be maintained in all required course work.*

*Courses in Related Areas:*

BUS 319	1 s.h.
COMP 100	3 s.h.
COMM 100, 110, 225, or 227	3 s.h.
(INTD 106, 107, & 108) or CSCI 100	3 s.h.
MATH 105, 173	7 s.h.
STAT 101	3 s.h.
<b>Total</b>	<b>20 s.h.</b>

*Restrictions: Advancement in the major is based upon maintaining satisfactory performance.*

*Notes:*

- A 2.0 G.P.A. must be maintained in all accounting courses.
- Transfers of accounting courses from two-year colleges should be limited to 6 sh towards the major and 6 sh of electives.

*Preferably, the 6 sh towards the major would be ACCT 100 & 122. ACCT 225, 311, 312, 321, 322, 323, 333 & 335 must be taken at a four year college or university.*

- No more than 11 s.h. in hygiene or physical education may count toward the 150 s.h. graduation requirement.
- New York State regulations state that registered programs leading to licensure in public accountancy on or after August 1, 2004, require 150 hours of collegiate study and that individuals who apply for licensure in certified public accountancy on or after August 1, 2009 must complete a registered 150-hour program or equivalent. Students should be aware that depending upon the timing of their admission and graduation they may be subject to the above rules.

### Business Economics Major Requirements

*Study within the major field:*

ACCT 100, 122	6 s.h.
ECON 111, 112, 211, and 212	12 s.h.
FINC 231	3 s.h.
LAW 222	3 s.h.
MGMT 241, 343*, 345**, 353*	12 s.h.
MIS 351*	3 s.h.
MKTG 261	3 s.h.
<b>Total</b>	<b>42 s.h.</b>

*Major GPA is calculated using the above required courses only.*

*A grade of "C" or better must be maintained in all required course work.*

*\*Strongly recommended to be completed in residence.*

*\*\*Must be completed in residence.*

*Courses in Related Areas:*

STAT 101 or PSYC 110	3 s.h.
MATH 105, 173 or BUS 200	3-4 s.h.
(INTD 106, 107, and 108), or CSCI 100	3 s.h.
COMP 100	3 s.h.
COMM 100, 110, 225, or 227	3 s.h.
<b>Total</b>	<b>15-16 s.h.</b>

*Restrictions: Advancement in the major is based upon maintaining satisfactory performance.*

### Economics Major Requirements

*Study within the major field:*

ECON 111, 112, 211, 212, 390*	15 s.h.
Choose one of the following options:	15 s.h.
• Option ONE: Complete ECON 335, 6 s.h. of 300 level ECON courses, and 6 s.h. of any 200 or 300 level ECON or FINC courses not used elsewhere in the major.	
• Option TWO: Complete ECON 284, 9 s.h. of 300 level ECON courses, and 3 s.h. of any 200 or 300 level ECON or FINC courses not used elsewhere in the major.	
<b>Total</b>	<b>30 s.h.</b>

*Major GPA is calculated using the above required courses only.*

*\*Must be completed in residence.*

*Courses in Related Areas:*

MATH 105, 173, or BUS 200	3-4 s.h.
STAT 101	3 s.h.
(INTD 106, 107, and 108), or CSCI 100	3 s.h.
<b>Total</b>	<b>9-10 s.h.</b>

### Courses

Statute of Limitations ~ Five-Year Rule: If more than five years has elapsed since the successful completion of a course or courses in accounting, macroeconomics, applied policy, or other courses

designated by the faculty, the course(s) must be repeated. Students in this situation should consult with the Associate Dean.

Note: Issues concerning ethics, cross-cultural topics, minorities, women, and international business are addressed throughout this Division's curricular offerings and in many specific accounting, business, and economics courses.

## Economics, Finance, and Accounting Courses

*Professors:* O'Dea (Chair), Thomas; *Associate Professors:* Buchan, Flynn, Ring, Trippeer; *Assistant Professors:* Bauer, tMcAvoy, Siregar, Sirianni, Wu; *Lecturers:* Lorenz, Morrison

### Accounting Courses

*Note: Prerequisite for all 300-level Accounting courses: Students must have a declared Professional Accounting major or Accounting concentration. Registration in any 300-level accounting course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.*

#### ACCT 100 Financial Accounting 3.s.h.

Examination of internal financial data of the firm. Areas of study include financial statements, (balance sheet and income statement, statement of cash flows); working papers; purchases and sales of merchandise; cash and accounts receivable; inventories; corporations; long-lived assets.

#### ACCT 101 Corporate Financial Accounting 1 s.h.

A concentrated study of the fundamental accounting for corporate transactions, including formation, operation, issuance of long term debt and equity transactions. To provide a transition from Principles of Accounting I to ACCT 122, Managerial Accounting. *Prerequisite:* ACCT 11E.

#### ACCT 122 Managerial Accounting 3.s.h.

This course identifies how accounting can help business persons to operate effectively. Topics include an introduction to management programs and techniques, manufacturing accounting, cost volume profit analysis, variable costing, budget preparation, standard costs, segment reporting, decision making problems, and pricing products and services.

*Prerequisites:* ACCT 100 or (ACCT 11E and ACCT 101) or (ACCT 11E and 12E) with a grade of "C" or better and (INTD 107 or CSC1 100).

#### ACCT 194 Special Topics in Accounting 1-3 s.h.

A specially-designed introductory investigation and analysis of an accounting issue(s) or problem(s) of general interest.

#### ACCT 225 Cost Accounting 3.s.h.

A study of cost accounting systems and procedures with emphasis on planning and control. Major topics include: cost information system accumulation procedures, factory overhead, materials, labor, profits, cost volume profit analysis, flexible budget, and variance analysis.

*Prerequisites:* SoS, ACCT 122 with a "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

#### ACCT 294 Special Topics in Accounting 1-3 s.h.

A specially-designed systematic investigation and analysis of an accounting issue(s) or problem(s) of contemporary public interest. Admission by consent of Division Associate Dean and instructor involved.

#### ACCT 295 Accounting Assistantship 1-3 s.h.

This course is designed to provide a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as tutoring,

assisting in research, and/or participating in classroom presentations. Students must be recommended by a Divisional faculty member, and have completed the appropriate coursework required for the particular assistantship. The precise responsibilities, amount of credit, and grading criteria will be agreed to and outlined in writing prior to the beginning of the course. A student may earn 1 to 3 s.h. of credit during single assistantship depending upon specific responsibilities and demands. The course is repeatable, with a cumulative maximum of 3 s.h. of credit allowed.

*Prerequisites:* See College minimum requirements, completion of 56 s.h., including 12 s.h. in residence, 3.0 major and overall GPA, passing grade on CWE, and Division permission.

#### ACCT 299 Independent Study in Accounting 1-6 s.h.

Individual studies under faculty supervision. Admission by consent of Division Associate Dean and instructor involved.

*Prerequisites:* ACCT 100, 122, 2.5 overall & major GPA, SoS, and Division permission.

#### ACCT 311 Intermediate Accounting I 3.s.h.

Financial accounting theory and practice with emphasis on the underlying conceptual framework and theoretical foundation of accounting, review of the accounting cycle and financial statements. Additional topics covered are accounting and reporting for receivables, inventory, plant and equipment, current and non-current liabilities. Written assignments will consist of using word processing and spreadsheet software in preparing memoranda and reports concerning contemporary financial accounting topics, and responses to issues raised in the textbook, cases and Internet research.

*Prerequisites:* JrS, ACCT 100 with a "C" or better or ACCT 11E and ACCT 101 with a "C" or better or ACCT 11E and ACCT 12E, and a major in PACC, BSEC, BSAC, BSMG, or ECON.

#### ACCT 312 Intermediate Accounting II 3.s.h.

A continuation of ACCT 311 with emphasis on accounting and reporting for dilutive securities, stockholders' equity, earnings per share, investments in debt and equity securities, special revenue recognition methods, deferred income taxes, pensions, capital leases, accounting changes, corrections of accounting errors, cash flow statement, interim financial reporting, and financial statement disclosures. Written assignments will consist of using word processing and spreadsheet software in preparing memoranda and reports concerning contemporary financial accounting topics, and responses to issues raised in the textbook, cases and Internet research.

*Prerequisites:* JrS, ACCT 231 or 311 with a "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

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#### ACCT 321 Advanced Accounting 3.s.h.

Accounting principles, concepts, and procedures applicable to partnerships, mergers and acquisitions, and consolidated financial statements; fundamental aspects of international accounting principles. Students will be expected to do all hand-in homework problems in properly formatted electronic spreadsheets. Other written assignments will consist of using word processing software in preparing memoranda and letters to hypothetical clients to answer questions regarding contemporary advanced accounting topics, and responses to issues raised in textbook or handout cases and Internet research.

*Prerequisites:* JrS, ACCT 232 or 312 with a "C" or better and PACC major.

#### ACCT 322 Federal Taxation—Business Entities 3.s.h.

Applications of the Internal Revenue Code and Regulations, Revenue Rulings, and federal court decisions that relate to for-

mation, operation, and liquidation of C and S Corporations, Partnerships, and Trusts. The course also covers an introduction to mergers and acquisitions, taxes on estates and gifts, and taxation of foreign source income. Tax research for compliance and planning. Writing assignments will consist of preparing letters and reports to hypothetical tax clients and memos for working papers and supervisors to present findings and conclusions resulting from research relating to compliance, IRS audits, and tax planning. Students will be expected to use word processing, spreadsheets, and other professional software for these assignments.

*Prerequisites:* JrS, ACCT 323 and ACCT 232 or 312 both with a "C" or better and PACC major.

### **ACCT 323 Federal Taxation—Individuals 3.s.h.**

Applications of the Internal Revenue Code and Regulations, Revenue Rulings, and federal court decisions affecting individual taxpayers (including self-employed). Topics covered include a brief overview of the important concepts underlying taxation, legislation and court decisions which led to enactment of the 16th amendment providing for the constitutionality of an income tax; income inclusions and exclusions; deductions; ordinary losses; tax credits; capital gains and losses; property transactions, and retirement plans. Tax return preparation using professional software and tax research for compliance and planning. Writing assignments will consist of preparing letters and reports to hypothetical tax clients and memos for working papers and supervisors to present findings and conclusions resulting from research relating to compliance, IRS audits, and tax planning. Students will be expected to use word processing, spreadsheets, and other professional software for these assignments.

*Prerequisite:* JrS, ACCT 231 or 311 with a "C" or better and PACC major.

### **ACCT 333 Accounting for Government and Non-Profit Organizations 3.s.h.**

An introduction to accounting for governmental and nonprofit organizations. The course covers the accounting and reporting requirements for the various funds and account groups used by governmental units, including the use of budgetary and encumbrance accounting along with the dual perspective financial reporting for governmental entities. This course includes accounting and reporting for college and universities, voluntary health care and welfare organizations, and other governmentally and non-governmental operated nonprofit organizations.

*Prerequisites:* JrS, ACCT 232 or 312 with a "C" or better and PACC major.

### **ACCT 335 Accounting Information Systems 3.s.h.**

This course studies the subject of accounting from a systems perspective. Emphasis is placed on computer-based accounting systems. Topics include systems terminology and documentation, database management, internal control of information systems, and transaction processing cycles. Intended for students pursuing a career as professional accountants. Use of database software, spreadsheets, word processing, and presentation software required.

*Prerequisites:* JrS, ACCT 232 or 312 with a "C" or better, either (INTD 106, 107, & 108) or CSCI 100, and a major in PACC, BSEC, BSAC, BSMG, or ECON.

### **ACCT 337 Auditing 3.s.h.**

Concepts, principles and pronouncements of the Auditing Standards Board applied to the independent auditor's attest and assurance function—an examination of a company's financial statements for the purpose of expressing an opinion as to whether they are presented fairly in accordance with generally accepted accounting principles. Primary topics covered are: types

of audit opinions; professional ethics; legal responsibility; planning the audit; risk exposure, analysis, and management; audit evidence. A great deal of emphasis is placed on understanding and applying analytical and substantive tests and procedures to support the audit objectives for transaction cycles and account balances. Also, covered is the reporting function for compilations, reviews, and other special engagements. Computer applications, written and oral communication skills are an integral part of this course. Required written assignments focus on cases, course content, preparing professional memoranda, internet based research and analysis, and other writing assignments as determined by the instructor.

*Prerequisites:* SrS, ACCT 335 and 232 or 312 both with a "C" or better, and PACC major.

### **ACCT 394 Special Topics in Accounting 1-3 s.h.**

A specially-designed advanced level systematic investigation and analysis of an accounting issue(s) or problem(s).

*Prerequisite:* ACCT 232 or 312 and JrS.

### **ACCT 397 Accounting Internship 1-15 s.h.**

The course is designed to allow a student to obtain credits for a meaningful work experience in accounting. Credit will be evaluated by the internship coordinator at the rate of one credit for every forty hours of participation. Students must meet with the internship coordinator to determine the specifics of each individual program prior to registration and to assure compliance with Division and College policies pertaining to internships. The course will not count toward the credit hour requirement of the student's major.

*Prerequisites:* See College minimum requirements, 12 s.h. of ACCT, passing grade on CWE, JrS, 2.5 overall and major GPA, and Division permission.

### **ACCT 399 Independent Study in Accounting 1-6 s.h.**

Advanced level individual studies under faculty supervision. Admission by consent of Division Associate Dean and instructor involved.

*Prerequisite:* 12 s.h. of ACCT, JrS, 2.5 overall and major GPA, and Division permission.

## **Economics Courses**

*Note:* Prerequisite for all 300-level economics courses: Students must have a declared major. Registration in any 300-level economics course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.

### **ECON 110 Principles of Economics 3.s.h.**

An introductory course dealing with resources, goals, and institutions of our economic system. Topics discussed include: scarcity and opportunity cost, laws of supply and demand, competition and monopoly, unemployment and inflation, elements of the theory of income and employment, government fiscal policy, money and banking, monetary policy, and international trade. *Note:* Not for PACC, BSEC, and ECON majors. (LA, S2)

### **ECON 111 Principles of Microeconomics 3.s.h.**

An introduction to the theory of the firm. Emphasizes how individual product prices and levels of output are determined; the effect different market structures have on influencing economic results; understanding the principle of comparative advantage and aspects of international trade (including gains from trade and barriers to trade) in a global economy. (LA, S2)

### **ECON 112 Principles of Macroeconomics 3.s.h.**

Determining the economy's level of output and use of resources. Emphasizes inflation, unemployment, the rate of economic growth, the open economy, and understanding the essentials of

international finance and its relationship to the global economy. (LA)

**ECON 194 Special Topics in Economics 1-3 s.h.**  
A specially-designed introductory investigation and analysis of economic issue(s) or problem(s) of general interest. (LA)

**ECON 210 Modern Economic Problems 3.s.h.**  
A study of some of the important contemporary economic problems that face the world. Course work includes several short writing assignments with required use of word processing and spreadsheet software. (LA, WS2)  
*Prerequisite:* ECON 110 or (111 and 112) and a PACC, BSEC, BSMG, ECON, INST major or ECON minor.

**ECON 211 Intermediate Microeconomic Theory 3.s.h.**  
The course is an examination of how the price system directs resource allocation in a market economy. The theory of consumer behavior and the theory of firm behavior are developed and used to develop the theoretical basis for the model of supply and demand. The concept of Pareto efficiency is used to evaluate the performance of a market economy. Firm behavior under perfect competition and imperfect competition is analyzed in order to establish the impact of market structure on resource allocation and the attainment of Pareto efficiency. (LA)  
*Prerequisites:* ECON 111 and 112 all with a grade of "C" or better, (MATH 105, 173, or BUS 200), and a PACC, BSEC, BSMG, ECON, INST major or ECON minor.

**ECON 212 Intermediate Macroeconomic Theory 3.s.h.**  
A study of the factors that determine national income, employment, and the price level. The effects of changes in levels of consumption, savings, investments, government taxation and spending and foreign trade on aggregate income, employment and the price level. (LA)  
*Prerequisites:* ECON 111 and 112 all with a grade of "C" or better, (MATH 105, 173, or BUS 200) and a PACC, BSEC, BSMG, ECON, INST major or ECON minor.

**ECON 216 College Fed Challenge Preparation 3.s.h.**  
This course prepares students to participate in the College Fed Challenge, a multi-round collegiate competition. See instructor for requirements and competition schedules. May be repeated for up to 6 s.h. of credit. (LA)  
*Prerequisites:* ECON 112 and permission of instructor.

**ECON 260 Government and Business 3.s.h.**  
A study of the relationship of the government to business and the economy, and its role in attempting to achieve efficiency and equity in the face of conflicting objectives. Topics covered will include: anti-trust policy, the regulation of firm conduct in specific sectors of the economy including transportation, broadcasting and public utilities, government policies governing entry and exit, product quality, worker safety, pricing, and the environment. (LA)  
*Prerequisite:* ECON 110 or (111 and 112), and a PACC, BSEC, BSMG, ECON, INST major or ECON minor.

**ECON 261 History of Economic Thought 3.s.h.**  
A "grand" overview of contemporary economic theory and ideology developed against a survey of the political, institutional, and historical forces that have shaped economic belief. Of particular concern will be the alternative political economic views of five great "masters" of political economy: Adam Smith, Alfred Marshall, Karl Marx, Thorstein Veblen, and John Maynard Keynes, and their contemporary advocates. (LA)  
*Prerequisite:* ECON 110 or (111 and 112).

**ECON 284 International Trade and Economics 3.s.h.**  
A survey of international trade theory and practice, and its manifestation in foreign exchange, balance of payments and economic adjustments between and within trading countries. The course requires students to review the literature, read current events, make presentations and write research papers concerning the global economic environment. (LA)  
*Prerequisite:* ECON 110 or (111 and 112) with a grade of "C" or better.

**ECON 294 Special Topics in Economics 1-3 s.h.**  
A specially-designed systematic investigation and analysis of an economic issue(s) or problem(s) of contemporary public interest. *Prerequisite:* ECON 110 or (111 and 112). (LA)

**ECON 295 Economics Assistantship 1-3 s.h.**  
This course is designed to provide a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as tutoring, assisting in research, and/or participating in classroom presentations. Students must be recommended by a Divisional faculty member, and have completed the appropriate coursework required for the particular assistantship. The precise responsibilities, amount of credit, and grading criteria will be agreed to and outlined in writing prior to the beginning of the course. A student may earn 1 to 3 s.h. of credit during a single assistantship depending upon specific responsibilities and demands. The course is repeatable, with a cumulative maximum of 3 s.h. of credit allowed.  
*Prerequisites:* See College minimum requirements, completion of 56 s.h., including 12 s.h. in residence, 3.0 major and overall GPA, passing grade on CWE, and Division permission.

**ECON 299 Independent Study in Economics 1-6 s.h.**  
Individual studies under faculty supervision. Admission by consent of Division Associate Dean and instructor involved. (LA)  
*Prerequisites:* ECON 110 or (111 and 112), 2.5 overall and major GPA, SoS, and Division permission.

**ECON 322 Labor Economics 3.s.h.**  
Wage theory and policy, the labor market, collective bargaining, and the economic aspects of union policy. (LA)  
*Prerequisites:* ECON 211, ECON 212 (latter may be taken concurrently) and JrS.

**ECON 330 Public Finance 3.s.h.**  
An examination of the economic role played by government in contemporary society. The focus will be on the appropriate range of governmental activities experienced through the budgetary function, with emphasis placed on evaluation of the tax structure. (LA)  
*Prerequisites:* ECON 211 and JrS.

**ECON 331 Money and Banking 3.s.h.**  
Studies the roles of money, interest rates, and financial institutions and markets in the U. S. economy, as well as the policies and operation of the Federal Reserve System. (LA)  
*Prerequisites:* ECON 212 and JrS.

**ECON 332 Macroeconomic Policy 3.s.h.**  
An analytical and historical study of how monetary and fiscal policies affect macroeconomic variables, including real GDP, unemployment, inflation, interest rates, the value of the dollar, and productivity growth. "Optimal" policies and the actual policies pursued will be evaluated. (LA)  
*Prerequisites:* ECON 212 and JrS.

**ECON 335 International Finance 3.s.h.**  
A study of the International Monetary System, the balance of payments accounts, foreign exchange and international financial

markets, the mechanics of international economic adjustment, and macroeconomic analysis in an open economy. Topics explored include exchange rate determination, risk, foreign debt, capital flow, Third World debt problems, the international monetary system. (LA)

*Prerequisites:* ECON 212 and JrS.

### **ECON 371 Quantitative Methods in Economics and Business** 3.s.h.

An application of economic principles and mathematical techniques to decision-making in economics and business, utilizing a problem-solving approach. (LA)

*Prerequisites:* MATH 173, ECON 211, ECON 212, and JrS.

### **ECON 373 Econometrics** 3.s.h.

This course teaches how to: (1) use regression models to formulate and estimate quantitative relationships between economic variables; (2) test hypotheses concerning the strength of these relationships; and (3) identify and correct problems encountered in applying regression models to economic data. (LA)

*Cross-listed as* STAT 331.

*Prerequisites:* JrS, STAT 101 and (STAT 201 or ECON 211 and ECON 212).

### **ECON 375 Statistics and Decision Making** 3.s.h.

Structure of decision making. Decision making under certainty, risk, uncertainty, and conflict. Utility and loss functions. Minimax, maximin, and regret strategies. Elements of game theory, two-person zero sum games, randomized strategies, two-person non-constant-sum games. Introduction to n-person games. Decision making with multiple objectives. (LA)

*Cross-listed as* STAT 365.

*Prerequisites:* STAT 261 or permission of instructor, and JrS.

### **ECON 390 Senior Seminar in Economics** 3.s.h.

The capstone course of the Economics major and the capstone experience for the Finance concentration of the Business Economics major. The seminar emphasizes the use of economics and/or finance theory to analyze current events in economics and/or finance. Faculty participants introduce research methods and present their research efforts. Each student completes a research paper demonstrating the ability to address a research question by applying theory and presenting empirical evidence, and prepares an oral presentation of the research project. The research paper provides a writing sample that is useful for employment interviews and graduate school applications. (LA, WS2)

*Prerequisite:* ECON 211, ECON 212, and SrS.

### **ECON 394 Special Topics in Economics** 1-3 s.h.

A specially-designed advanced level systematic investigation and analysis of an economics issue(s) or problem(s). (LA)

*Prerequisites:* ECON 211, and/or ECON 212, and JrS.

### **ECON 397 Economics Internship** 1-15 s.h.

The course is designed to allow a student to obtain credits for a meaningful work experience in economics. Credit will be evaluated by the internship coordinator at the rate of one credit for every forty hours of participation. Students must meet with the internship coordinator to determine the specifics of each individual program prior to registration and to assure compliance with Division and College policies pertaining to internships. The course will not count toward the credit hour requirement of the student's major.

*Prerequisites:* See College minimum requirements, 12 s.h. of ECON, 2.5 major and overall GPA, passing grade on CWE, JrS, and Division permission.

### **ECON 399 Independent Study in Economics** 1-6 s.h.

Advanced level individual studies under faculty supervision. Admission by consent of Division Associate Dean and instructor involved. (LA)

*Prerequisites:* ECON 211 and 212, 2.5 overall and major GPA, JrS, and Division permission.

## **Finance Courses**

*Note: Prerequisite for all 300-level finance courses: Students must have a declared major. Registration in any 300-level finance course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.*

### **FINC 230 Personal Finance** 3.s.h.

The management of financial and related resources to obtain maximum satisfaction in a variety of personal and family living situations, particularly the purchase of consumer goods and services such as food, clothing, housing, credit, insurance, and investments.

*Cross-listed as* CONS 250.

*Prerequisite:* ECON 110 or (111 and 112).

### **FINC 231 Corporation Finance** 3.s.h.

This course deals with the theory and practice of corporate financial management and the role of the financial manager. Major topics include the time value of money, cost of capital, security valuation, capital budgeting, working capital management, the capital asset pricing model, capital structure policy, dividend policy, and the evaluation of alternative methods of financing. Other topics may be emphasized at instructor's preference.

*Prerequisites:* ACCT 100 and ECON (112 or 110) with a grade of "C" or better; STAT 101 or PSYC 110; and INTD 107 or CSCI 100 and a major in PACC, BSEC, BSAC, BSMG, ECON or a minor in BUS..

### **FINC 233 Investment Management** 3.s.h.

This course examines various investment vehicles within a risk and return framework. Topics include the structure and operation of markets, use of margin, short sales, stock market indexes, mutual funds, efficient market hypothesis, stock and bond valuation, duration, international investing, call and put options, futures contracts, real estate, and portfolio management. Other topics may be emphasized at instructor's preference.

*Prerequisites:* ACCT 100 and ECON (112 or 110), and FINC 231 all with a grade of "C" or better; STAT 101; and INTD 107 or CSCI 100 and a major in PACC, BSEC, BSAC, BSMG, or ECON.

### **FINC 333 Portfolio Management** 3.s.h.

The major focus of this investments course is the theory and practice of constructing and managing portfolios of marketable securities. Topics include equity indexing, using options and futures in stock portfolio management, interest rate futures, using swaps and caps in bond portfolio management, immunization and price volatility. Furthermore, asset allocation and evaluating portfolio performance measurement are stressed. Other topics may be emphasized at instructor's preference.

*Prerequisites:* JrS, FINC 233 with a grade of "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

### **FINC 394 Special Topics in Finance** 1-3 s.h.

A specially-designed advanced level systematic investigation and analysis of a finance issue(s) or problem(s).

*Prerequisites:* FINC 231, JrS and Division permission.

## **Law Courses**

*Note: Prerequisite for all 300-level law courses: Students must have a declared major. Registration in any 300-level law course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.*



**LAW 220 Personal Law 3.s.h.**

Law course covering topics that should be basic knowledge to all consumers. Topics may include: structure of legal system; buying and selling your home; landlord tenant problems; buying and selling major appliances; banking; bankruptcy; contractual implications and responsibilities of marriage; divorce, old age, minors; others.

Cross-listed as CONS 252.

*Prerequisite:* SoS.

**LAW 222 Business Law 3.s.h.**

A study of the legal framework within which business operates: its sources, foundations, and procedures. Substantive areas covered include: torts, intellectual property rights, criminal law, ethics, contracts, agency, forms of doing business, antitrust, consumer protection, employment and environmental law. This course is the first of two required for Professional Accounting majors and is required for Business Economics majors.

*Prerequisites:* ACCT 100 or ECON 111, 112, or 110 with a grade of "C" or better or BUS 111 and SoS.

**LAW 324 Employment Law 3.s.h.**

Employment law explores the legal history of employer-employee relations beginning with the rise of labor unions. The course then examines the issues that currently drive employer-employee relations such as the employment at will doctrine, discrimination, and harassment. Employment law intends to educate management students in effectively handling employee problems so as to avoid legal liability to management.

*Prerequisites:* JrS, LAW 222 or MGMT 341/CONS 359 and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**LAW 326 Commercial Law 3.s.h.**

A study of business law, continuing the material covered in LAW 222. Specific topical coverage includes: contracts (especially sales of goods), real & personal property, estates and trusts, secured transactions, bankruptcy, negotiable instruments, forms of doing business, securities regulation, and legal responsibility of accountants. This course is the second of two required for Professional Accounting majors.

*Prerequisites:* SrS, LAW 222 and ACCT 100 or ECON 111 and 112, with a grade of "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

*Note:* The following courses may be offered on an individual enrollment basis.

- ECON 234 Banking
- ECON 235 Insurance
- ECON 236 Life and Health Insurance
- ECON 242 Labor Management Relations

## Management, Marketing, and Information Systems Courses

*Professor:* Lokshina (Chair); *Associate Professors:* Ozer, Walsh, Zhong; *Assistant Professors:* Durkin, Feng, Kasiri, Kim, Tran

### Business Courses

*Note:* *Prerequisite for all 300-level business courses:* Students must have a declared major. Registration in any 300-level business course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.

**BUS 111 Introduction to Business 3.s.h.**

A survey course for non-accounting and non-business economics majors of the organization, operation, and management of the business firm. The areas of study are extensive rather than intensive, and consider the role of management, distribution,

finance, and personnel among others. Not for PACC and BSEC majors.

**BUS 194 Special Topics in Business 1-3 s.h.**

A specially-designed introductory investigation and analysis of a business issue(s) or problem(s) of general interest.

**BUS 200 Critical and Creative Thinking and Problem Solving in Business 3.s.h.**

A course aimed at helping students develop their problem solving and critical and creative thinking skills and to apply them to the world around them in general and to business, economics, and accounting problems in particular.

*Prerequisites:* SoS, 3 s.h. of ACCT, BUS, or ECON and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**BUS 240 Writing for Business and the Professions 3.s.h.**

Writing for business and the professions. Essays in clear, expository prose, letters, abstracts, and reports are stressed. (WS2)

*Prerequisites:* COMP 100 and passing grade on CWE.

**BUS 294 Special Topics in Business 1-3 s.h.**

A specially-designed systematic investigation and analysis of a business issue(s) or problem(s) of contemporary public interest.

*Prerequisites:* (BUS 111 or MGMT 241) and SoS.

**BUS 295 Business Assistantship 1-3 s.h.**

This course is designed to provide a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as tutoring, assisting in research and/or participating in classroom presentations. Students must be recommended by a Divisional faculty member and have completed the appropriate coursework required for the particular assistantship. The precise responsibilities, amount of credit, and grading criteria will be agreed to and outlined in writing prior to the beginning of the course. A student may earn 1 to 3 s.h. of credit during a single assistantship depending upon specific responsibilities and demands. The course is repeatable, with a cumulative maximum of 3 s.h. of credit allowed.

*Prerequisites:* See College minimum requirements, completion of 56 s.h., including 12 s.h. in residence, 3.0 major and overall GPA, passing grade on CWE, and Division permission.

**BUS 299 Independent Study in Business 3.s.h.**

Individual studies under faculty supervision. Admission by consent of Division Associate Dean and instructor involved.

*Prerequisites:* (BUS 111 or MGMT 241), 2.5 overall and major GPA, SoS, and Division permission.

**BUS 300 Case Studies in Business 3.s.h.**

This is the capstone for the Business minor. Using case analysis, students integrate and apply the models and analytical tools of the various business disciplines. Cases cover accounting, economics, finance, marketing, business law and management, with emphasis on the ethical dimension of business decision making. Each student will research a specific career direction reflecting their individual business competence.

*Prerequisites:* ACCT 100, ACCT 122, ECON 110 (or ECON 111 and ECON 112), FINC 231, MKTG 261, MGMT 241, LAW 222 (LAW 222 may be taken concurrently) all with a grade of "C" or better, and JrS.

**BUS 319 Career Preparation 1 s.h.**

The purpose of this course is to help prepare students for successful entry into the business world. Topics include career awareness, resume and cover letter preparation, the job interview, the first job, and graduate school. Class attendance is mandatory for all sessions. Should conflicts arise or situations develop that will prevent class attendance, withdrawal is man-



datory. This course is open to second semester juniors and seniors who are majors or minors in curricular offerings of the Division of Economics and Business.

*Prerequisites:* JrS, ACCT, PACC, BSEC, and ECON majors only.

### **BUS 352 International Business 3.s.h.**

This is the capstone course for the International Business concentration. A case-based study of the theory and practice of management in international business organizations. Topics include: international business issues; the international economics, financial, legal, and regulatory framework; international markets and marketing; cultures and institutional environments; human resource management in an international environment; and the management of multinational enterprises.

*Prerequisites:* JrS; ACCT 100, ACCT 122, ECON 111 and 112, ECON 284, FINC 231, MGMT 241, MKTG 261, LAW 222, (ECON 335 or MKTG 366) all with a grade of "C" or better, STAT 101, and INTD 107 or CSCI 100, and a major in PACC, BSEC, BSAC, BSMG, or ECON.

### **BUS 394 Special Topics in Business 1-3 s.h.**

A specially-designed advanced level systematic investigation and analysis of a business issue(s) or problem(s).

*Prerequisites:* MGMT 241, MKTG 261, and JrS.

### **BUS 397 Business Internship 1-15 s.h.**

The course is designed to allow a student to obtain credits for a meaningful experience in business. Credit will be evaluated by the internship coordinator at the rate of one credit for every forty hours of participation. Students must meet with the internship coordinator to determine the specifics of each individual program prior to registration and to assure compliance with Division and College policies pertaining to internships. The course will not count towards the credit hour requirement of the student's major.

*Prerequisites:* See College minimum requirements, ACCT 100, FINC 231, MGMT 241, MKTG 261, passing grade on CWE, JrS, 2.5 major and overall GPA, and Division permission.

### **BUS 399 Independent Study in Business 1-6 s.h.**

Advanced level individual studies under faculty supervision. Admission by consent of Division Associate Dean and instructor involved.

*Prerequisites:* MGMT 241, MKTG 261, JrS, 2.5 overall and major GPA, and Division permission.

## **Business Interdisciplinary Courses**

### **INTD 106 Fundamentals of Word Processing 1 s.h.**

An introductory course focusing on usage of word processing software to produce text documents via a computerized delivery system. Text documents will include such items as letters, memos, and manuscripts with primary focus on the preparation of manuscripts. Facility in using at least one word processing package will be developed.

### **INTD 107 Introduction to Spreadsheet Applications 1 s.h.**

An introduction to spreadsheet software. Instruction will cover spreadsheet concepts and the use of spreadsheet software to enter, edit, manipulate, analyze, and graphically present information. No previous experience with computers is assumed.

### **INTD 108 Introduction to Database Applications 1 s.h.**

An introduction to database management concepts. Instruction will cover database management concepts, the use of software to create, retrieve, and alter simple databases, and the writing of simple programs to automate database management operations. No previous experience with computers is assumed.

## **Management Courses**

*Note: Prerequisite for all 300-level management courses: Students must have a declared major. Registration in any 300-level*

*management course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.*

### **MGMT 241 Fundamentals of Management 3.s.h.**

This course is a survey of theories for managing people and organizations. The evolution of management thought is traced—notably the contributions of the classical, behavioral and management science schools—in order to understand contemporary management. Topics include planning, decision-making, organizing, leading, and controlling. Leadership, group processes, global environment, diversity and ethics are also emphasized.

*Prerequisites:* SoS, ACCT 100 or ECON 111, 112 or ECON 110 all with a grade of "C" or better, or BUS 111.

### **MGMT 341 Human Resource Management 3.s.h.**

Study of the practices and activities associated with managing human resources. Topics include: equal employment opportunity, recruitment, selection, training, and compensation.

*Prerequisites:* JrS ; MGMT 241 and a major in PACC, BSEC, BSAC, BSMG, ECON or SMGT minor.

### **MGMT 343 Organizational Behavior 3.s.h.**

Individual and group behavior in relation to the management process. Applications of behavioral theory and empirical knowledge to problems of individuals in organizations. Learning, motivation, attitudes, and conflict in terms of implications for management. Research and theory of group dynamics and the application of group behavior in formal organizations. Group membership, norms, conformity, power, structural properties of groups.

*Prerequisites:* JrS; MGMT 241 with a grade of "C" or better, and a major in PACC, BSEC, BSAC, BSMG, or ECON with a 2.0 minimum major GPA..

### **MGMT 345 Strategic Management 3.s.h.**

This is the capstone course for the Business Economics major. It incorporates and integrates the content of the core courses of the major. Theories, models, and frameworks highlight aspects of strategic management, and a portion of the course is devoted to team projects. The course employs real business cases to demonstrate the formulation and implementation of business strategy in a variety of actual situations. Student teams prepare and present several case analyses, and compete in a realistic computer-simulated industry setting. Writing assignments include case presentations, case exams in essay form, and short papers. The course emphasizes the ability to analyze and synthesize fact-rich, complex business situations, to provide realistic recommendations for actions, and to communicate the results effectively in oral and written form.

*Prerequisite:* SrS; ACCT 122, ECON 211, ECON 212, FINC 231, LAW 222, MGMT 241, MKTG 261, and MGMT 343 all with a grade of "C" or better, and a major in PACC, BSEC, BSAC, BSMG, or ECON with a minimum 2.0 major GPA.

### **MGMT 353 Production & Operations Management 3.s.h.**

This course focuses on the process of creating goods and services. Topics include operations strategy, process design and management, enterprise resource planning, quality management, decision analysis, and forecasting. This course covers many concepts, systems, and methods of operations management with emphasis on quantitative methods and including a team-based computer simulation.

*Prerequisites:* SrS; ACCT 122, ECON 211, FINC 231, MGMT 241, MKTG 261 all with a grade of "C" or better, STAT 101, INTD 107 or CSCI 100, and a major in PACC, BSEC, BSAC, BSMG with a minimum 2.0 major GPA.

**MGMT 354 Corporate Social Responsibility 3.s.h.**

The course provides a managerial perspective on the social consequences of corporate decision-making. Introductory material includes a review of moral theory, moral development and ethical organizational climates. Free market, enlightened self-interest and stakeholder approaches are applied to a range of historical cases. Students will analyze contemporary cases and present reports and recommendations. Professional accounting ethics guidelines and standards will be reviewed and discussed, with attention given to the accountant's role and obligations with respect to clients, the capital markets system, and the public. (WS2)

*Prerequisites:* JrS, MGMT 241 with a "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**MGMT 365 Project Management 3.s.h.**

This course provides a comprehensive exploration of the project management process. It is designed to develop skills required for planning, implementation, and meeting project goals by using such advanced quantitative tools as networking, PERT/CPM, bar charting, manpower loading, computerized scheduling, and resource allocation. Decision-making tools and methods of identifying, analyzing, monitoring, and controlling risks are considered. The course explores the benefits of and obstacles to the collaborative model, examines techniques for successful teamwork, and covers methods of persuasion, negotiation, and conflict management in culturally diverse environments. Software is used intensively to provide hands-on experience in project management.

*Prerequisites:* JrS; ACCT 122, MGMT 241, both with a grade of "C" or better, (INTD 107 and INTD 108, or CSCI 100), STAT 101, (MATH 105 or BUS 200), and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**Management Information Systems Course**

*Note: Prerequisite for all 300-level MIS courses: Students must have a declared major. Registration in any 300-level MIS course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.*

**MIS 351 Management Information Systems 3.s.h.**

Focuses on fundamental management issues of information systems technology. Topics include personal productivity and business operations, data integration, decisions and models, organizational databases, decision support systems, and organization intelligence systems, strategic implications of information systems, designing and managing information systems. This course covers all types of management information systems and includes a team-based development of application cases in MIS. *Prerequisite:* SrS; MGMT 241 with a grade of "C" or better; CSCI 100, 116, or INTD (106, 107, and 108); STAT 101, 261, or PSYC 110; and a major in PACC, BSEC, BSAC, BSMG, ECON, or CSCI with a minimum 2.0 major GPA.

**Marketing Courses**

*Note: Prerequisite for all 300-level marketing courses: Students must have a declared major. Registration in any 300-level marketing course must not interfere with the student's ability to complete the major in which he/she is declared or delay graduation.*

**MKTG 261 Fundamentals of Marketing 3 s.h.**

This introductory marketing course is primarily organized around the four elements of marketing strategies: product, price, place (distribution) and promotion. The course also covers marketing research methods, customer behavior, segmentation, targeting, and global marketing.

*Prerequisites:* SoS and ECON 110 or ECON 111 "C" or better.

**MKTG 360 Sales and Sales Management 3.s.h.**

A course aimed at helping students develop persuasive skills on behalf of products, concepts, and services while also helping them develop an in-depth understanding of salesmanship processes both short-term from an interactive standpoint and long-term from a standpoint of working out a pre-determined multi-stage plan. The many roles of sales management will be incorporated as they pertain both directly and in their many influential aspects.

*Prerequisites:* JrS, ACCT 100 and ECON 111 or ECON 110 and MKTG 261 all with a "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**MKTG 361 Marketing Management 3.s.h.**

This is the capstone course for the Marketing concentration. The analysis of marketing problems and programs from the viewpoint of the high-level marketing executive. Emphasis upon the building of integrated marketing programs, including the significance of products, pricing, promotion, and marketing strategy. The contributions of marketing research and new analytical tools are also included.

*Prerequisites:* JrS; MKTG 261, ACCT 100, (ECON 110 or 111), two of the following MKTG 360, 362, 363, 364, or 366, all with a grade of "C" or better, and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**MKTG 362 Marketing Research 3.s.h.**

The study of the nature and application of marketing research. Topics include problem formulation, research and sample design, questionnaire construction and behavioral and multivariate analysis. Emphasis will be placed on providing a sound theoretical background in the area of marketing research. Case study format.

*Prerequisites:* JrS; (ECON 110 or 111), MKTG 261 both with a grade of "C" or better, (STAT 101 or PSYC 110), and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**MKTG 363 Advertising Management 3.s.h.**

This is a course with a management point of view that examines the role of advertising in the marketing mix, and the media selection process, along with the development of copy strategy, and the production of advertisements.

*Prerequisite:* JrS; (ECON 110 or 111), MKTG 261 both with a grade of "C" or better, and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**MKTG 364 Consumer Behavior 3.s.h.**

Building on theories and empirical evidence from multiple disciplines including microeconomics, psychology, and sociology, this course is an in-depth analysis of consumer motivation, attitude formation, information search, decision-making and consumption behavior. Marketing applications are abundantly discussed.

*Prerequisites:* JrS (ECON 110 or ECON 111) and MKTG 261 "C" or better; and a major in PACC, BSEC, BSAC, BSMG, or ECON.

**MKTG 366 International Marketing 3.s.h.**

A managerial view of the marketing process as it applies to the international field. Topics include: significance of international trade, international marketing position of the U.S., analysis of foreign markets, organization and administration of international marketing, and special topics.

*Prerequisites:* JrS; MKTG 261, ECON 110 (or 111 and 112) all with a grade of "C" or better and a major in PACC, BSEC, BSAC, BSMG, or ECON.

## Division of Education

*Dr. Joanne M. Curran, Associate Dean*

The faculty of the Division of Education are committed to the development of knowledgeable, ethical, and reflective teachers. Steeped in a strong liberal arts tradition, the programs focus on the development of teachers as educational professionals, leaders, reflective practitioners, and global citizens.

### General Requirements in Teacher Education Programs

Because of the importance of having outstanding people serve as teachers in our nation's schools, those interested in teaching careers should be aware of several requirements that apply at Oneonta. In addition, the programs have been revised to ensure they are current and provide the best sequence of courses and experience. Students should contact their advisor for current information.

### New York State Testing Program

Students will be required to take the New York State Teacher Certificate Examinations. The Liberal Arts and Sciences Test (L.A.S.T.) should be taken prior to methods.

New York State regulations require that each applicant for an initial certificate submit evidence of having achieved a satisfactory level of performance on the Liberal Arts and Sciences Test, on the Written Assessment of Teaching Skills (ATS-W), and on the Content Specialty Test (C.S.T.) portion of the New York State Teacher Certification Examinations.

### Foreign Language Requirements

There are two Foreign Language Requirements that must be met: (1) SUNY General Education, and (2) New York State Teacher Education. Please see advisement document and/or advisor for further details.

### Child Abuse

All individuals making application for teaching certificates are required to have completed the required curriculum in the identification and reporting of suspected child abuse or maltreatment. This requirement is satisfied by completing EDUC 213.

### School Violence and Safety

All individuals making application for teaching certificates are required to have completed curriculum in school violence prevention and intervention, as well as preventing child abduction, preventing alcohol, tobacco and other drug abuse, providing safety education and providing instruction in fire and arson prevention. This requirement is satisfied by completing EDUC 213.

### Finger Printing

All individuals making application for teaching certificates are required to satisfy the fingerprint investigation. Candidates are encouraged to do this early in the program.

### Field Component

Students should anticipate that part of their preparation will occur in public-school settings/agencies and should be prepared for the additional travel and/or expense that this could entail. Students should also be prepared to dress professionally when visiting schools and agencies.

Each program of preparation requires at least 100 clock hours of field experience as well as one full semester devoted to college-supervised student teaching in a school setting.

### Transfer Policy

EDUC/EPsy courses may not be more than five (5) years old. Required courses in other content areas may not be more than ten (10) years old.

Courses listed on the teacher education transfer template as not accepted by Oneonta can be reviewed by the appropriate department chair to determine whether additional work completed can be substituted for the required courses (EDUC 206 or EPsy 240 or 250).

### Elementary Education and Reading

*Professor:* Mi (Chair), LaAssonde; *Associate Professors:* Avery; *Assistant Professors:* Chryst, Kamina, Levine, McKay; *Lecturers:* Dengler, Gallagher

*Note: All education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the New York State Regents and the New York State Education Department. Although this catalog was accurate when submitted for publication, students should check with their advisor or the Office of Education Advisement & Field Experience concerning course or programmatic changes before matriculating into or registering for courses in these programs.*

### Degree

Bachelor of Science

### Teacher Certification Programs and Concentrations

The Elementary Education and Reading Department offers three undergraduate Programs leading to teacher certification. Programs require students to complete a 30 hour concentration in an area consistent with the New York State Learning Standards. A minimum of 18 credits of upper division courses are required for each concentration. Listed below are the Programs with their concentrations:

Early Childhood Education (Birth - Grade 2)

*Concentrations:* Biology, Chemistry, Computer Science and Technology, Earth Science, English, French, Spanish, General Science, Geography, Liberal Arts and Science, Mathematics, Political Science, or Social Studies.

Childhood Education (Grades 1-6)

*Concentrations:* Biology, Chemistry, Computer Science and Technology, Earth Science, English, French, Spanish, General Science, Geography, Liberal Arts and Science, Mathematics, Political Science, or Social Studies.

Early Childhood/Childhood Education Dual Certificate (Birth - Grade 6)

*Concentrations:* Biology, Chemistry, Computer Science and Technology, Earth Science, English, French, Spanish, General Science, Geography, Liberal Arts and Science, Mathematics, Political Science, or Social Studies.

### Requirements for the Majors

Education students must complete the Professional Education course work sequence including at least 100 clock hours of field experience prior to student teaching and a full semester of student teaching.

*Health Unit Requirement:* One of the requirements for a New York State teaching certificate is successful completion of a unit of study covering the topics of drugs, alcohol, and tobacco. Education majors must satisfy this requirement by completing EDUC 213.

### Admission to Education Programs

#### I. Declaration of Major

Upon acceptance to the College students should declare a specific education program as their major and an area of concentration. At that time they will be assigned an advisor.

#### II. Application for Candidate Status

Students apply for candidacy one semester prior to taking the methods sequence. To be eligible for methods, the student must meet the following:

- Must have completed all required coursework prior to methods and student teaching.
- Must have a minimum of 2.8 GPA in their professional education core courses, a minimum 2.8 cumulative GPA, and 2.8 minimum average in their concentration courses.
- No grades below "C" (2.0) in related work.
- Have completed 92 semester hours by the end of the semester of application.
- Removal of all incomplete and pending grades in required courses.
- Passed the College Writing Examination.
- Completed the Candidacy Essay.

### III. Application for Student Teaching

Education students will follow application procedures determined by the Office of Education Advisement and Field Experience. Students in the semester preceding student teaching must attend the publicized Application Meeting. Subsequently, a student teaching assignment will be given provided eligibility requirements have been met.

- Students must be a candidate in the teacher education programs.
- Students must successfully complete all student teaching prerequisites designated by their program.
- Candidates must have a minimum cumulative 2.8 GPA, a minimum 2.8 GPA in their concentration courses, and a minimum 2.8 GPA in six professional education core courses and a minimum 2.8 GPA in the methods sequence.
- Candidates must achieve a "C" or better in each methods course to progress to their next semester (next methods or student teaching). If a student needs to repeat the methods block, a minimum 2.8 gpa across all current methods courses taken in the current methods block semester must be demonstrated.
- Taken the L.A.S.T. exam.
- Application completed.
- Approval by the Office of Education Advisement and Field Experience and the department chair.

### IV. Student Teaching Placements

Student teaching placements are made by the Office of Education Advisement and Field Experience in collaboration with the department chair and faculty.

### Notes on Degree Requirements

In the methods sequence of 15 s.h., students are required to do extensive field work. Students are not allowed to take additional courses.

### Elementary Education and Reading Department Requirements – Early Childhood Education (Birth - Grade 2)

*NOTE: No current students can transfer into this program as of Fall 2012. No new students will be admitted to this program as of Fall 2013.*

### Courses in Professional Education, General Education, and Related Work

The following patterns represent overall course requirements for Early Childhood Education majors.

#### I. Professional Education Sequence

##### Pre-Methods

EDUC 106	Issues in Education	3 s.h.
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EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EDUC 283	Introduction to Preschool Education	3 s.h.
EDUC 284	Development of Language and Literacy	3 s.h.
CHLD 170	Child in the Family	3 s.h.
CHLD 376	Infant and Toddler Education	3 s.h.

##### Methods

EDUC 235	Reading and Literacy I	3 s.h.
EDUC 305	Early Childhood Curriculum and Assessment	3 s.h.
EDUC 306	Integrated Curriculum in Primary Classroom	3 s.h.
EDUC 385	Issues and Advocacy in Early Childhood Education	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.

##### Student Teaching

EDUC 395	Student Teaching and Capstone	15 s.h.
Sub Total		51 s.h.

### II. Related Work Fulfilling General Education 2000 Requirements

EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
EPSY 240	Child Growth and Development	2 s.h.
EPSY 241	Educational Applications in Development Psychology	1 s.h.

##### Health

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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##### Math

MATH 108	Basic Concepts of Mathematics I	3 s.h.
MATH 109	Basic Concepts of Mathematics II	3 s.h.

##### Technology

EDUC 253	Integrating Technology into the Curriculum: Elementary School	3 s.h.
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##### Science

2 Science courses with lab in different departments	6 s.h.
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##### Humanities

One course in literature or philosophy	3 s.h.
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##### Basic Writing

COMP 100	Composition	3 s.h.
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##### Social Science

Met through EPSY (above) and choose one: PSYC 100, SOCL 100, SOCL 110, or ANTH 100	3 s.h.
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##### American History

HIST 144	U.S. History I or	3 s.h.
HIST 145	U.S. History II	

##### Western Civilization

HIST 100	Western Civilization I or	3 s.h.
HIST 101	Western Civilization II	

##### Other World Civilizations

One course with an H02 attribute	3 s.h.
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##### Fine Arts (Art, Music, Theater)

One course in these departments, not performance	3 s.h.
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##### Foreign Language

0-6 s.h.

The Education Foreign Language requirement can be fulfilled in one of three ways:

- Complete a college level foreign language through the 102 or higher level (ALS is permitted).
- Pass the foreign language proficiency exam at the 102 level (250 or higher score).
- Successfully complete three years of the same foreign language at the high school level.

**General Education 2 Foreign Language:**

Complete a foreign language course with an FL2 attribute or pass the foreign language proficiency exam with a 200 or higher score.

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Sub Total 43-49 s.h.

**III. Concentration**

Students are required to select one of thirteen concentrations that have been approved by NYSED 30 s.h.

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Total 124-130 s.h.

## **Elementary Education and Reading Department Requirements – Childhood Education (Grades 1-6)**

### **Courses in Professional Education, General Education, and Related Work**

The following patterns represent overall course requirements for Childhood Education majors.

**I. Professional Education Sequence****Pre-Methods**

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EDUC 284	Development of Language and Literacy	3 s.h.
EDUC 235	Reading and Literacy I	3 s.h.

**Methods**

EDUC 220	Curriculum Integration and Assessment	3 s.h.
EDUC 222	Social Studies and the Arts	3 s.h.
EDUC 236	Reading and Literacy II	3 s.h.
EDUC 240	Math and Technology	3 s.h.
EDUC 260	Science and Technology	3 s.h.

**Student Teaching**

EDUC 395	Student Teaching and Capstone	15 s.h.
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Sub Total 45 s.h.

**II. Related Work Fulfilling General Education 2000 Requirements**

EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
EPSY 240	Child Growth and Development	2 s.h.
EPSY 241	Educational Applications of Developmental Psychology	1 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.

**Health**

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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**Math**

MATH 108	Basic Concepts of Mathematics I	3 s.h.
MATH 109	Basic Concepts of Mathematics II	3 s.h.

**Technology**

EDUC 253	Integrating Technology into the Curriculum: Elementary School	3 s.h.
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**Science**

2 Science courses with labs in different departments	6 s.h.
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**Humanities**

One course in literature or philosophy	3 s.h.
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**Basic Writing**

COMP 100	Composition	3 s.h.
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**Social Science**

GEOG 100	Introductory Geography or
GEOG 230	Cultural Geography

and

AHIS 266	History of New York State	6 s.h.
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**American History**

HIST 144	U.S. History I or	
HIST 145	U.S. History II	3 s.h.

**Western Civilization**

HIST 100	Western Civilization I or	
HIST 101	Western Civilization II	3 s.h.

**Other World Civilizations**

One course with H02 attribute	3 s.h.
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**Fine Arts (Art, Music, Theater)**

One course in these departments, not performance	3 s.h.
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**Foreign Language**

The Education Foreign Language requirement can be fulfilled in one of three ways:

1. Complete a college level foreign language through the 102 or higher level (ALS is permitted).
2. Pass the foreign language proficiency exam at the 102 level (250 or higher score).
3. Successfully complete three years of the same foreign language at the high school level.

**General Education 2 Foreign Language:**

Complete a foreign language course with an FL2 attribute or pass the foreign language proficiency exam with a 200 or higher score.

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Sub Total 49-55 s.h.

**III. Concentration**

Students are required to select one of thirteen concentrations that have been approved by NYSED 30 s.h.

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Total 124-130 s.h.

## **Elementary Education and Reading Department Requirements – Early Childhood/Childhood Education Dual Certificate (Birth - Grade 6)**

### **Courses in Professional Education, General Education, and Related Work**

The following patterns represent overall course requirements for Early Childhood/Childhood Education majors.

**I. Professional Education Sequence****Pre-Methods**

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EDUC 283	Introduction to Preschool Education	3 s.h.
EDUC 284	Development of Language and Literacy	3 s.h.
CHLD 170	Child in the Family	3 s.h.

**Methods #1 (B-2)**

EDUC 235	Reading and Literacy I	3 s.h.
EDUC 305	Early Childhood Curriculum and Assessment	3 s.h.
EDUC 306	Early Childhood Curriculum and Assessment	3 s.h.
EDUC 385	Issues and Advocacy in Early Childhood Education	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.

**Methods #2 (1-6)**

EDUC 220	Curriculum Integration and Assessment	3 s.h.
EDUC 222	Social Studies and the Arts	3 s.h.
EDUC 236	Reading and Literacy II	3 s.h.
EDUC 240	Math and Technology	3 s.h.

EDUC 260	Science and Technology	3 s.h.
Student Teaching		
EDUC 395	Student Teaching and Capstone	15 s.h.
Sub Total		63 s.h.

**II. Related Work Fulfilling General Education 2000 Requirements**

EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
EPSY 240	Child Growth and Development	2 s.h.
EPSY 241	Educational Applications of Developmental Psychology	1 s.h.
Health		
EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
Math		
MATH 108	Basic Concepts of Mathematics I	3 s.h.
MATH 109	Basic Concepts of Mathematics II	3 s.h.
Technology		
EDUC 253	Integrating Technology into the Curriculum: Elementary School	3 s.h.
Science		
2 Science courses with labs in different departments		6 s.h.
Humanities		
One course in literature or philosophy		3 s.h.
Basic Writing		
COMP 100	Composition	3 s.h.
Social Science		
GEOG 100	Introductory Geography or	
GEOG 230	Cultural Geography and	
AHIS 266	History of New York State	6 s.h.
American History		
HIST 144	U.S. History I or	
HIST 145	U.S. History II	3 s.h.
Western Civilization		
HIST 100	Western Civilization I or	
HIST 101	Western Civilization II	3 s.h.
Other World Civilizations		
One course with HO2 attribute		3 s.h.
Fine Arts (Art, Music, Theater)		
One course in these departments, not performance		3 s.h.
Foreign Language		0-6 s.h.
The Education Foreign Language requirement can be fulfilled in one of three ways:		
1. Complete a college level foreign language through the 102 or higher level (ALS is permitted).		
2. Pass the foreign language proficiency exam at the 102 level (250 or higher score).		
3. Successfully complete three years of the same foreign language at the high school level.		
General Education 2 Foreign Language: Complete a foreign language course with an FL2 attribute or pass the foreign language proficiency exam with a 200 or higher score.		
Sub Total		49-52 s.h.

**III. Concentration**

Students are required to select one of thirteen concentrations that have been approved by NYSED	30 s.h.
Total	139-145 s.h.

**Education Courses**

*Note: All education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the New York State Regents and the New York State Education Department. Although this catalog was accurate when submitted for publication, students should check with their advisor or the Office of Education Advisement & Field Experience concerning course or programmatic changes before matriculating into or registering for courses in these programs.*

**EDUC 106 Issues in Education 3 s.h.**

The seminar provides first-year teacher candidates with an introduction to several fundamental education issues facing society. Specific goals for students include understanding and using some of humanity's most important and challenging ideas, developing good academic skills (reading, writing, speaking, listening), and learning about the values and rigors of academic discipline including portfolio development. Students will review the conceptual framework, use technology as a learning tool, and create an academic plan. In particular, students will examine educational issues and beginning development of educational professional skills with strong emphasis on writing. (WS2)  
*Prerequisites: Open to Education majors only, cannot be taken concurrently with COMP 100.*

**EDUC 146 Child Development Associate (CDA) Seminar 3 s.h.**

A training program for those currently in the field of early childhood education who are working toward the Child Development Associate credential. This is a national competency-based credential for child care staff in center-based, family day care, and home-visitor programs.

**EDUC 201 Diversity and Teaching 3 s.h.**

This course is designed to give prospective teachers (N-12) the knowledge, skills, and attitudes needed to understand the impact of diversity on today's schools, work effectively with diverse populations, integrate cultural diversity into the curriculum and use the understanding of diverse students to enhance learning. A field experience component is included. N-12 curriculum will be reviewed in this light. (LA)  
*Prerequisites: Open to Education majors only, SoS, EDUC 106.*

**EDUC 206 Philosophy and Foundations of Education 3 s.h.**

A study of the philosophical, historical, political, legal, sociological, and ethical bases of American N-12 schools, including the experiences of under-represented groups. Different types of assessments, in addition to field observations, may include research papers, use of the Internet, reflective writing, in-class tests, large and small group discussions, and oral presentations. Open to Education majors only. (WS2)  
*Prerequisites: EDUC 106, Education major, SoS.*

**EDUC 213 Education Law Requirements Related to Health and Safety Issues 1 s.h.**

The course provides education majors with essential information in accordance with NYSED regulations related to identifying and reporting suspected child abuse, identification and prevention of drug, alcohol and tobacco related problems of the school age population, school violence prevention and intervention, fire and arson prevention, and general safety education.  
*Prerequisites: SoS, Education majors only.*

**EDUC 220 Curriculum Integration and Assessment 3 s.h.**

This course serves to integrate the education professional semester focusing on curriculum, research and assessment. Topics include standardized and authentic assessment strategies, management of the classroom community of diverse learners and self-reflection through the continued development of a professional portfolio. A field practicum is included. Must be taken concurrently with EDUC 222, EDUC 236, EDUC 240, EDUC 260.

*Prerequisite:* SrS, successful completion of application to candidacy.

### **EDUC 222 Social Studies and the Arts 3 s.h.**

Students will learn the contents of social studies according to New York State Standards and integrate the arts into lesson and unit plans. They will practice current teaching strategies, explore special topics using the Internet, and incorporate the study of diverse cultures. The course will include peer evaluations, class participation, and a field experience. Must be taken concurrently with EDUC 220, EDUC 236, EDUC 240, EDUC 260.

*Prerequisite:* SrS, successful completion of application to candidacy.

### **EDUC 235 Reading and Literacy I 3 s.h.**

This course will focus on reading theories and the developmental process of reading instruction and literacy with an emphasis on comprehension and the relationship between reading and writing. Indirect and direct models of the teaching of reading will be examined. A balanced literacy model, with flexible use of word recognition skills will be emphasized and practiced. Issues of diversity will be addressed through children's literature and technology. Topics for study include emergent literacy, evaluation, and the creation of a literature environment. A field component is included.

*Prerequisites:* JrS, education major, completion of EDUC 106, 201, 206, 284, EPSY 275 and 240.

### **EDUC 236 Reading and Literacy II 3 s.h.**

Formulation of a theoretical basis for practical applications of reading and writing in the classroom. Looking at the teacher's role in developing literacy, with an emphasis on a critical exploration of literature, technology, and other resources. Focus on instructional planning, classroom organization, and assessment. Opportunities for observation and application with attention to meeting the literacy needs of diverse learners. Examination of content area reading and professional development. Must be taken concurrently with EDUC 220, EDUC 222, EDUC 240, EDUC 260.

*Prerequisite:* SrS, successful completion of application to candidacy.

### **EDUC 240 Math and Technology in Elementary Education 3 s.h.**

Re-examines the nature of mathematics in light of NCTM and New York State Standards and explores technology integration across the curriculum. Topics include numeration and number sense, probability and statistics, and geometry and measurement. Format consists of: small group, hands-on activities, computer laboratories, and reflective writing. Course requirements include: a microteaching lesson, the development of a teaching resource file and problem-solving kit appropriate for diverse learners and a field component. Must be taken concurrently with EDUC 220, EDUC 222, EDUC 236, EDUC 260.

*Prerequisite:* SrS, successful completion of application to candidacy.

### **EDUC 246 Development of Language and Adolescent Literacies 3 s.h.**

This course will focus on the relationship of language and cognition; language acquisition theories; and the stages of oral and written language development with a particular emphasis on adolescent literacies across the curriculum. The course will help to prepare teachers of adolescents in all content areas to understand language and literacy, how it is acquired and used from early childhood through adolescence, and how to relate this understanding to the adolescent classroom. Includes field experience.

*Prerequisite:* College Writing Exam passed.

### **EDUC 253 Integrating Technology into the Curriculum: Elementary School 3 s.h.**

A hands-on experience exploring the potential of computer technology and a multimedia approach to facilitate curriculum integration, problem solving, and the teaching & learning of knowledge in elementary education content areas. The focus is on software exploration and facilitation for both teacher and student use, and a review of current research pertaining to technology in education.

*Prerequisites:* SoS, EDUC 106 completed or concurrently enrolled.

### **EDUC 254 Integrating Technology into the Curriculum: Middle and High School 3 s.h.**

Explores the potential of computer technology and a multimedia approach to facilitate curriculum integration, problem solving, and the teaching and learning of knowledge in various adolescence education curriculum areas. The focus is on software exploration and facilitation, the development of technology integration plans, and review of current research pertaining to technology in education. Acceptance into an adolescence education program required. This course will be offered at least three times a year.

*Prerequisites:* Adolescent Education majors only and SoS or EDUC 106.

### **EDUC 260 Science and Technology in Elementary Education 3 s.h.**

This course will use an interactive laboratory/discussion process approach which models the teaching/learning aspects of science. Emphasizes content according to New York State Standards, constructivist methodology, and diverse student learning needs. Students will develop skills in teaching, assessment, research, technology, reflective thinking, and self-evaluation. Includes portfolio development and field experience. Must be taken concurrently with EDUC 220, EDUC 222, EDUC 236, EDUC 240.

*Prerequisite:* SrS, successful completion of application to candidacy.

### **EDUC 283 Introduction to Preschool Education 4 s.h.**

The principles and practices of early childhood education with a focus on meeting the cognitive, social-emotional and physical developmental needs of three- and four-year-old children form the base of this course. Observation, documentation, activity planning and implementation and assessment are part of a field work component in preschool settings. An emphasis on the development of positive, collaborative relationships with diverse families is included. Cooperative projects, field experience and service learning serve to empower teacher candidates.

*Prerequisites:* JrS, with department approval.

### **EDUC 284 The Development of Language and Literacy 3 s.h.**

This course focuses on the relationship of language, cognition, and culture. Language acquisition theories, linguistic and ethnic diversity, the effects of home environment on language acquisition, and the stages of oral and written language development will be addressed. The course content includes the history of language, uses of language for a variety of purposes, grammar, dialect, and language usage within a global society. Includes a field component.

*Prerequisites:* JrS, EPSY 275 or EPSY 240, College Writing Exam passed.

### **EDUC 292 Expressive Arts for Young Children 3 s.h.**

This course focuses on the value of expressive arts, and how they are integrated into the curriculum to teach the content areas. A workshop format is utilized to explore the following: art, music, movement, dance, creative drama, dramatic play, puppetry storytelling, children's literature, and process writing. In support of the NYS Standards of the Arts, critical evaluation of works in the arts and discussion of how personal and cultural forces shape artistic communication are included.

*Prerequisite:* SoS.

**EDUC 294 Special Topics in Education 1-3 s.h.**

A series of one, two, or three semester hour courses. The objective is to meet the needs and interests of undergraduate students in their pursuit of their particular curriculum. Accordingly, course titles will vary session to session.

*Prerequisites:* SoS and one EDUC course.

**EDUC 295 Teaching Assistantship 1 s.h.**

This course provides a college level teaching experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as mentoring, assisting in course preparation, participation in classroom presentations, group facilitation or tutoring. Specific responsibilities, amount of credit, and assessment criteria will be agreed to and outlined in writing prior to the beginning of the course by the student and faculty member. Applicants must complete the College Undergraduate Teaching Assistantship Application and meet all stated prerequisites.

*Prerequisites:* See College-wide minimum requirements; applicants should have an overall GPA of at least 3.0 and an Education core GPA of at least 3.0.

**EDUC 305 Early Childhood Curriculum and Assessment: Social Studies and Arts 3 s.h.**

An integrated curriculum with a special emphasis on literacy social studies, the arts, health and physical education in the kindergarten, first and second grade classrooms is the focus of this course. Candidates use knowledge of developmentally appropriate practice and the New York State Learning Standard to develop supportive, inclusive learning environments and a meaningful and challenging curriculum. Candidates plan, implement and assess learning experiences for diverse students. Building family and community relationships, cooperative projects, field experiences and service learning serve to empower candidates. Must be taken concurrently with EDUC 235, EDUC 306, and EDUC 385.

*Corequisites:* EDUC 235, EDUC 306, EDUC 385.

*Prerequisite:* JrS.

**EDUC 306 Early Childhood Curriculum and Assessment: Math, Science, Technology 3 s.h.**

Developmentally effective teaching strategies and appropriate content for teaching mathematics, science and technology in kindergarten and primary classrooms serve as the base for this course. Candidates use their knowledge of child development and the New York State Learning Standards to design, implement and assess constructivist learning experiences for diverse learners. Building family and community relationships, cooperative projects, field experiences and service learning are major course components which empower teacher candidates. Must be taken concurrently with EDUC 235, EDUC 305, EDUC 385.

*Corequisites:* EDUC 235, EDUC 305, EDUC 385.

*Prerequisite:* JrS.

**EDUC 317 Instructional Strategies for Middle School Teaching and Learning 3 s.h.**

A study of instructional strategies and resources appropriate for the teaching and learning of the middle school student (grades 5-9). Topics include (but are not limited to) early adolescent development, literacy, social skills, content, curricular integration, and assessment. An opportunity is provided to bridge theory and practices through active participation, observation and reflection in a variety of class/field experiences.

*Prerequisite:* One of the following: ENED 392, FLED 392, MTHE 392, SCED 392, SSED 392, EDUC 220 with a concentration in a NYS Learning Standard content area.

**EDUC 333 Adaptive Reading Strategies 3 s.h.**

This course focuses on the adaptations of teaching materials (including multi-media) and instructional methods for teaching literacy to diverse learners. Central to the discussion will be a variety of reading assessments and strategies that emphasize culturally responsive teaching. Requires a field component.

*Prerequisites:* JrS and EPSY 229.

**EDUC 346 Teaching Reading in Content Areas 3 s.h.**

This course develops middle grade and secondary classroom procedures for teaching reading and study skills in English, mathematics, social studies, science, and other subject areas. Attention will be given to the identification of learner's needs, cognitive, social, and emotional development, educational and vocational implications of reading difficulties for diverse learners and English Language Learners, and the use of technology to assist the teaching and learning process. Includes a field component.

*Prerequisite:* EDUC 246.

**EDUC 382 Classroom Visual Arts 3 s.h.**

Provides elementary school teachers with an opportunity to develop visual art activities as part of the total curriculum. Considers visual art as part of the building of a classroom environment. Course examines how art can enhance teaching as it explores methods, materials, and topics.

*Prerequisite:* JrS.

**EDUC 385 Issues and Advocacy in Early Childhood Education 3 s.h.**

This course is designed for early childhood teacher candidates to explore some of the current issues related to the field of early childhood education such as: building family and community partnerships; professionalism including ethics; using developmentally effective approaches; appropriate early childhood assessment; affordable, quality child care; resilience and students at risk; diversity including gender issues; violence in children's lives; media and technology; societal impact on children and families; and meeting the needs of the world's children. A case approach is utilized. Advocacy work, cooperative projects, service learning, and field work empower candidates to become change agents. Must be taken concurrently with EDUC 235, EDUC 305, EDUC 306, and EPSY 229.

*Corequisites:* EDUC 235, EDUC 305, EDUC 306, EPSY 229.

*Prerequisite:* JrS.

**EDUC 393 Critical Literacy in Educational Research 2 s.h.**

This course is designed to provide opportunities to develop the ability to read and write with a critical perspective within the standards of academic discourse. The focus is on the development of scholarly reading and writing through the critical analysis of teaching and learning approaches.

*Prerequisite:* Permission of department chair, matriculated in graduate program.

**EDUC 394 Special Topics in Education 1-3 s.h.**

Study of special topics, allowing students to pursue study in areas of interest or weakness.

*Prerequisite:* SrS.

**EDUC 395 Student Teaching and Capstone 15 s.h.**

The full-semester student teaching experience is divided into two sessions; one primary and one intermediate level. To be admitted to student teaching, all coursework and non-course requirements must be completed. (OS2)

*Prerequisites:* SrS, EDUC 220, 222, 236, 240, 260 or EDUC 235, 305, 306, 385.

**EDUC 399 Independent Study in Education 3 s.h.**

Special studies under department supervision for juniors and seniors of advanced ability. Admission by consent of department chair and instructor involved.



*Prerequisites: JrS and 6 s.h. (200-level) EDUC courses.*

*Note: The following courses may be offered irregularly.*

- EDUC 219** Kindergarten Education
- EDUC 225** Integrated Language Arts and Social Studies in Elementary Education
- EDUC 227** Integrated Math and Science in Elementary Education
- EDUC 315** Enriching the Classroom Program Through Creative Teaching
- EDUC 316** Creative Experiences for Children
- EDUC 334** Seminar in Reading: Problems in the Instruction/Learning Process
- EDUC 336** Literacy Instruction in the Linguistically Diverse Classroom
- EDUC 343** Workshop in Elementary Mathematics
- EDUC 352** Social Studies in the Elementary School
- EDUC 364** The New York State Elementary Science Program – Experience the Curriculum You'll Teach!
- EDUC 370** Teaching Reading to Students with Special Needs
- EDUC 375** Introductory Philosophy of Education
- EDUC 380** Using the Micro-Computer in the Classroom
- EDUC 389** Introduction to Urban Education

## Secondary Education

*Professor:* Banks (Chair), Bischoff; *Associate Professor:* Van-Slyke-Briggs; *Assistant Professors:* Dean, Jean-Charles, Lawrence, Siegrist; *Lecturer:* Avanzato

*Note: All education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the New York State Regents and the New York State Education Department.*

*Although this catalog was accurate when submitted for publication, students should check with their advisor or the Office of Education Advisement & Field Experience concerning course or programmatic changes before matriculating into or registering for courses in these programs.*

### Degrees

Bachelor of Science

### Majors

Adolescence Education:

Biology  
Chemistry  
Earth Science  
English  
Family and Consumer Sciences Education  
French  
Mathematics  
Physics  
Social Studies  
Spanish

### Requirements for the Majors

Adolescence programs require a Professional Education sequence including at least 100 clock hours of field experience prior to student teaching and a full-time student teaching experience. A minimum of 36 s.h. is required in the major field and related areas. Variations depend upon the subject specialization chosen.

### Admission to Secondary Education Programs

#### I. Declaration of Major (Pre-Professional)

Upon acceptance to the College students should declare an Adolescence Education Major. Students must begin their professional education courses during their first year.

#### II. Application for Candidate Status

Students apply the fall prior to the methods sequence (the appropriate course listed below).

1. English Education: ENED 392
2. Family and Consumer Sciences Education: FCSE 392
3. Foreign Language Education: FLED 392
4. Mathematics Education: MTHE 392
5. Science Education: SCED 392
6. Social Science Education: SSSED 392

To be eligible, the student must meet the following:

- a. Must have a minimum of 3.0 GPA in their professional education core courses, a minimum "B" (3.0) cumulative GPA, and 2.8 minimum average in their major field courses.
- b. Have no more than a total of three grades below "C" (2.0) in the professional education or major field courses.
- c. Must have passed the College Writing Exam.
- d. Have completed professional education core courses by the beginning of the student teaching semester.

#### III. Application for Student Teaching

Secondary Students must apply for student teaching during their methods course. Students will follow the application

procedures determined by the Office of Education Advisement and Field Experience. At the time of admission to student teaching, students must be candidates and have met the following requirements:

- a. Students must successfully complete all student teaching prerequisites designated by their major program.
- b. Candidates must have a minimum cumulative "B" (3.0) GPA, a minimum 2.8 GPA in their major field courses, and a minimum 3.0 GPA in the professional education courses.
- c. No more than a total of three grades below "C" (2.0) in the professional courses or in the major field.
- d. Removal of all incomplete and pending grades in required courses.
- e. Approval by the Office of Education Advisement and Field Experience in collaboration with the Chair of Secondary Education.
- f. All secondary methods courses require a "B-" or better.

#### IV. Student Teaching Placements

Student teaching placements are made by the Office of Education Advisement and Field Experience in collaboration with the Chair of Secondary Education.

### Notes on Certification Requirements

(subject to change)

1. Students should take the New York State Test of Liberal Arts and Science (L.A.S.T.) prior to or during the methods sequence.
2. Students should take the New York State Test Written Assessment of Teaching Skills during their student teaching experience.
3. Students should take the appropriate New York State Content Specialty Test upon completing their major field courses.

### Adolescence Education: Biology Major Requirements

#### I. Professional Education Sequence

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education:	
	Learning and Motivation	3 s.h.
SCED 392	Research Theory and Practice in Middle and High School Science Education	4 s.h.
SCED 396	Student Teaching in Secondary Science	12 s.h.
SCED 398	Seminar in Middle and High School Science Education	3 s.h.
Sub Total		37 s.h.

#### II. Content Courses

BIOL 180	General Biology I	4 s.h.
BIOL 181	General Biology II	4 s.h.
BIOL 201	General Biology III	3 s.h.
BIOL 212	Genetics	4 s.h.
BIOL 216	Evolution	3 s.h.
BIOL 282	Ecology	4 s.h.
BIOL 315	Laboratory Techniques in Biology	2 s.h.
BIOL 362	Microbiology	4 s.h.
Electives in Biology (one Botany, one Zoology)		9-12 s.h.
Sub Total		38-41 s.h.

#### III. Related Courses

*Interdisciplinary Science*

SCIN 315	Technologies in General Science	2 s.h.
SCIN 390	Interdisciplinary Science Capstone	3 s.h.
<i>Education</i>		
EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.
<i>Basic Communication</i>		
COMP 100	Composition	3 s.h.
<i>Health</i>		
EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
<i>Science</i>		
CHEM 111	General Chemistry I	4 s.h.
CHEM 112	General Chemistry II	4 s.h.
CHEM 221	Organic Chemistry I and	
CHEM 322	Organic Chemistry II	
or		
CHEM 226	Elementary Organic Chemistry and	
CHEM 330	Introductory Biochemistry	8 s.h.
PHYS 103	General Physics I and	
PHYS 104	General Physics II (non-calculus)	6 s.h.
<i>Math</i>		
MATH 105	Pre-calculus or	
MATH 173	Calculus I	3-4 s.h.
<i>Foreign Language Requirement</i>		0-6 s.h.
<b>IV. General Education</b>		<b>18 s.h.</b>
		Program Total 136-143 s.h.

## Adolescence Education: Chemistry Major Requirements

<b>I. Professional Education Sequence</b>		
EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
SCED 392	Research Theory and Practice in Middle and High School Science Education	4 s.h.
SCED 396	Student Teaching in Secondary Science	12 s.h.
SCED 398	Seminar in Middle and High School Science Education	3 s.h.
		Sub Total 37 s.h.
<b>II. Content Courses</b>		
CHEM 111	General Chemistry I and	
CHEM 112	General Chemistry II	8 s.h.
CHEM 221	Organic Chemistry I and	
CHEM 241	Descriptive Inorganic Chemistry	3 s.h.
CHEM 322	Organic Chemistry II	8 s.h.
CHEM 331	Biochemistry I	4 s.h.
CHEM 351	Physical Chemistry I and	
CHEM 352	Physical Chemistry II	8 s.h.
CHEM 361	Analytical Chemistry I and	
CHEM 362	Analytical Chemistry II	8 s.h.
CHEM 398	Undergraduate Seminar	1 s.h.
		Sub Total 40 s.h.
<b>III. Related Courses</b>		
<i>Interdisciplinary Science</i>		
SCIN 315	Technologies in General Science and	
SCIN 312	Lab Techniques in Chemistry	4 s.h.
SCIN 390	Interdisciplinary Science Capstone	3 s.h.
<i>Education</i>		
EDUC 246	Development of Language and Ado-	3 s.h.

<i>Adolescence Literacy</i>		
EDUC 346	Teaching Reading in Content Area	3 s.h.
<i>Basic Communication</i>		
COMP 100	Composition	3 s.h.
<i>Health</i>		
EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
<i>Science</i>		
PHYS 203	General Physics I and	
PHYS 204	General Physics II	8 s.h.
BIOL, ESCI, GEOL, METR, OCEA, ASTR	elective	3 s.h.
<i>Math</i>		
MATH 173	Calculus I	4 s.h.
MATH 174	Calculus II	4 s.h.
		Sub Total 40-41 s.h.
<i>Foreign Language Requirement</i>		0-6 s.h.
<b>IV. General Education</b>		<b>18 s.h.</b>
		Program Total 131-137 s.h.

## Adolescence Education: Earth Science Major Requirements

<b>I. Professional Education Sequence</b>		
EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
SCED 392	Research Theory and Practice in Middle and High School Science Education	4 s.h.
SCED 396	Student Teaching in Secondary Science	12 s.h.
SCED 398	Seminar in Middle and High School Science Education	3 s.h.
		Sub Total 37 s.h.
<b>II. Content Courses</b>		
GEOL 120	Introduction to Geology	3 s.h.
GEOL 220	Historical Geology	4 s.h.
ASTR 271	Stars and Galaxies (spring)	3 s.h.
ESCI 315	Laboratory Techniques in Earth Science	2 s.h.
METR 110	Introduction to Meteorology	3 s.h.
OCEA 210	General Oceanography	3 s.h.
<i>Earth Materials</i>		
ESCI 215	Earth Materials	3 s.h.
<i>Surface Processes (select one)</i>		
GEOL 370	Geomorphology or	
GEOL 282	Introduction to Hydrology	3 s.h.
<i>Resources, Hazards and the Environment (select one)</i>		
GEOL 201	Environmental Geology or	
GEOL 230	Mineral Resources & Environment (fall) or	
METR 205	The Atmospheric Environment (fall)	3 s.h.
<i>Atmosphere and Beyond</i>		
METR 212	Climatology or	
ASTR 270	Our Solar System (spring)	3 s.h.
		Sub Total 30-31 s.h.

## III. Related Work

<i>Interdisciplinary Science</i>		
SCIN 315	Technologies in General Science (spring)	2 s.h.
SCIN 390	Interdisciplinary Science Capstone	3 s.h.

**Education**

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

**Basic Communication**

COMP 100	Composition	3 s.h.
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**Health**

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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**Science**

CHEM 111	General Chemistry I and	
CHEM 112	General Chemistry II	8 s.h.
PHYS 103	General Physics I and	
PHYS 104	General Physics II (non-calculus)	6 s.h.
	Selection in BIOL, CHEM, ENVS, PHYS	3 s.h.

**Math & Statistics**

MATH 105	Elementary Functions or	
MATH 173	Calculus I	3-4 s.h.
STAT 101	Introduction to Statistics or	
STAT 141	Statistical Software	3 s.h.
	<b>Sub Total</b>	<b>38-39 s.h.</b>

Foreign Language Requirement	0-6 s.h.
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<b>IV. General Education</b>	<b>18-23 s.h.</b>
<b>Program Total</b>	<b>123-136 s.h.</b>

**Adolescence Education: English Major Requirements****I. Professional Education Sequence**

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
ENED 392	Research, Theory and Practice in Middle and High School English Education	4 s.h.
ENED 396	Student Teaching in Secondary English	12 s.h.
ENED 398	Seminar in Middle and High School English Education	3 s.h.
	<b>Sub Total</b>	<b>37 s.h.</b>

**II. Content Courses**

ELIT 270	Shakespeare	3 s.h.
COMP 200	Advanced Composition	3 s.h.
COMP 203	Advanced Composition	3 s.h.
ENED 336	Literature for the Young Adult	3 s.h.
LITR 150	Introduction to Literary Studies	3 s.h.
LITR 250	Approaches to Literature	3 s.h.
WLIT 270	Post Colonial Literature & Culture I or	
WLIT 271	Post Colonial Literature & Culture II	3 s.h.
	Four (4) period courses from list	
	One ALIT, one ELIT, one WLIT, any other from list	12 s.h.
	Two (2) 300-level courses from list	6 s.h.
	<b>Sub Total</b>	<b>39 s.h.</b>

**III. Related Work****Linguistics**

LING 201	Language and Society	3 s.h.
LING 210	Traditional English Grammar or	
LING 215	English Grammar: Modern Approaches	3 s.h.

**Education**

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

**Communication**

COMM 100	Intro to Speech Communication	3 s.h.
MCOM 151	Understanding Mass Communication	3 s.h.

**Basic Communication**

COMP 100	Composition	3 s.h.
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**Health**

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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**Technology**

EDUC 254	Integrated Technology: Middle/High School	3 s.h.
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<b>Foreign Language Requirement</b>	<b>0-6 s.h.</b>
<b>Sub Total</b>	<b>25-28 s.h.</b>

<b>IV. General Education</b>	<b>21-27 s.h.</b>
<b>Program Total</b>	<b>125-134 s.h.</b>

**Family & Consumer Sciences Education Major Requirements****I. Professional Education Sequence**

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
FCSE 392	Research, Theory and Practice in Middle and High School Family & Consumer Science Education	4 s.h.
FCSE 396	Student Teaching in Family & Consumer Science Education	12 s.h.
FCSE 398	Seminar in Middle and High School Family & Consumer Science Education	3 s.h.
	<b>Sub Total</b>	<b>37 s.h.</b>

**II. Content Courses**

HUEC 200	Programs and Issues in Human Ecology	1 s.h.
FOOD 130	Introductory Foods	3 s.h.
FOOD 230	Food Science	3 s.h.
NUTR 140	Nutrition	3 s.h.
CHLD 170	The Child in the Family	3 s.h.
CHLD 272	Parent Education	3 s.h.
CONS 150	Consumer Resource Management	3 s.h.
FAMS 160	The Family in Perspective	3 s.h.
FASH 120	Socio-Psychological Aspects of Dress	3 s.h.
FASH 220	Textiles I	3 s.h.
FASH 280	Interior Design	3 s.h.
FASH 281	Housing	3 s.h.
HUEC 215	Demonstration and Practical Skills for Human Ecology	3 s.h.
	<b>Sub Total</b>	<b>37 s.h.</b>

**III. Related Work****Fine Arts (select one)**

ARTH 109	Survey of the Visual Arts I	
ARTH 110	Survey of the Visual Arts II	
ARTS 140	Two-Dimensional Design	
ARTH 200	The Language of the Visual Arts I	3 s.h.

**Science**

CHEM 100	Chemistry in Everyday Life or	
CHEM 111	General Chemistry I	3-4 s.h.

**Social Science**

ECON 110	Principles of Economics	3 s.h.
HIST 144	U.S. History I or	
HIST 145	U.S. History II	3 s.h.

*Education*

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

*Basic Communication*

COMP 100	Composition	3 s.h.
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*Health*

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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*Technology*

EDUC 254	Integrated Technology: Middle/High School	3 s.h.
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*Foreign Language Requirement*

0-6 s.h.

Sub Total 25-26 s.h.

**IV. General Education****12 s.h.**

Electives	4-11 s.h.
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Program Total 122-129 s.h.

**Adolescence Education: French Major Requirements****I. Professional Education Sequence**

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
FLED 392	Research, Theory and Practice in Middle & High School Foreign Language Education	4 s.h.
FLED 396	Student Teaching in Secondary Foreign Language	12 s.h.
FLED 398	Seminar in Middle and High School Foreign Language Education	3 s.h.
Sub Total		37 s.h.

**II. Content Courses**

FREN 103-104 or equivalent before entering major field

FREN 201	Advanced French I	3 s.h.
FREN 202	Advanced French II	3 s.h.
FREN 208	Survey of French Literature I	3 s.h.
FREN 209	Survey of French Literature II	3 s.h.
FREN 210	Survey of Francophone Literature	3 s.h.
FREN 219	French Phonetics and Conversation	3 s.h.
FREN 220	Advanced Conversation & Composition	3 s.h.
FREN 204	French Civilization I and	
FREN 205	French Civilization II	6 s.h.

*Selections in French Literature (choose three)*

FREN 316	French Literature of the Renaissance	
FREN 317	French Neo-Classical Literature	
FREN 318	The French Enlightenment	
FREN 319	French Literature of the 19th Century	
FREN 320	Modern French Literature	9 s.h.
Sub Total		36 s.h.

**III. Related Work***Education*

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

*Basic Communication*

COMP 100	Composition	3 s.h.
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*Health*

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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*Technology*

EDUC 254	Integrated Technology: Middle/High School	3 s.h.
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Sub Total 13 s.h.

**IV. General Education****24 s.h.**

Electives	12 s.h.
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Program Total 122-125 s.h.

**Adolescence Education: Mathematics Major Requirements****I. Professional Education Sequence**

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
MTHE 392	Research, Theory and Practice in Middle & High School Mathematics Education	4 s.h.
MTHE 396	Student Teaching in Secondary Mathematics	12 s.h.
MTHE 398	Seminar in Middle and High School Mathematics Education	3 s.h.
Sub Total		37 s.h.

**II. Content Courses**

MATH 173	Calculus I	4 s.h.
MATH 174	Calculus II	4 s.h.
MATH 276	Calculus III	4 s.h.
MATH 205	Discrete Mathematical Structures	4 s.h.
MATH 321	Modern Algebra I	3 s.h.
MATH 322	Modern Algebra II	3 s.h.
MATH 323	Linear Algebra and Matrix Theory I	3 s.h.
MATH 335	Modern Geometry I	3 s.h.
MATH 387	Analysis I	4 s.h.
MATH 388	Analysis II	4 s.h.
MATH 301	History of Mathematics	3 s.h.
Sub Total		39 s.h.

**III. Related Work***Statistics*

STAT 261	Probability Models and Statistical Inference	3 s.h.
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*Education*

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

*Basic Communication*

COMP 100	Composition	3 s.h.
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*Health*

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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*Technology*

EDUC 254	Integrating Technology: Middle/High School	3 s.h.
CSCI 200	Practical Computing	3 s.h.

*Foreign Language Requirement*

0-6 s.h.

Sub Total 19-25 s.h.

**IV. General Education****24 s.h.**

Electives	0-3 s.h.
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Program Total 122 s.h.

## Adolescence Education: Physics Major Requirements

### I. Professional Education Sequence

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
SCED 392	Research Theory and Practice in Middle and High School Science Education	4 s.h.
SCED 396	Student Teaching in Secondary Science	12 s.h.
SCED 398	Seminar in Middle and High School Science Education	3 s.h.
Sub Total		37 s.h.

### II. Content Courses

PHYS 203	General Physics I	4 s.h.
PHYS 204	General Physics II	4 s.h.
PHYS 205	General Physics III	3 s.h.
PHYS 287	Intermediate Physics Laboratory	1 s.h.
PHYS 310	Analytical Mechanics/Dynamics	4 s.h.
PHYS 313	Quantum Physics or	
PHYS 320	Thermodynamics	3 s.h.
PHYS 315	Laboratory Techniques in Physics	2 s.h.
PHYS 333	Intermediate Electricity & Magnetism I	3 s.h.
PHYS 335	Electronics/Circuits I or	
PHYS 340	Optics and Lasers	4 s.h.
PHYS 382	Advanced Lab Techniques	3 s.h.
SCIN 390	Interdisciplinary Science Capstone	3 s.h.
ASTR Elective		3 s.h.
Sub Total		37 s.h.

### III. Related Work

#### Education

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

#### Health

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
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#### Basic Communication

COMP 100	Composition	3 s.h.
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#### Interdisciplinary Science

SCIN 315	Technologies in General Science	2 s.h.
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#### Science

CHEM 111	General Chemistry I	4 s.h.
CHEM 112	General Chemistry II	4 s.h.
Elective BIOL, GEOL, METR, OCEA, ASTR		3-4 s.h.

#### Math

MATH 173	Calculus I	4 s.h.
MATH 174	Calculus II	4 s.h.
MATH 276	Calculus III	4 s.h.
MATH 277	Ordinary Differential Equations	3 s.h.

Foreign Language Requirement 0-6 s.h.

Sub Total 38-45 s.h.

### IV. General Education

18 s.h.

Program Total 130-137 s.h.

## Adolescence Education: Social Studies Major Requirements

### I. Professional Education Sequence

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.

EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
SSED 392	Research, Theory and Practice in Middle & High School Social Studies Education	4 s.h.
SSED 396	Student Teaching in Secondary Social Studies	12 s.h.
SSED 398	Seminar in Middle & High School Social Studies Education	3 s.h.
Sub Total		37 s.h.

### II. Content Courses

#### History and Geography of the United States and World

HIST 100	Western Civilization I or	
HIST 101	Western Civilization II or	
HIST 120	Making of the Modern World	3 s.h.
HIST 144	U.S. History I or	
HIST 145	U.S. History II	3 s.h.
GEOG 100	Introductory Geography	3 s.h.
GEOG 230	Geography of Culture and Environment	3 s.h.
Selections*	(upper level, AHIS or GEOG United States only)	9 s.h.
Selections*	(upper level, WHIS or GEOG World only)	6 s.h.
Selections*	(upper level, EHIS, or GEOG European only)	6 s.h.

#### Economics

ECON 110 or ECON 111		3 s.h.
ECON Selection*		3 s.h.

#### Civics, Citizenship, and Government

POLS 121	U.S. Government	3 s.h.
POLS Selections*	(upper level)	6 s.h.

Sub Total 48 s.h.

48 hours in major field must be completed prior to student teaching.

\*Specific course selection by advisement from approved list.

### III. Related Work

#### Education

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

#### Health

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
COMP 100	Composition	3 s.h.

#### Technology

EDUC 254	Integrated Technology: Middle/High School	3 s.h.
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Foreign Language Requirement 0-6 s.h.

Sub Total 13-19 s.h.

### IV. General Education

Electives 15-18 s.h.

0-9 s.h.

Program Total 122 s.h.

## Adolescence Education: Spanish Major Requirements

### I. Professional Education Sequence

EDUC 106	Issues in Education	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 206	Philosophy and Foundations	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.

FLED 392	Research, Theory and Practice in Middle & High School Foreign Language Education	4 s.h.
FLED 396	Student Teaching in Secondary Foreign Language	12 s.h.
FLED 398	Seminar in Middle and High School Foreign Language Education	3 s.h.
<hr/> Sub Total		37 s.h.

## II. Content Courses

SPAN 103-104 or equivalent before beginning major field

SPAN 201	Review of Spanish Grammar	3 s.h.
SPAN 202	Advanced Spanish Usage I	3 s.h.
SPAN 203	Advanced Spanish Usage II	3 s.h.
SPAN 204	Spanish Civilization	3 s.h.
SPAN 208	Introduction to Spanish Literature	3 s.h.
SPAN 212	Conversational Spanish or	
SPAN 215	Spanish for Bilinguals	3 s.h.
SPAN 214	Phonetics	3 s.h.
SPAN 311	Spanish Literature I	3 s.h.
SPAN 313	Spanish-American Literature I	3 s.h.
Complete 3 Spanish Literature classes not used above: SPAN 300-399		9 s.h.
<hr/> Sub Total		36 s.h.

## III. Related Work

### Education

EDUC 246	Development of Language and Adolescence Literacy	3 s.h.
EDUC 346	Teaching Reading in Content Area	3 s.h.

### Health

EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
COMP 100	Composition	3 s.h.

### Technology

EDUC 254	Integrated Technology: Middle/High School	3 s.h.
<hr/> Sub Total		13 s.h.

## IV. General Education

Electives	24 s.h.
<hr/> Program Total	122 s.h.

## Post Baccalaureate Certificate Programs in Adolescence Education

### Objectives

These programs are designed for individuals with a bachelor's degree seeking New York State initial certification to teach adolescence education in Biology, Chemistry, Earth Science, Family and Consumer Science, French, Mathematics, Physics, or Spanish. These programs are only for students who have the appropriate bachelor's or master's degree in one of the certification areas listed above.

For candidates holding a master's degree in the content discipline of a certification area listed, completion of one of these post baccalaureate programs will provide for initial teacher certification. After three years of teaching the subject of the certificate, the candidate is eligible for professional certification without any additional formal education required.

### Admission Requirements

- B.A. or B.S. in the certificate area of Biology, Chemistry, Earth Science, Family and Consumer Science, French, Human Ecology, Mathematics, Physics, or Spanish
- B.A or B.S. degree issued within the last 10 years
- A minimum 3.0 undergraduate cumulative grade point average; at least a 2.8 grade point average in the content area of

the undergraduate major or a master's degree in the content area

- Successful completion of 3 years of one foreign language in high school or 2 semester of one foreign language at the college level
- At least 3 s.h. of college-level computer technology applications course work
- Passing scores on the LAST and CST examinations.

### Prerequisite Information

If the undergraduate major or master's degree does not fulfill all content course work necessary for certification and national content standard requirements, those specific content courses that are missing are still required for certification and must be successfully completed prior to beginning this certification program. All science programs require some direct research experience. The prerequisite content course work for each program is as follows:

#### Biology

Foundations of Scientific Inquiry  
Cell Biology and Biochemistry  
Genetics  
Evolution  
Biological Unity, Diversity and Life Processes  
Human Biology  
Ecology

#### Chemistry

Foundations of Scientific Inquiry  
Matter and Atomic Structure  
Energy, Chemical Bonds, and Molecular Structure  
Chemical Reactions  
Stoichiometry and Solutions  
Interactions of Chemistry and the Environment

#### Earth Science

Foundations of Scientific Inquiry  
Space Systems  
Atmospheric Systems  
Geological Systems  
Water Systems

#### Family and Consumer Science

Individual and Family Health and Wellness  
Child and Human Development  
Parenting  
Interpersonal and Family Relationships  
Nutrition  
Food Science and Food Production  
Consumer Skills and Studies  
Resource Management  
Workplace Skills and Careers  
Textiles  
Housing and Interior Design

#### French and Spanish

Listening Comprehension  
Reading Comprehension  
Language Structures  
Cultural Understanding

#### Mathematics

Mathematical Reasoning and Communication  
Algebra (Modern and Linear)  
Geometry  
Calculus  
Data Analysis  
Probability  
Statistics  
Discrete Mathematics  
History of Mathematics

#### Physics

Foundations of Scientific Inquiry  
 Mechanics and Thermodynamics  
 Electricity and Magnetism  
 Waves, Sound, and Light  
 Quantum Theory and the Atom

## Post Baccalaureate Certificate Requirements and Curriculum

Students in all Post-Baccalaureate Certificate programs take the following courses. It may be possible for students to complete this program in one year of study. Please contact the Graduate Studies Office for further details.

EDUC 106	Issues in Education	3 s.h.
EPSY 229	Survey of Exceptional Children	3 s.h.
EDUC 213	Education Law Requirements Related to Health and Safety Issues	1 s.h.
EPSY 250	Adolescent Growth and Development	3 s.h.
EDUC 206	Philosophy and Foundations of Education	3 s.h.
EDUC 246	Development of Language and Adolescence Literacies	3 s.h.
EPSY 275	Psychological Foundations of Education: Learning and Motivation	3 s.h.
EDUC 201	Diversity and Teaching	3 s.h.
EDUC 346	Teaching Reading in Content Areas	3 s.h.
Select one of the following "Methods" courses as appropriate for your content area:		4 s.h.
SCED 392	Research, Theory and Practice in Middle and High School Science Education	
FCSE 392	Program Planning and Assessment in Family and Consumer Science Education	
FLED 392	Methods and Materials in Teaching Foreign Languages	
MTH 392	Mathematics in Secondary Education	
Select one of the following "Student Teaching" courses as appropriate for your content area:		12 s.h.
SCED 396	Student Teaching in Secondary Science	
FCSE 396	Student Teaching in Family and Consumer Science Education	
FLED 396	Student Teaching in Foreign Languages	
MTH 396	Student Teaching in Secondary Math	
Select one of the following "Seminar" courses as appropriate for your content area:		3 s.h.
SCED 398	Seminar in Middle and High School Science Education	
FCSE 398	Seminar in Middle and High School Family and Consumer Science Education	
FLED 398	Seminar in Middle and High School Foreign Language Education	
MTH 398	Seminar in Middle and High School Mathematics Education	
		Total 44 s.h.

## Secondary Education Courses

### English Education Courses

#### ENED 336 Literature for the Young Adult 3 s.h.

Students share and discuss works appropriate for middle and high school students, from a variety of genres, authors, and cultures. Theories and research about teaching practices for literature are also considered. Preference to English Education and Elementary Education majors; others on a space available basis. (LA)

*Prerequisites:* SoS and Adol. Ed. English Major.

#### ENED 392 Research, Theory and Practice in Middle and High School English Education 4 s.h.

Presents a mix of traditional and contemporary methods for teaching English in grades 7-12. Theory and research in English teaching form the basis for the methods studied. Course includes a minimum of 50 hours field placement in a middle or high school English classroom.

*Prerequisite:* Candidate status in Division of Education required.

#### ENED 396 Student Teaching in Secondary English 12 s.h.

One half semester of guided teaching at a middle school and one half semester of guided teaching at a high school. Students must register and successfully complete both ENED 396A and ENED 396B in the same semester to receive credit for either. (OS2)

*Prerequisites:* ENED 392 and student teaching eligibility and permission from the Office of Education Advisement and Field Experience required.

*Corequisite:* ENED 398.

#### ENED 398 Seminar in Middle and High School English Education 3 s.h.

A capstone course that overlaps student teaching and includes a review of recent developments in content education at the local, state, national, and international levels as reflected in current educational theory, research, and practice; reflection on curriculum and assessment in light of student teaching experiences; discussion of the Professional Code of Ethics for educators and the role of the educational professional leader; as well as the development and presentation of a professional educational portfolio.

*Corequisites:* ENED 396A, ENED 396B.

#### ENED 399 Independent Study in English Education 1-6 s.h.

Special studies under department supervision for students who have shown unusual ability in English and Education. May be continued in successive semesters.

*Prerequisites:* ENED 396 or permission of Department Chair and instructor.

### Family and Consumer Science Education Courses

#### FCSE 392 Research, Theory and Practice in Middle and High School Family & Consumer Sciences Education 4 s.h.

Research, theory, and practice of teaching family and consumer sciences to diverse students. Covers interactive models of teaching and assessment, motivation, classroom management, program development, use of technology, and current trends. Students will develop portfolio of teaching devices, assessment rubrics, laboratory exercises, and block and unit plans. Observation is simulated and actual situations are keyed to career goals. Course includes a minimum of 50 hours field placement in a middle or high school FCSE classroom. (OS2)

*Prerequisite:* Candidate status in Division of Education required.

#### FCSE 396 Student Teaching in Family and Consumer Sciences Education 12 s.h.

One half semester of guided teaching at a middle school and one half semester of guided teaching at a high school. Students must register and successfully complete both FCSE 396A and FCSE 396B in the same semester to receive credit for either. (OS2)

*Prerequisites:* FCSE 392 and student teaching eligibility and permission from the Office of Education Advisement and Field Experience.

*Corequisite:* FCSE 398.

#### FCSE 398 Seminar in Middle and High School Family and Consumer Sciences Education 3 s.h.

A capstone course that overlaps and/or follows student teaching and includes a review of recent developments in Family and Consumer Sciences at the local level, state, national and global levels as reflected in current educational theory, research, and



practice; reflection on curriculum and assessment in light of student teaching experiences; discussion of the professional Code of Ethics for educators and role of the educational professional leader; as well as the development and presentation of a professional educational portfolio.

*Prerequisite:* FCSE 392.

*Corequisite:* FCSE 396.

## Foreign Language Education Courses

### **FLED 392 Research, Theory and Practice in Middle and High School Foreign Language Education 4 s.h.**

The theory and practice of teaching modern foreign languages in the classroom to English speakers. Emphasis is placed on: the concept of language and linguistics; the psychology and problems of language learning; the techniques of language teaching; modern research and practice in language testing; audiolingual-visual materials, recorders, and the language laboratory in the language learning and teaching situation. Assignments will be differentiated according to the student's major interest in French, German, or Spanish. Course includes a minimum of 50 hours field placement in a middle or high school Foreign Language classroom.

*Prerequisite:* Candidate status in Division of Education required.

### **FLED 396 Student Teaching in Secondary Foreign**

#### **Language 6 s.h.**

One half semester of guided teaching at a middle school and one half semester of guided teaching at a high school. Students must register and successfully complete both FLED 396A and FLED 396B in the same semester to receive credit for either. (OS2)

*Prerequisites:* FLED 392 and student teaching eligibility.

*Corequisite:* FLED 398.

### **FLED 398 Seminar in Middle and High School Foreign Language Education 3 s.h.**

A capstone course that overlaps student teaching and includes a review of recent developments in content education at the local, state, national and international levels as reflected in current educational theory, research and practice; reflection on curriculum and assessment in light of student teaching experiences; discussion of the Professional Code of Ethics for educators and role of the educational professional leader, as well as the development and presentation of a professional educational portfolio.

*Prerequisite:* FLED 392.

*Corequisite:* FLED 396.

## Mathematics Education Courses

### **MTHE 200 Introduction to the TI-Nspire Calculator 1 s.h.**

This course gives students an opportunity to learn the fundamentals of using a graphing calculator that can be better described as a hand-held computer. The TI-Nspire is gaining wider acceptance in the high school classroom. Successful completion of the course will provide students with the knowledge necessary for them to continue building their expertise with the TI-Nspire.

### **MTHE 299 Independent Study in Mathematics Education1-3 s.h.**

Individual studies or research activities carried out under the direction of appropriate departmental faculty.

*Prerequisites:* SoS and permission of department.

### **MTHE 392 Research, Theory and Practice in Middle and High School Mathematics Education 4 s.h.**

Research, theory, and practice of teaching mathematics to diverse students in grades 7-12. Topics will include: planning, motivation, classroom management, problem solving, NYS and national trends in mathematics education, use of technology in planning and in instruction, reflective teaching, and assessments of teaching and learning mathematics. Course includes a mini-

mum of 50 hours field placement in a middle or high school Mathematics classroom.

*Prerequisite:* Candidate status in Division of Education required.

### **MTHE 396 Student Teaching in Secondary Mathematics12 s.h.**

One half semester of guided teaching at a middle school and one half semester of guided teaching at a high school. Students must register and successfully complete both MTHE 396A and MTHE 396B in the same semester to receive credit for either. (OS2)

*Prerequisites:* MTHE 392 and student teaching eligibility and permission from the Office of Education Advisement and Field Experience.

*Corequisite:* MTHE 398.

### **MTHE 398 Seminar in Middle and High School Mathematics Education 3 s.h.**

Philosophy of mathematics education, use of graphing calculators and other technologies, teaching mathematics to diverse students, national and international studies in mathematics education, innovative instructional strategies, integration of problem solving with other disciplines, assessment of teaching and learning, professional ethics, and other current issues in mathematics education. Discussion of concurrent student teaching and presentation of portfolios. Offered spring semester.

*Prerequisite:* MTHE 392.

*Corequisite:* MTHE 396.

### **MTHE 399 Independent Study in Mathematics Education1-3 s.h.**

Individual studies or research activities carried out under the direction of appropriate departmental faculty.

*Prerequisites:* JrS, prior MTHE courses and permission of department.

## Science Education Courses

### **SCED 392 Research, Theory and Practice in Middle and High School Science Education 4 s.h.**

A study of the methods and materials appropriate for the teaching of the sciences in the secondary schools. Experiences in area schools. Open only to qualified students in secondary education programs.

Course includes a minimum of 50 hours field placement in a middle or high school Science classroom.

*Prerequisite:* Candidate status in Division of Education required.

### **SCED 394 Special Topics in Science Education 1-3 s.h.**

Selected topics of current science education interest not found in other courses. Subject matter varies, reflecting new developments and changing interests of students and staff.

*Prerequisites:* JrS in Education program and 15 s.h. sciences.

### **SCED 396 Student Teaching in Secondary Science 12 s.h.**

One half semester of guided teaching at a middle school and one half semester of guided teaching at a high school. Students must register and successfully complete both SCED 396A and SCED 396B in the same semester to receive credit for either. (OS2)

*Prerequisites:* SCED 392 and student teaching eligibility and permission from the Office of Education Advisement and Field Experience.

*Corequisite:* SCED 398.

### **SCED 398 Seminar in Middle and High School Science Education 3 s.h.**

A capstone course that overlaps and/or follows student teaching and includes a review of recent developments in content education at the local, state, national, and international levels as reflected in current educational theory, research, and practice; reflection on curriculum and assessment in light of student teaching experiences; discussion of the professional Code of Ethics for educators and role of the educational professional leader; as well as the development and presentation of a profes-

sional educational portfolio. Students will also present their professional educational portfolio. (CPA)

*Prerequisite:* SCED 392.

*Corequisite:* SCED 396.

### **SCED 399 Independent Study in Science Education 1-3 s.h.**

Experimental or other research activity for qualified upper-division students; investigations conducted under direction of appropriate science education staff.

*Prerequisites:* JrS in Education program and 15 s.h. sciences.

## **General Science Courses**

### **SCIN 312 Laboratory Techniques in Chemistry 2 s.h.**

The selection, preparation, maintenance, and proper use of lab equipment and supplies in Chemistry; practice in developing demonstrations and presentations of topics; and planning of lab exercises. Field trips may be required in which students share costs.

*Cross-listed as* CHEM 312.

*Prerequisite:* JrS.

### **SCIN 315 Technologies in General Science 2 s.h.**

Field and laboratory studies of the materials, techniques, and safety aspects appropriate in the middle school science classroom. Designed for secondary science education majors and taken concurrently with SCED 392.

*Prerequisites:* JrS, secondary science education major or elementary education with a concentration in ESCI.

### **SCIN 390 Interdisciplinary Science Capstone 3 s.h.**

A capstone experience that requires students to participate in a full semester integrated research project. Projects will be based on contemporary issues in science. Students will work on multi-disciplinary research teams to explore possible solutions to the semester project. Solutions will be presented in a public forum. All areas of science are welcome.

*Prerequisite:* SrS.

### **SCIN 399 Independent Study in General Science 1-3 s.h.**

Experimental or other research activity for qualified upper-division students; investigations conducted under direction of appropriate science education staff.

*Prerequisites:* JrS in Education program and 15 s.h. science.

## **Social Studies Education Courses**

### **SSED 392 Research, Theory and Practice in Middle and High School Social Studies Education 4 s.h.**

Presents a variety of instructional strategies for teaching secondary social studies (7-12). Course includes discussion of such topics as the history and philosophy of the discipline, curriculum and assessment at the secondary level, integration of content from a variety of social science and humanities disciplines, middle school philosophy and organization, classroom management strategies, applications of technology, diversity and exceptionality issues, constructivism, leadership, and service learning. Course includes a minimum of 50 hours field placement in a middle or high school Social Studies classroom.

*Prerequisites:* EDUC 106 and EDUC 201 and EDUC 206 and EPSY 229 and EPSY 250 and Candidate status in Division of Education required.

### **SSED 394 Special Topics in Social Science Education 2 s.h.**

Varied topics designed to improve student abilities in weak areas. May include topics such as teaching the social studies to slow learners, evaluation, and teaching current affairs.

### **SSED 396 Student Teaching in Secondary Social Studies 12 s.h.**

One half semester of guided teaching at a middle school and one half semester of guided teaching at a high school. Students must

register and successfully complete both SSED 396A and SSED 396B in the same semester to receive credit for either. (OS2)

*Prerequisites:* SSED 392 and student teaching eligibility

*Corequisite:* SSED 398.

### **SSED 398 Seminar in Middle and High School Social Studies Education 3 s.h.**

A capstone course that overlaps and/or follows student teaching and includes a review of recent developments in content education at the local, state, national, and international levels as reflected in current educational theory, research, and practice; reflection on curriculum and assessment in light of student teaching experiences; discussion of the professional Code of Ethics for educators and role of the educational professional leader; as well as the development and presentation of a professional educational portfolio.

*Prerequisite:* SSED 392.

*Corequisite:* SSED 396.

### **SSED 399 Independent Study in Social Science Education 1-3 s.h.**

Individual projects or research for upper-division students, conducted under the direction of the social science education staff.

*Offered on an individual basis and upon request.*

## Educational Psychology, Counseling and Special Education

Associate Professors: Beitzel (Chair), Curran, LaFrance, Li, Shastri, Tang; Assistant Professors: Gonyea, Hamlin, Iyer

### Objectives

The Department of Educational Psychology, Counseling and Special Education provides formal study and related experiences in many broad areas to develop knowledge and skills basic to the teaching-learning process, as well as a diverse assortment of social service occupations. These broad areas include: 1) Human Learning and Instruction; 2) Human Growth and Development; 3) Measurement, Evaluation, and Research Design; 4) Motivation, Personality, and Adjustment; 5) Social and Cultural Factors; and 6) Individual Differences (exceptionalities).

### Majors

Students may not major in Educational Psychology. The Department offers a minor based on the student's interest or career goal. See below.

### Minors

Minor in Educational Psychology. Check with the department and/or your advisor for requirements.

*Note: All education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the New York State Regents and the New York State Education Department. Although this catalog was accurate when submitted for publication, students should check with their advisor or the Office of Education Advisement & Field Experience concerning course or programmatic changes before matriculating into or registering for courses in these programs.*

### Educational Psychology Minor Requirements

EPSY 229	3 s.h.
EPSY 275	3 s.h.
EPSY 280	3 s.h.
EPSY 310	3 s.h.
EPSY 240/241 or EPSY 250	3 s.h.
Any 200 level or higher EPSY class not taken to fulfill the earlier requirement or a course from a related field approved by the Department Chair.	3 s.h.
<b>Total</b>	<b>18 s.h.</b>

### Educational Psychology Courses

#### EPSY 229 Survey of Exceptional Children 3 s.h.

Studies the cognitive, emotional, social, physical, and motivational characteristics and educational requirements of exceptional children, focusing on students in N-12 settings. Exceptionalities at both ends of the continuum are examined. Field experience will be required. (S2)

*Prerequisite: EPSY 275 and EPSY 240 or 250.*

#### EPSY 240 Child Growth and Development 2 s.h.

A study of human development from infancy through early adolescence, including physical, intellectual, social and emotional aspects. Consideration given to the nature of learning as it applies to the growing child. Field experience and/or service experience required.

*Prerequisites: SoS, and EPSY 241 to be taken concurrently.*

#### EPSY 241 Educational Applications of Developmental Psychology 1 s.h.

The course aims to deepen understanding of the application of developmental principles to the classroom and to develop skill in focused and systematic observation of student behavior. Through the design and implement of observations in the classroom students will develop an understanding of developmental issues in

the classroom. A range of development issues including cognitive, social, and psychomotor development will be examined. Students will also explore the potential role of systematic observation in teaching.

*Prerequisites: SoS and department permission.*

#### EPSY 250 Adolescent Growth and Development 3 s.h.

Physical, intellectual, moral, social, and emotional development of youth, with emphasis on adjustment and learning, attitudes, interests, and problems of the home, school, and community. Field experiences and/or service experiences required. (S2)

*Prerequisite: SoS.*

#### EPSY 275 Psychological Foundations of Education: Learning and Motivation 3 s.h.

Studies the relationship of research to educational decision making and instruction; studies behavioral, cognitive, motivational and conceptual principles and practices derived from research and applied to educational decision making and instruction. All outcomes are also applied to helping students become self-regulated learners. Field experiences and/or service experiences required. (LA)

*Prerequisites: SoS.*

#### EPSY 280 Assessment 3 s.h.

Studies the multiple assessment approaches used in education to meet varied individual, group, and program needs, focusing on N-12 settings. Special attention is given to examining the quality of these approaches using the criteria of reliability, validity, and practicality. Coverage includes traditional teacher-made tests, feedback and error analysis strategies, standardized tests, non-traditional assessment alternatives, and an examination of assessment instruments, procedures, and accommodations used to meet the needs of students with disabilities. (LA)

*Prerequisite: SoS.*

#### EPSY 294 Special Topics in Educational Psychology 3 s.h.

Explores historical, contemporary, or controversial topics in educational psychology that are not part of current offerings. Topics and instructors announced prior to preregistration. LA credit depends on the topic.

*Prerequisite: JrS and 6 s.h. in EPSY.*

#### EPSY 299 Independent Study in Educational Psychology 1-6 s.h.

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved.

*Prerequisite: SoS.*

#### EPSY 310 Classroom Behavior Management 3 s.h.

This course examines various methods and models of classroom management and their use with both general education and special education populations. Topics addressed include causes of behavior problems, preventing behavior problems, and designing classroom management systems.

*Prerequisite: SoS and EPSY 275.*

#### EPSY 399 Independent Study in Educational Psychology 1-6 s.h.

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved.

*Prerequisites: JrS and 9 s.h. in EPSY.*

*Note: The following courses may be offered on an infrequent basis.*

- EPSY 110 Problems of Adolescence
- EPSY 201 Human Learning and Development
- EPSY 221 The Psychology of Sexism in School and Society
- EPSY 234 Learning Disabilities
- EPSY 235 Mental Retardation
- EPSY 236 The Emotionally-Disturbed Child
- EPSY 245 Psychology of Thinking
- EPSY 255 Teaching African-American Students

**EPSY 260** Processes of Creativity—Educational Implications  
**EPSY 390** Classroom Organization & Management  
**EPSY 398** Seminar in Educational Psychology

## English

*Distinguished Teaching Professor:* Meanor; *Professors:* Choonoo, Crane; *Associate Professors:* Baldwin, Bernardin, Doughty, Finin, Hovis, Lee, Morgan-Zayachek (Chair), Payne, Stave; *Assistant Professors:* Black, Ferrara, Hecht, Sadow, Tredennick, Yatsuhashi

### Objectives

The English Department offers programs in composition, English education, creative writing, linguistics, and literature designed to create competent, analytic, and literate professionals for a variety of careers. Graduates in English are highly prized by business, government, and the professions. Women and men trained in communicating and knowledgeable about the central issues of human culture are well prepared to enter such fields as law, public service, medicine, business, and the social sciences because such graduates evince the ease, flexibility, confidence, and skills that make them effective communicators, thinkers, and problem solvers. English majors enter such professions as law, medicine, and commerce and are prepared for careers in education, government service, and such private-sector areas as administration, advertising, buying, insurance, customer service, editing, journalism, management, personnel, public relations, publishing, sales, on-the-job training and instruction, and writing.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Majors

English

### Minors

Classical Studies  
Creative Writing  
English  
Linguistics  
Professional Writing

### Requirements for the Majors

*English:* The English major includes thirteen courses (39 s.h.): an introductory course; a composition course; a critical theory course; a Shakespeare course; four survey or period courses; three 300-level courses drawn from departmental offerings in composition, creative writing, linguistics, and/or American, English, and world literatures; a multicultural literature course; and a seminar (capstone) course with a research-writing component.

### Requirements for the Minors

*Classical Studies:* The Classical Studies Minor is designed to allow students to take a variety of courses that are grounded in a particular time period but not limited to a particular discipline. Such a minor is of interest and value to students in disciplines such as Anthropology, Art History, English, History, Philosophy, Political Science, Religious Studies, Romance Languages, and Theater. The Classical Studies Minor consists of 9 s.h. of required coursework in either Greek or Roman history, a survey of Greek and Roman literatures, and Latin I. An additional 15 s.h. of electives is required, to be chosen from 12 course offerings from a range of departments.

*Creative Writing:* The Creative Writing Minor is designed for those who wish to supplement their major academic work in another discipline by developing their interest or talent in writing fiction, poetry, or creative prose; it includes six courses (18 s.h.): two required courses and four workshop and/or independent-study courses.

*English:* The English Minor is designed for those who wish to supplement their major academic work in another discipline with work in English; it includes six courses (18 s.h.): one in composi-

tion, and five selected from any 200- or 300-level Department offerings.

*Linguistics:* The Linguistics Minor is designed for those who wish to supplement their major academic work in another discipline with the study of language; it requires six courses (18 s.h.): a required introductory course in linguistics and five other courses in linguistics approved by the Department.

*Professional Writing:* The Professional Writing Minor is designed for those students who wish to supplement their major academic work (either in English or in other disciplines) with a variety of workplace writing courses. The minor helps prepare students for writing in business, government or non-profit, legal, scientific or technical contexts, as well as for careers in publishing or editing. (18 s.h.)

### English Major Requirements

LITR 150	Introduction to Literary Studies (Required)	3 s.h.
COMP 200	Advanced Composition (Required)	3 s.h.
LITR 250	Approaches to Literature (Required)	3 s.h.
ELIT 270	Shakespeare (Required)	3 s.h.
Four Period Courses, one from each of the following periods (including, but not limited to, survey courses), to include one each from ALIT, ELIT, & WLIT content areas:		
	Beginnings thru Medieval	
	Renaissance to 1800 (or U.S. Civil War)	
	1800 to present	12 s.h.
	Multicultural Literature Course (from approved list)	3 s.h.
	Three 300-level English electives	9 s.h.
COMP 390	English Capstone (Required)	3 s.h.
		<hr/> Total 39 s.h.

## English Courses

### Composition Courses

**COMP 100 Composition 3 s.h.**  
Development of clear, effective communication of ideas in writing. Background reading. May be repeated for up to 6 s.h. credit. (LA, BC2)

**COMP 150 Introduction to Creative Writing 3 s.h.**  
Workshop in imaginative writing (verse or prose). Open to all students. May be repeated for up to 6 s.h. credit. (LA, WS2)  
*Prerequisite:* COMP 100.

**COMP 200 Advanced Composition 3 s.h.**  
Emphasizes advanced work in organization, style, and various rhetorical devices in expository writing. May be repeated for up to 6 s.h. credit. (LA, WS2)  
*Prerequisite:* COMP 100 or equivalent.

**COMP 203 Advanced Composition 3 s.h.**  
Emphasizes advanced work in organization, style, and various rhetorical devices in expository writing. This course is designed to be taken by Secondary Education—English dual majors, and includes discussion of current theories and practices for teaching writing in secondary schools. (LA)  
*Prerequisites:* COMP 100 or equivalent, COMP 200.

**COMP 210 Techniques of the Research Paper 3 s.h.**  
Application of basic modern methods in the use and acknowledgement of sources and source materials for the college term paper and general beginning research. May be repeated for credit. Open to all students. (LA)  
*Prerequisite:* COMP 100.

**COMP 211 Writing About Nature and the Environment 3 s.h.**  
Nature writing is a wide-ranging genre that generally combines close observation of the natural world with personal narrative and

reflection and - particularly in modern works - a persuasive aspect concerning the environment. In this class we will read works by some of today's best nature writers and discuss how they use narrative and language to fashion compelling stories about the nature world. We will also use journal-keeping, the study of natural history, and exercises in writing and drawing (including outdoor work) that will help to inform both our discussions and the portfolios of finished work which members of the class will produce. (LA, WS2)

*Prerequisite:* COMP 150.

### **COMP 239 Technical and Professional Writing 3 s.h.**

This class introduces students to the fields of technical and professional writing by acquainting them with the principles of workplace writing about technology and science. Students will practice and learn (or learn more about) common forms of technical and professional writing like user documentation, usability studies, web sites, resumes, letters, memos, proposals, and reports. Although the course does emphasize science and technology, students from all majors with an interest in writing for the workplace are welcome. This course will be offered once each academic year. (LA, WS2)

*Prerequisites:* COMP 100, SoS.

### **COMP 260 Poetry Workshop 3 s.h.**

Development of self-expression through writing in conventional and free forms. May be repeated for up to 6 s.h. credit. (LA, WS2)

*Prerequisites:* "B" in COMP 150 or permission of instructor.

### **COMP 270 Fiction Workshop 3 s.h.**

Development of proficiency in fiction writing. May be repeated for up to 6 s.h. credit. (LA, WS2)

*Prerequisites:* "B" in COMP 150 or permission of instructor.

### **COMP 275 Creative Nonfiction Workshop 3 s.h.**

The impressive sales of non-fiction works such as Jon Krakauer's "Into the Wild" and Sebastian Junger's "The Perfect Storm" have focused popular and critical attention on the rapidly growing popularity of a genre of literature that is now often referred to as creative or literary nonfiction. In this writing-intensive class, we will consider the question of how this type of writing differs from other types of non-fiction. We will examine some of these other literary forms, including the personal essay, the natural history essay, and the memoir, and will compare and contrast the literary techniques used by writers of such works. Each student will be expected to produce three or four finished essay-length works. The course will be offered at least every other year. (LA, WS2)

*Prerequisite:* Passing grade on CWE.

### **COMP 290 Writing About Literature 3 s.h.**

This course teaches students to apply college writing skills to the discipline of literary studies. Students will increase proficiency in writing, researching, organizing, and revising skills in order to write successful papers in upper-division literature courses. Course builds on the skills learned in LITR 100 or LITR 150 and is only open to English majors/minors. Should be taken in the sophomore year. (LA, WS2)

*Prerequisites:* COMP 100 and LITR 100 or LITR 150; SoS; ENGL majors only.

### **COMP 294 Special Topics in Composition 3 s.h.**

Offered according to interest and availability of instructor and requests by students. (LA)

*Prerequisites:* COMP 100; successful completion of CWE.

### **COMP 310 Screenwriting Workshop 3 s.h.**

This course will cover fundamentals of screenwriting such as plot structure, character development, dialogue, and screenplay format. Practical aspects of screenwriting such as creating an

effective synopsis and treatment, marketing your script, and legal protection of screenplays will also be discussed.

*Prerequisite:* COMP 150 with a "B" or better.

### **COMP 315 Early Literary Criticism 3 s.h.**

A composition "clinicum practicum" in which students will submit weekly exercises in imitation of seminal figures in the early history of literary theory and practice. We will begin with the achievements of the Greek and Roman masters of the literary and critical arts, then focus on the allegorical analyses and constructions of the late classical Neoplatonists and the medieval schoolmen, and end with the literary conventions and excesses of the Renaissance period. Models for imitation will be drawn from the works of such authors as Gorgias, Isocrates, Plato, Aristotle, Cicero, Longinus, Quintilian, Augustine of Hippo, Boethius, Geoffrey of Vinsauf, Robert of Basevorn, Christine de Pizan, Desiderius Erasmus, Peter Ramus, Thomas Wilson, Margaret Fell, and Sor Juana Ines de la Cruz. Theorists' works will be read in conjunction with literary works exemplifying or defying the prescriptions of the theorists. Like classical, medieval and Renaissance scholars, the students in this class will hone their own composition and critical skills first by imitating the exemplars we will read, and then by developing their own styles and voices. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150; Passing grade on CWE.

### **COMP 350 Writing Practicum 1-3 s.h.**

Individually designed writing projects for various applications. May be repeated. (LA)

*Prerequisite:* Permission of instructor.

### **COMP 390 Capstone in English 3 s.h.**

Composition 390 is a writing-intensive seminar required for seniors in the English major. A variable topics course, it emphasizes the application of analytical, research, and critical thinking skills. Students will be expected to engage with major critical and theoretical concerns within literary studies and to produce a significant body of analytical writing.

*Prerequisites:* SrS (or departmental waiver); completion of LITR 150, COMP 200 or COMP 290, and LITR 250.

### **COMP 394 Special Topics in Composition 1-3 s.h.**

Offered according to availability and interest of instructor and requests by students. (LA)

*Prerequisites:* COMP 100; COMP 200 or COMP 290; or permission of instructor.

### **COMP 397 Internship in English 1-15 s.h.**

Internship experiences are available through the English Department.

*Prerequisites:* Students must fulfill minimum college-wide requirements and JrS

### **COMP 399 Independent Study in Composition 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in English and other areas. May be continued in successive semesters. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites:* COMP 100; COMP 200 or COMP 290; or permission of instructor.

## **American Literature Courses**

### **ALIT 200 American Literature to 1865 3 s.h.**

Survey of the major writers of America from colonial days to the Civil War. (LA, AH2)

*Prerequisite:* COMP 100.

### **ALIT 201 American Literature 1865 – Present 3 s.h.**

Survey of the major writers of America from the Civil War to the present. (LA, AH2)

*Prerequisite: COMP 100.*

**ALIT 207 Survey of Environmental Literature 3 s.h.**

There are two main components to this course. The first is a survey of American environmental literature (or nature writing) that will consider such topics as American attitudes towards nature and the wilderness, ecological history, the spiritual aspects of nature writing, literary movements such as Romanticism and Transcendentalism, the effects of nature writers on the growth of the conservation, and environmental movements and modern developments in literary environmentalism. The second component of the course will center on your own experiences in and writings about nature, as well as your research and ideas regarding the writers and works discussed in class. In both cases, our considerations will focus on nature and how we—both as individuals and as a species—interact with our environment. As befits a course on nature, outdoor experiences including field trips to sites such as Walden Pond or Slabside (John Burroughs's writing cabin) will be included as part of the curriculum. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 210 American Poetry 3 s.h.**

A study of works of significant poets from Dickinson through World War II. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 215 19th-Century American Novel 3 s.h.**

A study of the American novel from its beginning to the end of the 19th century. Emphasis on theme, technique, and cultural backgrounds of the novels. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 216 Modern American Fiction 3 s.h.**

Study of American fiction from the turn of the century to World War II. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 217 Contemporary American Fiction 3 s.h.**

Study of American fiction from World War II to the present. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 225 Modern American Drama 3 s.h.**

Study of plays from 1930 through the 1990s. Includes works by Odets, Steinbeck, Connelly, Anderson, MacLeish, Kaufman, Sherwood, O'Neill, Miller, Williams, and Albee. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 226 Contemporary American Poetry 3 s.h.**

Reading and discussion of contemporary poetry, with consideration of the function of poets in the contemporary scene. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 240 The American Renaissance 3 s.h.**

Study of American literature from about 1820 until 1860, including works by Poe, Emerson, Hawthorne, Thoreau, Melville, Cooper, Whitman, Dickinson, and others. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 241 Realism and Naturalism 3 s.h.**

A study of Realism in works by Twain, Howells, and James. Includes the generation of Crane, Norris, and London, and the rise of the naturalistic novel. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 245 Literature of the American Civil War 3 s.h.**

This course will introduce a number of writers who experienced the Civil War. Some were well known before the war began: Walt Whitman, Herman Melville, Harriet Beecher Stowe, and Abraham Lincoln. Some became significant because of the war: Mary Chestnut, Generals Sherman and Grant, and Ambrose Bierce.

Readings will also look at certain historical events in order to understand how the war touched so many kinds of writers: women, African Americans, poets, novelists, politicians, and soldiers from the North and South. (LA)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 250 African-American Literature 3 s.h.**

A study of works by black American writers since 1890. The forms studied will include novels, short stories, plays, and poems. Cross-listed as ALS 250. (LA, AH2)  
*Prerequisites: COMP 100; SoS or ALS 100.*

**ALIT 255 20th-Century Irish-American Literature 3 s.h.**

A consideration of Irish-American literature in all genres. Covers the works of James T. Farrell, F. Scott Fitzgerald, Eugene O'Neill, Mary McCarthy, Galway Kinnell, Robert Kelly, and others. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 260 Henry James 3 s.h.**

Analysis of James's theses and methods through close study of selected short stories and novels. Investigation of recent critical interpretations of these works. (LA)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ALIT 280 Jack London 3 s.h.**

This course focuses on a well-known American author. London's life is an essential part of his literary work—in fiction, non-fiction and journalism—and the course will contextualize London within the turbulent period from 1880 to WWI. Readings of primary texts and secondary sources will provide material for class discussions. The course will be offered at least once every three years. (LA, AH2)  
*Prerequisite: SoS.*

**ALIT 286 African-American Women Writers 3 s.h.**

This course is intended to acquaint students with the history and representative writings of African American women writers from the 19th century to the present, and celebrates the great tradition of African American women writers, from Phyllis Wheatley to Zora Neale Hurston to Toni Morrison, Audre Lorde, and Ntozake Shange. Seeking to increase our understanding of the particular obstacles, issues and social injustice faced by African-American women, as well as the richness, complexity and diversity of their writing, we will explore the poetry and fiction of writers both famous and little known, discovering their contribution to American Literature, to African American and Women's literature, and to social critique and social consciousness over the years. (LA, AH2)

Cross-Listed as ALS 286.

*Prerequisites: COMP 100; SoS or ALS 100.*

**ALIT 294 Special Topics in American Literature 1-3 s.h.**

Special studies in American literature. Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisites: COMP 100, and LITR 100 or LITR 150.*

**ALIT 303 Literature of Imprisonment 3 s.h.**

A survey of the thematics of captivity, enslavement, and imprisonment as they inform the American literary experience. Topic coverage to include authors such as Mary Rowlandson, Jack London, Ken Kesey, and others. (LA)

*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT; or permission of instructor.*

**ALIT 351 Literature of the Harlem Renaissance 3 s.h.**

A study of Black writers in Harlem between 1920 and 1929.

Cross-listed as ALS 351. (LA, AH2)

*Prerequisites: COMP 100 or ALS 100; ALS 273 or LITR 250.*

**ALIT 369 Rachel Carson****3 s.h.**

Most scholars of literary environmentalism point to Rachel Carson's "Silent Spring" (1962) as the single most important book spurring the development of modern environmentalism. However, Rachel Carson should not be remembered simply for one book but for a substantial body of literature about nature and the environment that has earned her a place as one of the most important American writers of the twentieth century. This course will consider Rachel Carson's work from both literary and environmental perspectives and will examine all of her major works, including "Silent Spring," "The Sea Around Us," "Under the Sea Wind," and her posthumously published book on introducing children to nature, "The Sense of Wonder." (LA, AH2)  
*Prerequisites: LITR 150 or LITR 100, and LITR 250 or 6 s.h. of ALIT courses.*

**ALIT 370 Hemingway and Faulkner****3 s.h.**

Examination of representative works of two major American writers of fiction. (LA)  
*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT; or permission of instructor.*

**ALIT 371 Cooper and His Country****3 s.h.**

The study of the works, life, and times of James Fenimore Cooper. May be taken for undergraduate or graduate credit. (LA)  
*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT; or permission of instructor.*

**ALIT 372 Mark Twain****3 s.h.**

This course centers on Mark Twain, one of America's most beloved literary figures. Celebrated and censored, Twain's work continues to be relevant to America's preoccupations with its identity—especially in terms of race, region, and class—as well as its status among other nations. His role as literary innovator and cultural commentator will be examined through the lens of both the post-Civil War era and our own historical moment. Readings will include all of his major novels—Tom Sawyer, Adventures of Huckleberry Finn, Pudd'nhead Wilson, A Connecticut Yankee in King Arthur's Court—as well as short stories, fables, and his enigmatic "dream tales." Films, literary criticism, and other sources will situate Twain's continued influence on both American literary history and popular culture. (LA)  
*Prerequisites: LITR 150; LITR 250; COMP 200 or COMP 290; and 6 s.h. ALIT, ELIT, WLIT, or LITR.*

**ALIT 373 Upstate New York Writers****3 s.h.**

Reading of American writers who live in and/or write about upstate New York of the present day. (LA)  
*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT.*

**ALIT 374 Hawthorne and Melville****3 s.h.**

This course will examine the work of Nathaniel Hawthorne and Herman Melville, two of the key figures in the "American Renaissance" of the 1850s. In addition to several short stories and other works, two of the most powerful novels in American literary history—Hawthorne's *The Scarlet Letter* and Melville's *Moby Dick*—will be explored in depth. (LA, AH2)  
*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT.*

**ALIT 375 Burroughs and Nature Writing****3 s.h.**

This intensive one-week course is offered in conjunction with the biannual "Sharp Eyes" Conference on John Burroughs and Nature Writing held at SUNY College at Oneonta. A close friend of Walt Whitman and John Muir (founder of the Sierra Club), as well as public figures like Henry Ford, Thomas Edison, and Teddy Roo-

sevelt, John Burroughs (1837-1921) was the most popular nature writer of the nineteenth century and had a significant influence on American nature study and literature. (LA)  
*Prerequisites: COMP 100 and 6 s.h. of literature coursework.*

**ALIT 394 Studies in American Literature****1-3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)  
*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT.*

**ALIT 399 Independent Study in American Literature****1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in English and other areas. May be continued in successive semesters. Admission by consent of department chair and instructor involved. (LA)  
*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR, or WLIT.*

**English Literature Courses****ELIT 200 English Literature – Beginnings to Early Renaissance****3 s.h.**

Survey of literature of England from the medieval and Renaissance periods. (LA, AH2)  
*Prerequisite: COMP 100.*

**ELIT 201 English Literature – Renaissance to 18th Century****3 s.h.**

Survey of literature of England from the Renaissance through the 18th century. (LA, AH2)  
*Prerequisite: COMP 100.*

**ELIT 202 English Literature – 18th Century to Present****3 s.h.**

Survey of literature of England from the 18th century to the present. (LA, AH2)  
*Prerequisite: COMP 100.*

**ELIT 215 The English Novel****1-3 s.h.**

Study of the English novel's development as a literary form and its reflection of individual and social attitudes. (LA, AH2)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ELIT 240 Medieval English Literature****3 s.h.**

Readings in modern English translation of outstanding medieval prose and poetry. Includes Beowulf, Arthurian legend, lyrics, drama, romances, selections from Chaucer, Sir Gawain and the Green Knight, and sagas. (LA)  
*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**ELIT 241 The English Renaissance****3 s.h.**

Readings in English literature from the 15th to the 17th centuries. Selections from the works of such representative writers as Wyatt, Surrey, Sidney, Spenser, Shakespeare, and Jonson. (LA)  
*Prerequisites: COMP 100 and LITR 150.*

**ELIT 243 18th-Century English Literature****3 s.h.**

A survey of selected poetry, prose, and drama, with emphasis on satirists. Readings from authors such as Dryden, Defoe, Swift, Pope, Johnson, Boswell, and Blake, as well as early newspaper writers, biographers, and novelists. (LA, AH2)  
*Prerequisites: COMP 100, and LITR 100 or LITR 150.*

**ELIT 245 British Writers of the Romantic Age****3 s.h.**

Study of the poetry and prose of the major Romanticists of the early nineteenth century. (LA, AH2)  
*Prerequisites: COMP 100, and LITR 100 or LITR 150.*

**ELIT 246 Victorian Literature****3 s.h.**

Great works of British prose and poetry from 1832 to 1901. Includes selections from major poets such as the Brownings, Tennyson, Arnold, or the Rossetis, as well as novels by authors such



as Dickens, George Eliot, Bram Stoker and the Brontës. (LA, AH2)

*Prerequisites:* COMP 100, and LITR 100 or LITR 150.

**ELIT 247 20th-Century English Writers 3 s.h.**

English novels, short stories, plays, and poetry written in the 20th century. (LA, AH2)

*Prerequisites:* SoS or 3 s.h. humanities.

**ELIT 270 Shakespeare 3 s.h.**

Selected plays representing various dramatic types and stages in the author's development. (LA, AH2)

*Prerequisites:* COMP 100.

**ELIT 272 17th-Century English Literature 3 s.h.**

A study of the main poets and prose writers of the period. Special attention to Donne, Herbert, Marvell, Jonson, Herrick, Bacon, and the styles they represent. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**ELIT 273 Milton 3 s.h.**

A study of all the major poems and most of the minor ones, including "Lycidas," "Comus," and the sonnets. Prose pieces "Areopagitica" and "Of Education" also considered. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**ELIT 274 Modern British Poets 3 s.h.**

This course examines the poetry of the modern period (ca. 1890-1945) in Britain, situating it in relation to social, historical and literary contexts, such as the two world wars and the tension between modernity and tradition. Later poets may also be included.

*Prerequisites:* COMP 100, and LITR 100 or LITR 150.

**ELIT 275 Jane Austen 3 s.h.**

An intensive reading of novels such as *Northanger Abbey*, *Pride and Prejudice*, and *Emma*. Additional, related readings will cover topics such as Austen's biography, criticism, the history of the novel, and contemporary literary developments. (LA)

*Prerequisites:* COMP 100, and LITR 100 or LITR 150.

**ELIT 294 Special Topics in English Literature 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150; 6 s.h. ALIT, ELIT, LITR or WLIT.

**ELIT 364 Dickens 3 s.h.**

Consideration of Dickens as a novelist and as a critic of society, with close reading of selected novels such as *Bleak House*, *Great Expectations*, and *The Old Curiosity Shop*.

**ELIT 370 Chaucer 3 s.h.**

Study of Chaucer's development in scope, thought, and technique. Emphasis on *The Canterbury Tales*. (LA)

*Prerequisites:* LITR 150; COMP 200 or COMP 290; LITR 250; ELIT 240.

**ELIT 371 Shakespeare and Culture 3 s.h.**

This seminar course is designed for students who wish to immerse themselves more fully in reading and analyzing a particular aspect of Shakespeare's plays. We will focus on one or two of the major genres (e.g., comedies, histories, tragedies, romances) and consider how the plays intersect with a number of contentious issues in both early modern and postmodern cultures. Topics may range from legal and gender issues, to religion and the stage, to sexual and racial identity issues. In addition to reading carefully four or five plays, we will view film versions, where available, considering how these films contribute to the ongoing reinvention and privileging of Shakespeare as "the Bard." (LA, AH2)

*Prerequisites:* LITR 150, ELIT 270, COMP 200 or COMP 290, and

LITR 250.

**ELIT 394 Special Topics in English Literature 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisites:* LITR 150; LITR 250; COMP 200 or COMP 290; 6 s.h. ALIT, ELIT, LITR or WLIT.

**ELIT 399 Independent Study in English Literature 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in English and other areas. May be continued in successive semesters. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites:* LITR 150; LITR 250; COMP 200 or COMP 290; 6 s.h. ALIT, ELIT, LITR or WLIT.

## Linguistics Courses

**LING 150 Introduction to Language and Linguistics 3 s.h.**

This course will introduce students to the field of linguistics. Areas surveyed may include language acquisition, regional and social variation in language, the development of language, word creation, language and the brain, language structures, and semantics. (LA, AH2)

**LING 200 Linguistics and Literature 3 s.h.**

This course will explore the relationship of linguistics and literature. Students will read literary works from a variety of genres and examine them using different linguistic lenses. (LA, CPA)

*Prerequisite:* SoS.

**LING 201 Language and Society 3 s.h.**

An introduction to sociolinguistics. Study of language variation and the ways people use language in social interaction. (LA, AH2)

*Prerequisites:* SoS or LING 150.

**LING 210 Traditional Grammar: English 3 s.h.**

Covers traditional English grammar, including preferred usage. (LA)

*Prerequisites:* SoS and COMP 100.

**LING 215 Introduction to Editing and Publishing 3 s.h.**

Students will be introduced to the principles of both copy-editing (or proofreading) and more substantive content editing. The course will also include an overview of the publishing industry and discussion of careers within it. In the final part of the class, students will peer-review and edit others' writing in order to produce an issue of a journal in either print or online format. (LA)

*Prerequisites:* SoS, COMP 100.

**LING 294 Special Topics in Linguistics 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisite:* 3 s.h. LING, or by permission of instructor.

**LING 317 Language Acquisition 3 s.h.**

Students will be introduced to theories of First- and Second- language acquisition. Topics will include how children and adults acquire language and how language acquisition can be disrupted.

*Prerequisite:* LING 150 or LING 200; JrS.

**LING 320 History of the English Language 3 s.h.**

Introduction to the development of the English language from its earliest known stage to present-day British and American English. Topics include the continuous change of language in its main aspects of sound; word formation, syntax, and vocabulary; the cultural influences on change and their reflection in the language; and social attitudes affecting language usage. (LA)

*Prerequisites:* JrS and 3 s.h. LING or 6 s.h. ALIT/ELIT.

**LING 322 Varieties of American English 3 s.h.**

This course will explore the different varieties and dialects of English in the United States, including both regional and cultural variations, from the first English settlements to the present. Coverage will also include the impact of other languages on American English. (LA)

*Prerequisite:* LING 201 or JrS.

**LING 394 Special Topics in Linguistics 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisite:* 3 s.h. LING, or by permission of instructor.

**LING 399 Independent Study in Linguistics 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in linguistics. May be continued in successive semesters. Admission by consent of department chair, linguistics coordinator, and instructor involved. (LA)

*Prerequisite:* 9 s.h. LING.

**Literature Courses****LITR 100 Themes in Literature 3 s.h.**

Designed to help the general student interpret literary works. The class will focus on a theme or genre to be chosen by the instructor. (LA, AH2)

**LITR 150 Introduction to Literary Studies 3 s.h.**

Introduction to Literary Studies is designed for those who are or wish to be English Majors. It provides a foundation for the contexts, concepts and methods relevant to the study of literature. Course coverage will include instruction in the use of relevant terminology and concepts, familiarization with literary and historical periods, and an overview of literary and genre conventions. The course should be taken within one year of declaring the major. (LA)

*Prerequisites:* Declared English major, or by permission of the department.

**LITR 215 Contemporary Novel 3 s.h.**

Exploration of present-day novels by English, American, and continental writers. (LA, AH2)

*Prerequisite:* SoS.

**LITR 220 Short Fiction 3 s.h.**

Appreciation and understanding of form and meaning in fiction through reading and analysis of selected works. (LA, AH2)

*Prerequisite:* COMP 100.

**LITR 222 Science Fiction 3 s.h.**

Analysis of the evolution and present character of science fiction. (LA)

**LITR 225 Masterpieces of the Theater 3 s.h.**

Study of the most celebrated works of major playwrights of the Western world from early Greece to present-day Europe and America. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**LITR 226 Modern Drama 3 s.h.**

Critical reading and discussion of dramatic literature by major playwrights from Ibsen to the present. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**LITR 237 Fantasy 3 s.h.**

Introductory literary study using the convention of the subgenre. (LA)

**LITR 238 Comedy 3 s.h.**

The theory and historical development of comedy. Readings of selected, relevant texts from the Greeks to the present. (LA)

**LITR 244 Contemporary Literature 3 s.h.**

Wide reading of novels, short stories, plays, and poetry, with emphasis on contemporary American, European, South American, Asian, and African writers. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**LITR 250 Critical Approaches to Literature 3 s.h.**

Exploration of the various approaches and techniques used in understanding and judging literary works; includes the reading of representative literary works, written criticism, critical theory, and practice in literary criticism. (LA, AH2)

*Prerequisites:* COMP 100; LITR 150; 3 s.h. 200-level ALIT, ELIT, LITR or WLIT.

**LITR 283 Women's Literature 3 s.h.**

Explores the role of women through reading literature by and about women. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**LITR 284 Writing the Land: Literature of Place 3 s.h.**

Explores encounters with the natural world as articulated in creative nonfiction, fiction, essays, and poetry. Emphasis placed on diverse representations of the environment, as understood through varied cultural and social perspectives. (LA, AH2)

*Prerequisites:* COMP 100; and LITR 100 or LITR 150.

**LITR 285 Autobiography, Gender and Culture 3 s.h.**

This course will consider autobiographies from a variety of cultural backgrounds, exploring the relationship between gender, culture, and the representation of the self in autobiography. Concurrently with the reading and discussion of published autobiographies, class members will undertake a number of writing exercises leading to the completion of a segment of their own autobiographies, and the empowerment to continue the project after the course has ended. The course will be taught from a Women's Studies and a multicultural perspective and can be used as credit toward the minor in Women's Studies. Like all Women's Studies courses, it is open to and should be rewarding for all students regardless of gender. (LA, WS2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150; or permission of instructor.

**LITR 286 Gender and Geography: Women's Environmental Writing 3 s.h.**

Examines selected writings of women writers and their relationship to the natural world. Readings in memoir, personal essay, fiction, and poetry will address the varied social, cultural, and historical influences on "reading" the natural environment. Theoretical and critical texts will complement the course's emphasis of such topics as ecofeminism and environmental justice. (LA)

*Prerequisites:* COMP 100; and LITR 100 or LITR 150.

**LITR 294 Special Topics in Literature 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**LITR 299 Independent Study in Literature 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in English and other areas. May be continued in successive semesters. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites:* COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR or WLIT.

**LITR 306 Children's Literature 3 s.h.**

This course explores the diverse literatures for children and adolescents, particularly the multicultural and generic variety of literatures available. Students will read books from a variety of American and international children's authors and situate the

texts within the children's literary tradition. Emphasis will be on literary analyses of these children's and adolescent texts. (LA)  
*Prerequisites: COMP 100, and LITR 150, and 6 s.h. of 200-level ENGL coursework.*

**LITR 307 Madness in Literature 3 s.h.**

This course will examine how literary texts from the Romantic through to the present era represent madness in ways that both reflect and help construct discourse about important social and political issues of their times. It will also explore relevant literary criticism and theory that engages with issues of madness. (LA)

*Prerequisites: COMP 200, and LITR 150, and 6 s.h. of 200-level ENGL coursework.*

**LITR 394 Special Topics in Literature 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR or WLIT.*

**LITR 395 Teaching Assistantship in English 3 s.h.**

Provides teaching and tutorial experience for advanced English majors, under the guidance of a full-time faculty member. May be taken only once.

*Prerequisites: 21 s.h. of English, including LITR 250; permission of instructor; minimum 3.0 in English.*

**LITR 399 Independent Study in Literature 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in English and other areas. May be continued in successive semesters. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites: COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR or WLIT.*

**World Literature Courses**

**WLIT 200 World Literature – Ancient to Medieval 3 s.h.**

A study of selected world literary texts from the ancient to the medieval period. (LA)

*Prerequisite: COMP 100.*

**WLIT 201 World Literature – Renaissance to 18th Century 3 s.h.**

A study of selected world literary texts from the Renaissance through the 18th century. (LA, HO2)

*Prerequisite: COMP 100.*

**WLIT 202 World Literature – 18th Century to the Present 3 s.h.**

A study of selected world literary texts from the 18th century to the present. (LA, HO2)

*Prerequisite: COMP 100.*

**WLIT 212 The Western Tradition: Survey of Greek and Roman Literature 3 s.h.**

This course offers an introduction to the various genres of Greek and Roman literature, including epic, lyric poetry, tragedy, comedy, philosophy, history, and satire. (LA, HW2)

*Prerequisite: COMP 100.*

**WLIT 215 Great World Novels 3 s.h.**

Explores great world novels in terms of evaluation, contemporary literary criticism, and development of novels past and present.

*Prerequisites: COMP 100; LITR 100 or LITR 150. (LA, AH2)*

**WLIT 222 Irish Drama 3 s.h.**

This course investigates the evolution of the Irish dramatic tradition over the past 100 years, from the development of the first indigenous theater, the Abbey, in the early 20th century to the recent international successes of the "third wave" of Irish dramatists. Our primary focus will be the plays of the most noted and influential Irish dramatists (Yeats, Gregory, Synge, O'Casey,

Beckett, Friel, Carr et al.). We will analyze their work in relevant political and social contexts, paying close attention to their manner of representing Ireland and the Irish people, as well as the responses they elicited from audience members. Will also study how these playwrights adapted, revised, and at times rejected the work of earlier Irish dramatists. (LA)

**WLIT 225 The Greek Dramatists 3 s.h.**

Close study and critical discussion of selected plays by Aeschylus, Sophocles, Euripides, and Aristophanes. (LA, AH2)

*Prerequisites: COMP 100; LITR 100 or LITR 150.*

**WLIT 227 Sex and Gender in Greek Literature 3 s.h.**

This course explores gender in ancient Greek literature by examining the roles of men and women in Greek society, how the Greeks defined the categories of male and female, and how concepts of masculinity and femininity shaped Greek literature, mythology, and daily life. (LA, AH2)

*Prerequisite: COMP 100; LITR 100 or LITR 150.*

**WLIT 231 Mythology 3 s.h.**

Reading and discussion of selected myths, legends, epics, plays, and other materials basic to an understanding of Western literature. (LA)

*Prerequisite: COMP 100.*

**WLIT 235 Comedy and Satire in Greece and Rome 3 s.h.**

This course offers a survey of comedy and satire in Greek and Roman literature. Students will read comedies by Aristophanes, Menander, Plautus, and Terence, satires by Horace, Juvenal, and Seneca, and the comic novels of Petronius and Apuleius. Some topics we shall consider are genre, historical and literary influence, and critical and theoretical perspectives. (LA, AH2)

*Prerequisites: COMP 100, and WLIT 212 or WLIT 225.*

**WLIT 241 Literatures of The Middle East 3 s.h.**

This course is designed to provide students with a comprehensive overview of the emergence and development of modern literature of the Middle East through translated works. Selected texts representing the Arabic, Persian, Turkish, and Hebrew literary traditions will be contextualized socially, politically, and historically. Attention will be paid to the process of socio-political and cultural change and to their effects on theme, form, and language in literature. (LA, HO2)

*Prerequisites: COMP 100 and LITR 100 or LITR 150.*

**WLIT 242 Muslim Women Writers 3 s.h.**

This class provides an introduction to Islamic teachings on the rights and roles of women and then examines memoirs, fiction, and poetry written by Muslim women. This course focuses on modern writing and will cover a variety of genres, geographic regions, and ideological perspectives. Examples of writers to be studied include Leila Ahmed, Amina Wadud, Fatima Mernissi, Shirin Ebadi, Ayaan Hirsi Ali, Nawal el Saadawi, Hanan Al-Sheikh, Fadwa Tuqan, and Leila Aboulela. (LA, HO2)

*Prerequisite: COMP 100.*

**WLIT 250 European Literature and Culture 3 s.h.**

This course surveys literary texts that illustrate main currents of European cultural and intellectual history in the modern period. Such a foundational course is central to study of European cultures and Western civilization more generally. The class introduces students to a set of ideas and arguments that have played a formative role in European cultural history, and it acquaints them with some exemplars of critical thought. Topics to be considered in the survey of the Western Tradition may include the critique of religion; the promise of independence; the advance of individualism and capitalism; the encounter with Marxism; the origins of totalitarianism; the promise, solace, and failure of art that seeks to change the world; and the promises, delusions, and

prospects of rationalism. In addition to literary texts, we will also discuss the visual arts, music, and film. (LA, HW2)

*Prerequisites:* SoS.

**WLIT 253 Contemporary Irish Writers 3 s.h.**

A survey of contemporary Irish writing, covering fiction, drama, and poetry. The course concentrates on the major writers—North and South—in all genres. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**WLIT 257 Modern Black Literature 3 s.h.**

A study of Black American Literature written since 1950, using fiction, essays, poetry, and biography (or autobiography) to illustrate the development and influence of contemporary Black writers. (LA, HO2)

*Cross-listed as ALS 257.*

*Prerequisites:* COMP 100, SoS or ALS 100.

**WLIT 260 The Bible as Literature: Old Testament 3 s.h.**

A study of the Old Testament, including the Torah, the Prophets, the Writings, and the Apocrypha. (LA, AH2)

*Prerequisite:* COMP 100.

**WLIT 261 The Bible as Literature II: New Testament and Early Christian Writers 3 s.h.**

A study of the New Testament and the early Christian writers.

*Prerequisite:* SoS. (LA, HW2)

**WLIT 268 Readings in James Joyce 3 s.h.**

A study of three of Joyce's major works. The course will begin with naturalism of Dubliners, move through the emerging symbolism of A Portrait of the Artist as a Young Man, and culminate in the mythical methods of Ulysses. The will read and analyze Joyce's work in an attempt to uncover his literary contributions to the development of the novel. (LA)

**WLIT 270 Postcolonial Literature and Culture: Africa 3 s.h.**

This course examines postcolonial literature culturally, thematically, and theoretically. Students read writers who have responded to the impact of colonialism in such geographies as Sub-Saharan Africa and South Asia. The cultural legacy of British imperialism and expressions of resistance to it are explored. (LA, HO2)

*Cross-listed as ALS 270.*

*Prerequisites:* COMP 100, SoS or ALS 100.

**WLIT 271 Postcolonial Literature and Culture: The Americas 3 s.h.**

This course examines postcolonial literature thematically and theoretically to analyze the literary response to the British and Spanish colonizations of the Americas. (LA, HO2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150; or permission of instructor.

**WLIT 280 The Catholic Imagination 3 s.h.**

Religious imagination in literature from a Catholic point of view.

*Prerequisites:* COMP 100; LITR 100 or LITR 150. (LA, AH2)

**WLIT 281 The Chinese Novel 3 s.h.**

The premier narrative of the Qing dynasty (1644-1911) is the Honglou meng (translated as Dream of the Red Chamber or Story of the Stone), which, in the words of one scholar, provides "a summation of the three-thousand year span of Chinese literary history." As a consequence, Honglou meng belongs to a unique genre known as the encyclopedic narrative (a work of fiction that is also a rich compendium of the core beliefs and knowledge of a national culture). During the semester, students will explore East Asian culture, history, and philosophy through the prism of this unique encyclopedic narrative. Thus, the course is not about "one novel"—however long—but about the Chinese narrative tradition and Chinese culture in general. Course will be offered every two years. (LA, HO2)

*Prerequisite:* LITR 100 or LITR 150.

**WLIT 285 Portraits of the Artist 3 s.h.**

Examination of works of literature that deal with the formulation and development of the artistic imagination. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**WLIT 294/394 Special Topics in World Literature 3 s.h.**

Offered according to interest of instructor, requests by students, and availability of instructor. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**WLIT 317 Yeats 3 s.h.**

This course examines the life and career of the Nobel prize-winning Irish poet William Butler Yeats, whose politics and poetics have figured prominently in recent debates on nationalism and gender within the field of Irish cultural and postcolonial studies. The primary goal of this course is to enable students an opportunity for concentrated study of this central figure's role in and contribution to Irish cultural history. In the process, students will learn how to interpret poetry and understand poems in relevant contexts. They will also learn how to read and analyze plays, and learn the history of the Irish national theater's development. Students ideally will finish the course with greater knowledge of the roles writers and cultural productions can play in societies, especially in countries torn by political and social divisions. (LA)

*Prerequisites:* LITR 100 or LITR 150 and 6 s.h. of 200-level ENGL coursework.

**WLIT 380 Writing and Violence 3 s.h.**

This course examines the relationships between writing / textuality and oppressive or violent behavior. Texts that deal with national or institutional aggression, individual acts of violence, or the intensity of problematic family relationships will come under consideration. World Literatures will be presented along with American narratives and films so that the thematic possibilities of the subject can be universally explored yet locally contextualized. (LA)

*Prerequisites:* COMP 200 or COMP 290; LITR 150; LITR 250; 6 s.h. 200-level courses in ALIT, ELIT, LITR or WLIT; or permission of instructor.

**WLIT 399 Independent Study in World Literature 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in English and other areas. May be continued in successive semesters. Admission by consent of department chair and instructor involved. (LA)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

## Environmental Sciences

### Faculty listing

*Professors:* Blechman, Ebert; *Associate Professors:* Allen, Castendyk, Horvath (Program Director), Johnson, Koeddermann, Mills, Payne, Vogler; *Assistant Professors:* Ellis, Fulkerson, Hasbargen, Heilveil, Keel, Koch, Lord, Mann, Marchand, Mitteger

### Preamble

Instruction is primarily by faculty from the departments of Biology, Earth and Atmospheric Sciences, Geography, Philosophy, Political Science, and Sociology. Individual course descriptions are primarily listed under the corresponding departments within the program.

### Objectives

The Environmental Sciences Program presents the major scientific concepts fundamental to environmental concerns and awareness in a "global view" of a rapidly changing society. The objectives of this interdisciplinary program are threefold: 1) to prepare students for graduate study and/or professional career opportunities within the field of environmental science, 2) to serve as a terminal degree program within the liberal arts for students with interests in entry-level employment, and 3) to offer a wide selection of service courses for non-science oriented students who may desire information on selected portions of the program.

### Degrees

Bachelor of Science

### Major

Environmental Science

### Minors

Environmental Science Biology  
Environmental Science Planning

### Requirements for the Major

38-44 s.h. of Environmental Science courses plus 38-41 s.h. in related course work, which includes courses in Biology, Math, Statistics, Geology, Geography, Meteorology, Oceanography, Philosophy, Physics, Political Science, and Sociology for a total of 76-85 s.h.

### Requirements for Minors

These minors are intended to offer students that have a particular interest in the environmental sciences but are pursuing other degrees. The ENVS Biology minor must complete these six courses: ENVS 101, ENVS 201, ENVS 250, ENVS 320, BIOL 181, BIOL 282 for a total of 20 s.h. of credit. The ENVS Planning minor must complete these five courses: ENVS 101, ENVS 201, ENVS 250, GEOG 201, GEOG 236 and one course from the following: GEOG 217, GEOG 225, GEOG 237, GEOG 305, GEOG 227, or GEOG 348 for a total of 18 s.h. of credit.

### Supplemental Information

The major departments participating in the Environmental Sciences Program are noted for instructional excellence. Many of the faculty members from these departments have received the Chancellor's Award for Excellence in Teaching. Many of the faculty have ongoing research programs in environmentally-related areas of their respective disciplines. Students work with faculty on research on campus, at the Biological Field Station, and at other field sites locally and regionally. Employment opportunities in environmental fields are among the most common of all scientific areas. The program is involved with the Cornell-Hanlon-Gladstone-Kaufmann Lecture in Environmental Education and Communication, which brings a speaker of national prominence to campus each year to address the college community on an environmental topic.

## Environmental Science Requirements

### A. Environmental Sciences Core Courses

ENVS 101	Introduction to Environmental Science	3 s.h.
ENVS 105	Environmental Science Lab	1 s.h.
ENVS 201	Introduction to Environmental Issues	3 s.h.
ENVS 214	Principles of Soil Science	4 s.h.
ENVS 250	Environmental Monitoring	3 s.h.
ENVS 320	Technical Science Writing	3 s.h.
Capstone (ENVS 390 or 397 or 399)		3 s.h.

### Interdisciplinary

CHEM 112	General Chemistry II or	
CHEM 226	Elementary Organic Chemistry	4 s.h.
GEOG 241	GIS: Principles and Methods	3 s.h.
POLS 235	Environmental Politics & Policy	3 s.h.
SOCL 244	Environmental Sociology	3 s.h.
PHIL 230	Environmental Ethics	3 s.h.
200-level BIOL		3 s.h.
300-level BIOL		3 s.h.
200-level ESCI, GEOL, OCEA, METR		3 s.h.
300-level ESCI, GEOL, OCEA, METR		3 s.h.
200-level GEOG		3 s.h.
300-level GEOG		3 s.h.

### B. Related Work

BIOL 181	General Biology II	4 s.h.
CHEM 111	General Chemistry I	4 s.h.
STAT 101	Introduction to Statistics	3 s.h.
GEOL 120 or 182	(introductory Geology courses)	3 s.h.
GEOG 240	Cartography	3 s.h.

### C. Remaining Degree Requirements

1. General Education Requirements (Consult current *Catalog*)
2. College Writing Exam
3. A total of 122 s.h. of which at least 48 s.h must be upper division.

*Note: Any combination of three grades of "D" or "E" in courses required for the major may result in your disqualification from the major.*

## Environmental Science Courses

### ENVS 101 Introduction to Environmental Science 3 s.h.

The interactions between the living and non-living components of the ecosystem. An introduction to ecological community concepts; the influence of chemical, geological, atmospheric, and physical factors on living systems will be considered. (LA, N2)

### ENVS 105 Environmental Science Laboratory 1 s.h.

This course is intended for Environmental Science majors in their first year. The course involves numerous field trips to local sites where discussion on relevant environmental issues will take place. It is expected that students are either currently in either ENVS 101 or ENVS 201 or that students have had the equivalent of one of these courses.

*Prerequisite: ENVB, ENVE, ENVP majors only.*

### ENVS 110 Environmental Sustainability 3 s.h.

The Brundtland Commission in 1987 defined "sustainability" as "meeting the needs of the present generation without compromising the ability of future generations to meet their own needs." Environmental Sustainability uses a holistic approach to understanding the complex nature of the environment, especially where the social institutions interact with natural phenomena. Lectures, readings, and discussions examine both the role and limits of natural resources and the environment in relation to human political, social, and economic goals and aspirations. Students gain

a greater appreciation of how science can inform the policies and practices that will shape a more sustainable future. (LA, N2)

**ENVS 201 Introduction to Environmental Issues 3 s.h.**

The study of the effect of human activities on the worldwide ecosystem. An examination of the issues of human overpopulation, atmospheric warming, chemical pollution, and agriculture. Strategies of land planning and resource conservation will be considered. (LA)

*Prerequisite:* ENVS 101.

**ENVS 205 The Atmospheric Environment 3 s.h.**

Environmental issues relating to the atmosphere featuring lectures and discussions on topics recently reported in the news. Two 90-minute lectures per week on Greenhouse warming, acid rain, air pollution, drought, and Ozone depletion. (LA)

*Cross-listed as* METR 205.

*Prerequisite:* METR 110 or ENVS 101.

**ENVS 214 Principles of Soil Science 4 s.h.**

Introduction to the principles of soil science to gain an understanding of soils as natural resources and integral components of the terrestrial environment. Focus on fundamental physical, chemical and biological properties of soils and processes governing formation, development and differentiation. Lecture and lab weekly. Labs will focus on practical experiences in soil classification and analyses. A 2-day weekend field trip is mandatory.

*Cross-Listed as* ESCI 214.

*Prerequisite:* ENVS 101 or 3sh. of 100 level GEOL.

**ENVS 230 Energy Resources and Environment 3 s.h.**

This course provides an overview of the basic geologic, engineering, economic, and environmental factors controlling the availability and use of energy resources. Topics will include traditional energy resources (e.g. fossil fuels, uranium, and hydro-power) and alternative energy resources (e.g. hydrogen fuel cells, wind, solar, geothermal, and tidal), as well as the mineral resources used to store, convert, and transport energy (e.g. batteries, engines, and electrical wiring). The course will emphasize the environmental consequences of the development and utilization of each resource, and the long-range sustainability of each resource. (LA)

*Cross-Listed as* GEOL 230.

*Prerequisite:* GEOL 120 or GEOL 115 or GEOL 150 or GEOL 182.

**ENVS 250 Environmental Monitoring 3 s.h.**

Introduction to various methods and techniques commonly used in the field of environmental science to monitor nature. Emphasis is on designing statistically sound monitoring programs and applying learned statistical tests to analyze data.

*Prerequisites:* ENVS 201 and STAT 101, both "C+" or better.

**ENVS 257 Global Climate Change 3 s.h.**

This course is an introduction to the scientific evidence for human-induced climate change, the natural variability of our climate system against which changes are assessed, and the impacts on the natural world and the predicted response of Earth's ecosystems. It also focuses on the economic and policy proposals and debates about how humanity needs to respond. At the end of the course, students will present a research symposium on current issues in climate change, impacts and adaptations and efforts to mitigate human influence. It is expected that this course will be offered every spring.

*Cross-Listed as* ESCI 257.

*Prerequisite:* METR 110 or ENVS 101.

**ENVS 284 Wetland Science 4 s.h.**

Introduction to wetland science. Focus on wetland history, use and classification. Introduces wetland definitions and their unique properties and functions. Focus on understanding the wetland environment; hydrology, soils, biological adaptations. Laboratory

emphasizes practical experiences in understanding wetland functional properties. A 2-day weekend field trip is mandatory.

*Cross-Listed as* BIOL 284.

*Prerequisite:* ENVS 101 or GEOL 182.

**ENVS 290 Waste Management 3 s.h.**

An introduction to the basic scientific, technical, and regulatory aspects of waste management. Includes an overview of all categories of waste options available to manage various wastes and environmental issues tied to waste management. (LA, WS2)

*Cross-Listed as* ESCI 290.

*Prerequisites:* GEOL 115, GEOL 120, GEOL 150, GEOL 182 or ESCI 100 and CHEM 111.

**ENVS 294 Special Topics in Environmental Sciences 1-6 s.h.**

This course gives students the opportunity to study in depth advanced and special topics in the field of environmental sciences. Topics and instructors will be announced prior to registration.

**ENVS 299 Independent Study in Environmental Sciences 1-6 s.h.**

Individual studies under regular faculty supervision. Enrollment by consent of program director and instructor.

**ENVS 305 Mineral Resources and the Environment 3 s.h.**

An overview of the basic geologic, engineering, economic, and environmental factors controlling the availability of mineral resources. Topics will include metallic and non-metallic ores, energy resources, construction and industrial minerals. Examination of the environmental consequences of exploration and development of mineral deposits. Discussion of global mineral reserves and resources. Offered alternate fall semesters. Intended clientele: undergraduate environmental science, geology, water resources, and secondary education earth science majors. (LA)

*Cross-Listed as:* GEOL 305.

*Prerequisites:* GEOL 242 or ESCI 215.

**ENVS 310 Environmental Oceanography 3 s.h.**

Man's impact on the marine environment, including the chemical and physical dynamics of ocean waters and the political/economic aspects of society's impact; discussion of controversial use and attempts of controlling natural processes. Term paper(s) required. Intended for earth science and environmental science majors. (LA)

*Cross-listed as* OCEA 310.

*Prerequisites:* OCEA 210 or OCEA 110 plus ENVS 201.

**ENVS 320 Technical Science Writing 3 s.h.**

Introduction to technical writing skills in the sciences. Topics include organization, format, style, and narrative. Familiarization with professional journal style and format within the discipline is expected. (LA, WS2)

*Cross-listed as* ENVS 210.

*Prerequisites:* COMP 100 and STAT 101 and pass the CWE.

**ENVS 323 Global Biogeochemistry 4 s.h.**

Introduction to the study of the chemical, physical, biological and geological processes and reactions that govern the composition of the natural environment. Focus on cycles of matter and energy that transport Earth's components in time and space. Concepts from Atmospheric Sciences, Biology, Ecology, Chemistry, Geology and Soil Science. Lecture and lab weekly. Labs will focus on student presentation and discussion of case studies.

*Cross-Listed as* ESCI 323.

*Prerequisite:* GEOL 386.

**ENVS 383 Wetland Environments and Delineation 4 s.h.**

Focus on understanding concepts of wetlands and methods for identifying, describing, classifying and delineating wetlands in the USA using State and Federal criteria. Use of key indicators to focus on soils, hydrology and vegetation to gain understanding of wetland development and their significance in the natural world.

Laboratory emphasizes wetland identification and classification.  
(LA)

*Cross-Listed as BIOL 383.*

*Prerequisites: BIOL 282 or ENVS 214 or GEOL 282, JrS.*

**ENVS 390 Environmental Sciences Seminar 3 s.h.**

This course serves as a capstone course for the Environmental Sciences major. The course focuses on contemporary issues in environmental sciences. Students are required to produce a synthesis evaluation of a particular topic, including data analysis and presentations. Group research projects or primary literature readings will be required. Evaluations will be based on participation and quality of products. (LA)

*Prerequisites: SrS and ENVS 250 "B" or better.*

**ENVS 394 Special Topics in Environmental Sciences 1-6 s.h.**

This course gives students the opportunity to study in depth advanced and special topics in the field of environmental sciences. Topics and instructors will be announced prior to registration.  
(LA)

*Prerequisites: JrS, ENVS 201, and permission of instructor.*

**ENVS 397 Environmental Internship 1 s.h.**

Practical experience with an appropriate organization or agency. Students are required to submit a journal of their experiences at the end of the internship. Requirements follow College internship policies. Only one internship can count as an elective towards the major.

*Prerequisites: JrS, passing grade on CWE.*

**ENVS 399 Independent Study in Environmental Sciences 1-6 s.h.**

Individual studies and research under regular faculty supervision. Enrollment by consent of program director and instructor.

*Note: For remaining courses, see descriptions under appropriate department headings.*

## Foreign Languages & Literatures

Associate Professor: Arango; Assistant Professors: Bounou, Montoya, Nahson, Small, Tsann

### Objectives

Departmental objectives are to provide programs in foreign languages that prepare students for fulfilling and rewarding interactions in our global society. Our foreign language majors acquire deep understanding of foreign cultures, literatures, and civilizations along with the development of their linguistic skills. We are dedicated to the development of linguistic skills and literary knowledge in support of our students' personal, academic, or professional aspirations.

### Degrees

Bachelor of Arts

Bachelor of Science

### Majors

French

Spanish

Secondary Education: French, Spanish

(Students interested in majoring in Secondary Education French or Spanish should refer to the Education section.)

### Concentrations

French

Spanish

### Minors

Arabic and Islamic Studies

French

Spanish

### Requirements for the Majors

**French:** 36 s.h. in French beyond intermediate French (FREN 104), including 3 s.h. of French grammar and composition, 9 s.h. of introduction to French and Francophone literature, 6 s.h. of French civilization, 9 s.h. of electives in French literature, and 9 s.h. of selections in French.

**Provisional certification in French Secondary Education:** 36 s.h. beyond intermediate French (FREN 104), including courses in French grammar and composition, conversational French, French literature, phonetics, and French civilization.

**Spanish:** 36 s.h. beyond intermediate Spanish (SPAN 104), including 6 s.h. of advanced Spanish usage, 3 s.h. of introduction to Spanish literature, 3 s.h. of civilization of the Spanish speaking world, 3 s.h. of survey of Spanish literature, 3 s.h. of survey of Spanish American literature, 9 s.h. of selections in Spanish and/or Spanish-American literature, and 9 s.h. of selections in Spanish, including phonetics, conversation, film studies, Spanish for the professions, and literature electives.

**Provisional certification in Spanish Secondary Education:** 36 s.h. beyond intermediate Spanish (SPAN 104), including courses in advanced Spanish usage, conversation, phonetics, Spanish and Spanish-American literature, and civilization of the Spanish speaking world.

### Requirements for the Concentrations

**French:** 30 s.h. in French grammar, composition, phonetics, literature, and conversational French. See the *Advisement Handbook* for further details.

**Spanish:** 30 s.h. in Spanish grammar, composition, phonetics, literature, and conversational Spanish. See the *Advisement Handbook* for further details.

### Requirements for the Minors

**Arabic and Islamic Studies:** 21s.h. total, with 15 s.h. of Arabic language beyond the 101 level, and 9 s.h. of courses in the history, culture, literature, sociology and geography relating to the Islamic world.

**French:** 18 s.h. of any 200-level courses, or higher, offered in French language, literature, or civilization.

**Spanish:** 18 s.h. beyond intermediate Spanish (SPAN 104), including 3 s.h. of advanced Spanish usage, 3 s.h. of introductory Spanish literature, 3 s.h. of Survey of either Spanish literature or Spanish-American literature, 3 s.h. of civilization of the Spanish speaking world, 3 s.h. of a selection of Spanish, and 3 s.h. of a selection in Spanish or Spanish-American literature.

### Special Programs or Facilities

The College at Oneonta sponsors overseas study programs in England, Germany, India, Italy/Greece, Japan, Korea, and Russia. The State University of New York also offers many study abroad opportunities in a wide variety of countries for all students in the State University system.

### Note on Prerequisites

Proper placement in language skill courses is very important. Please note the prerequisite listed for language courses. In addition to those prerequisites, we offer the option of taking a proficiency examination in French and Spanish for proper placement. Please consult with the Department concerning the F-CAPE or S-CAPE proficiency test.

### French Major Requirements

**Grammar and Composition** - Complete one of the following:

FREN 201, 202 3 s.h.

**French Civilization** - Complete the following:

FREN 204, 205 6 s.h.

**French & Francophone Literature** - Complete the following:

FREN 208, 209 and 210 9 s.h.

**Literature Electives** - Complete *three* of the following:

FREN 316, 317, 318, 319, 320 9 s.h.

**French Electives** - Complete *three* of the following:

FREN 201 - 399 9 s.h.

*Note: excluding FREN 101-104*

Total 36 s.h.

### Spanish Major Requirements

**Grammar and Composition** - Required Courses:

SPAN 201, 202, 203 9 s.h.

**Spanish Civilization:**

SPAN 204 3 s.h.

**Spanish Literature** - Required Courses:

SPAN 208, 311, 313 9 s.h.

**Literature Electives** - Complete three of the following:

SPAN 300-399 9 s.h.

**Spanish Electives** - Complete *two* of the following:

SPAN 201-399 Level Electives 6 s.h.

*Note: excluding SPAN 101-104*

Total 36 s.h.

### Foreign Language Courses

*Note: Foreign Language Education courses may be found under Secondary Education.*

### Self-Instructional Language Program

The Foreign Language Department offers many less-commonly taught languages through a nationally approved program designated as Self Instructional Language Program (SILP). Students work with recorded language materials and texts and have regular practice sessions with native tutors. Availability of courses is



dependent on the availability of a qualified tutor. Students are tested at the end of the semester by qualified testers.

The courses for each language offered are described and numbered as follows:

<b>SILP 101</b>	<b>Introduction to Spoken (I) (LA)</b>	<b>3 s.h.</b>
<b>SILP 102</b>	<b>Introduction to Spoken (II) (LA)</b>	<b>3 s.h.</b>
<b>SILP 103</b>	<b>Spoken (I) (LA)</b>	<b>3 s.h.</b>
<b>SILP 104</b>	<b>Spoken (II) (LA)</b>	<b>3 s.h.</b>
<b>SILP 299</b>	<b>Independent Study (non-LA)</b>	<b>1-6 s.h.</b>
<b>Prerequisite: SILP 104</b>		

Interested students should contact the Foreign Languages Department to enroll in a specific language program. The following languages are offered, among others:

Brazilian Portuguese	Japanese	Russian
Cantonese	Korean	Swahili
Chinese (Mandarin)	Norwegian	Swedish
Greek (Modern)	Polish	Turkish
Hindi	Portuguese	Vietnamese

All students taking a Self Instructional Language Program course are required to attend a mandatory orientation program prior to the first day of classes. Please see the Department of Foreign Languages and Literature secretary for details. (*letter grade only*)

### American Sign Language Courses

**ASL 101 Introduction to American Sign Language I 3 s.h.**  
This is a beginning language course in American Sign Language. It will include the study of the syntax and vocabulary of the language. (LA, FL2)  
*Cross-listed as FLAN 101.*

**ASL 102 Introduction to American Sign Language II 3 s.h.**  
A continuation of American Sign Language I. (LA, FL2)  
*Cross-listed as FLAN 102.*  
*Prerequisite: FLAN 101 or ASL 101.*

**ASL 103 Intermediate American Sign Language: Fingerspelling 3 s.h.**  
This is an intermediate level language course in Fingerspelling and American Sign Language. It will include among other aspects the study of hand location, rhythm, cultural loan signs, and the use of numbers in relation to context. Attention will be paid to theory and grammatical concepts as well as conversational fluency and aspects of Deaf culture. (LA)  
*Prerequisites: ASL 101 and ASL 102.*

### Ancient Greek Courses

**AGRK 101 Introduction to Ancient Greek I 3 s.h.**  
An introduction to the language of Plato, Homer, Herodotus, the New Testament, and many others. This course will introduce the basics of Ancient Greek grammar, syntax, and vocabulary, with the goal of reading simple Greek texts. This course will be useful for those studying classics, religion, ancient history, philosophy, English literature, linguistics, classical archeology, political theory, and medicine. (LA)

### Arabic Courses

**ARAB 101 Introductory Arabic I 3 s.h.**  
An introduction to the basics of Arabic. The course will be proficiency based, covering all four language skills (speaking, listening, reading, and writing). We will place emphasis on active use of the language both in class and in daily homework assignments. By the end of the semester, students can expect to know the Arabic alphabet, to be able to read simple texts using a limited range of vocabulary and structures, to deliver an address about oneself in Arabic, and to engage in limited conversations with classmates, instructors and sympathetic native speakers. Students will also develop an acquaintance with some aspects of

Arab culture through the exploration of Arabic-language media and Arabic-related web sites. (LA, FL2)

**ARAB 102 Introductory Arabic II 3 s.h.**  
A continuation of introductory Arabic. The course will be proficiency based, covering all four language skills (speaking, listening, reading, and writing). We will place considerable emphasis on active use of the language both in class and in homework assignments. Students will review the material covered in Arabic 101 and further develop language skills and cultural competence. (LA, FL2)  
*Prerequisite: ARAB 101.*

**ARAB 103 Second Year Arabic I 3 s.h.**  
The course will be based at the intermediate level, covering all four language skills (speaking, listening, reading, and writing), with new grammar and more reading, and beginning the study of Arabic calligraphy. We will place considerable emphasis on active use of the language both in class and in homework assignments, including short compositions.  
*Prerequisite: ARAB 102.*

**ARAB 104 Second Year Arabic II 3 s.h.**  
This is a high intermediate level course in Modern Standard Arabic. The course will be advanced level based, covering all four language skills (speaking, listening, reading, and writing). We will place considerable emphasis on developing reading and speaking and writing skills. By the end of the semester, students can expect to write a short composition. (LA)  
*Prerequisite: ARAB 103.*

**ARAB 201 Advanced Arabic 3 s.h.**  
This is an advanced-level course in modern standard and classical Arabic. The course will cover all five basic language skills (speaking, listening, reading, writing, and analyzing). Students will read a selection of short stories, will prepare oral presentations, and by the end of the semester are expected to write a short composition and to listen, and understand, media reports in Arabic. Offered every four semesters. (LA)  
*Prerequisite: ARAB 104.*

### English as a Foreign Language Courses

**FLAN 165 English as a Foreign Language I 3 s.h.**  
Helps foreign students improve their command of the English language. Includes reading, writing, listening, and comprehension skills. Emphasis on reading at the college level.

**FLAN 166 English as a Foreign Language II 3 s.h.**  
Continuation of FLAN 165, designed to further improve English-language skills. Emphasis on writing at the college level.  
*Prerequisite: FLAN 165 or permission of instructor.*

**FLAN 250 Introduction to Foreign Language Education 2 s.h.**  
This course is designed for students planning on earning teacher certification through a fifth year program. Students will work for 50 clock hours in foreign language classrooms (grades 7-12) and meet one hour per week with the course instructor for discussion of topics related to teaching foreign languages.  
*Prerequisites: COMP 100, and FREN 202 or SPAN 203.*

**FLAN 294 Special Topics in Foreign Language 1-3 s.h.**  
Special studies of a foreign language or topics relating to foreign languages under faculty supervision. May be repeated in successive semesters with different topics.  
*Prerequisite: SoS.*

**FLAN 395 Teaching Assistantship 3-4 s.h.**  
Provides advanced Foreign Language students with the opportunity to perfect language skills while gaining insight into problems involved with foreign language teaching. Student conducts pat-

tern drills and other exercises with beginning or intermediate students under supervision of instructor and generally assists in instruction of basic language skills course.

*Prerequisites:* 6 s.h. beyond 104 level; GPA in the target language of 3.0 or better; JrS or SrS student majoring or minoring in Foreign Languages; written permission of instructor; other conditions according to College policy. (P/F only)

## French Courses

### **FREN 101 Introductory French I 4 s.h.**

French for beginners: for students who have studied no more than 2 years of high school French. Studies basic language skills, including comprehension, speaking, reading, and writing. Use of language laboratory and audio-visual materials. (LA, FL2)

### **FREN 102 Introductory French II 4 s.h.**

A continuation of FREN 101, including a review of basics covered in FREN 101. (LA, FL2)

*Prerequisite:* FREN 101, or equivalent proficiency.

### **FREN 103 Intermediate French I 4 s.h.**

Continued study of French grammar and language with emphasis on idiomatic expression. (LA, FL2)

*Prerequisite:* FREN 102, or equivalent proficiency.

### **FREN 104 Intermediate French II 4 s.h.**

A continuation of French 103. (LA, FL2)

*Prerequisite:* FREN 103, or equivalent proficiency.

### **FREN 201 Advanced French I 3 s.h.**

A thorough review of French grammatical structures with an emphasis on written and oral expression. (LA, FL2)

*Prerequisite:* FREN 104, or equivalent proficiency.

### **FREN 202 Advanced French II 3 s.h.**

A continuation of French 201. (LA, FL2)

*Prerequisite:* FREN 104, or equivalent proficiency.

### **FREN 204/205 French Civilization I and II 6 s.h.**

A study of the political, social, intellectual, artistic, and literary development of the French nation. Courses may be taken in any order. (LA)

*Prerequisite:* FREN 201, 202, or equivalent proficiency.

### **FREN 208 Survey of French Literature 3 s.h.**

Selected readings of outstanding French authors of prose fiction, poetry, and theatre from the Middle Ages through to the twentieth century. Provides the historical and cultural context for major literary movements and authors, and trains students to read and write critically. Students also learn to use the methods and language of literary analysis and explore texts and essays illustrating recent trends in literary theory. (LA, AH2)

*Prerequisite:* FREN 201, 202, or equivalent proficiency.

### **FREN 209 Survey of French Literature II 3 s.h.**

A study of French literature from the French Revolution to the present. (LA)

*Prerequisite:* FREN 201, 202, or equivalent proficiency.

### **FREN 210 Survey of Francophone Literature 3 s.h.**

A study of Francophone literature of Quebec, the French West Indies, Sub-Saharan Africa, and Southeast Asia during the 20th century. (LA)

*Cross-listed as ALS 210.*

*Prerequisite:* FREN 201, 202, or equivalent proficiency.

### **FREN 217 Contemporary France 4 s.h.**

This is a course in contemporary French civilization using Paris as a microcosm of modern French life. The course will include intensive reading, research and discussion on various aspects of contemporary French culture and language and will incorporate a

10-12 day stay in Paris during a college vacation week. While in Paris, the students will work daily from 9am to 9pm with the instructor doing walking tours related to French history, art, architecture, and everyday life. In Paris students will also complete work on a pre-designed project related to an element of French culture. Students will be expected to function exclusively in French during this program. Students will be responsible for the cost of their airfare, lodging, meals, ground transportation, and incidental expenses while in France. (LA)

*Prerequisite:* FREN 104 or equivalent, and SoS and permission of instructor.

### **FREN 218 Culinary French 1 s.h.**

An intermediate-level conversation course to provide students with focused practice of vocabulary and structures useful to both clients and food service personnel in restaurant settings. Some reading and written work required, mostly for reading and preparing menus in French. Conducted entirely in French.

*Prerequisite:* FREN 104, 201, or equivalent proficiency.

### **FREN 219 French Phonetics and Conversation 3 s.h.**

A study of French phonetics, accent, and intonation patterns with an emphasis on oral expression and comprehension. (LA)

*Prerequisite:* FREN 201, 202, or equivalent proficiency.

### **FREN 220 Advanced Conversation & Composition 3 s.h.**

Intensive oral and written expression in French with role playing, debate, oral presentation, essays, and letter writing. (LA)

*Prerequisite:* FREN 219, or equivalent proficiency.

### **FREN 299 Independent Study in French 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in French and other areas. May be continued in successive semesters. (LA)

*Prerequisite:* SoS and permission of department and instructor.

### **FREN 312 Studies in Medieval French Literature 3 s.h.**

A study of selected authors of medieval texts from the tenth through the fifteenth centuries. The student will acquire a reading ability in old French through the study of works and authors such as: La Chanson de Roland, Marie de France, Chretien de Troyes, Le Roman de la Rose, Rutebeuf, Thibaut de Champagne, Froissart, Christine de Pisan, Charles d'Orleans, Commines. (LA)

*Prerequisite:* FREN 208, or equivalent proficiency.

### **FREN 316 French Literature of the Renaissance 3 s.h.**

A study of selected authors of the 16th century. (LA)

*Prerequisite:* FREN 208, or equivalent proficiency.

### **FREN 317 French Neo-Classical Literature 3 s.h.**

A study of selected authors of the 17th century. (LA)

*Prerequisite:* FREN 208, or equivalent proficiency.

### **FREN 318 The French Enlightenment 3 s.h.**

A study of selected authors of the 18th century. (LA)

*Prerequisite:* FREN 208, or equivalent proficiency.

### **FREN 319 French Literature of the 19th Century 3 s.h.**

A study of selected authors from the French Revolution to World War I. (LA)

*Prerequisite:* FREN 208, 209, or equivalent proficiency.

### **FREN 320 Modern French Literature 3 s.h.**

A study of selected authors of French expression from World War I to the present. (LA)

*Prerequisite:* FREN 208, 209, or equivalent proficiency.

### **FREN 322 Francophone Literature 3 s.h.**

Will explore the richness and diversity of francophone literature through texts and films from French-speaking areas such as Louisiana, Quebec, Haiti, Morocco, Algeria, Mali, and the Demo-

cratic Republic of Congo. Course will be conducted in French. (LA)

*Prerequisite:* FREN 208 or FREN 209 or FREN 210 or equivalent proficiency

**FREN 398 Seminar in French 3 s.h.**  
Investigation or research of particular literary or cultural interests. Includes regular group meetings, but emphasis is on individual work. (LA)  
*Prerequisite:* SrS.

**FREN 399 Independent Study in French 1-6 s.h.**  
Special studies under department supervision for students who have shown unusual ability in French and other areas. May be continued in successive semesters. (LA)  
*Prerequisites:* JrS and permission of department and instructor.

## German Courses

**GERM 101 Introductory German I 3 s.h.**  
German for beginners. For students that have studied 0-2 years of high school German. Studies basic language skills, including comprehension, speaking, reading, and writing. Emphasis on oral approach is stressed. (LA, FL2)

**GERM 102 Introductory German II 3 s.h.**  
A continuation of GERM 101. (LA, FL2)  
*Prerequisite:* GERM 101, or equivalent proficiency.

## Italian Courses

**ITAL 101 Introductory Italian I 3 s.h.**  
Italian for beginners: for students who have studied no more than 2 years of high school Italian. Studies basic language skills, including comprehension, speaking, reading and writing, with emphasis on the present tense. (LA, FL2)

**ITAL 102 Introductory Italian II 3 s.h.**  
A continuation of ITAL 101, including a review of basics covered in ITAL 101. Continues study of basic language skills, including comprehension, speaking, reading, and writing, with emphasis on past tense. (LA, FL2)  
*Prerequisite:* ITAL 101.

**ITAL 103 Second Year Italian I 3 s.h.**  
A continuation of ITAL 102, including a review of material covered in ITAL 102. Continues study of basic language skills, including comprehension, speaking, reading, and writing, with emphasis on complex sentence structure. (LA, FL2)  
*Prerequisite:* ITAL 102.

**ITAL 104 Second Year Italian II 3 s.h.**  
A continuation of ITAL 103, including a review of material covered in ITAL 103. Conversation, grammar review, composition, readings from Italian literature and culture at the high-beginner level, extensive use of web and audio-visual materials. (LA, FL2)  
*Prerequisite:* ITAL 103.

**ITAL 112 Elementary Italian Conversation 3 s.h.**  
Designed to help students improve their conversational abilities from the elementary to intermediate level. Includes class discussions, role-playing, debates and oral presentations. Some written work required, study of idiomatic expressions, vocabulary and some attention to grammatical structures. May be repeated for up to 6 s.h. of credit. (LA, FL2)  
*Prerequisite:* ITAL 102 or equivalent.

**ITAL 201 Advanced Italian I 3 s.h.**  
A thorough review of Italian grammar at the advanced level. Improves oral and written abilities through oral reports, study of grammar, conversation and reading. Emphasis on writing short

compositions, short cultural and literary readings, and in-class conversation. (LA, FL2)

*Prerequisite:* ITAL 104.

**ITAL 202 Advanced Italian II 3 s.h.**  
A continuation of Italian 201: a thorough review of Italian grammar at the advanced level. Improves oral and written abilities through oral reports, study of grammar, conversation and reading. Emphasis on writing short compositions, short cultural and literary readings, and in-class conversation. (LA, FL2)  
*Prerequisite:* ITAL 104.

**ITAL 212 Conversational Italian 3 s.h.**  
Designed to help students improve their conversational abilities from the intermediate to advanced level. Includes class discussions, role-playing, debates and oral presentations. Some written work required, and attention to vocabulary, idiomatic expressions, and some grammatical structures. (LA)  
*Prerequisite:* ITAL 104.

**ITAL 294 Special Topics in Italian 3 s.h.**  
Group study of literature or culture in Italian under faculty supervision. May be repeated in successive semesters with different topics. (LA)  
*Prerequisite:* ITAL 201 or ITAL 202.

**ITAL 299 Independent Study 1-6 s.h.**  
Individual study of literature or culture in Italian under faculty supervision. May be repeated in successive semesters with different topics. (LA)  
*Prerequisite:* ITAL 201 or ITAL 202.

## Japanese Courses

**JAPN 101 Introductory Japanese I 3 s.h.**  
Japanese for beginners: for students who have studied no more than 2 years of high school Japanese. Covers basic language skills, including comprehension, speaking, reading and writing the hiragana and katakana scripts; a few basic kanji characters will be learned as well. (LA)

## Latin Courses

**LATN 101 Introductory Latin I 3 s.h.**  
An introduction to the language of the Roman Empire, the written language of Europe's Medieval Period, and the parent of such modern languages as Spanish, Italian, and French. This course will introduce the basics of Latin grammar and vocabulary, with the goal of reading simple Latin texts and exploring classical and medieval literature, culture and history. (LA)

**LATN 102 Introductory Latin II 3 s.h.**  
Continuing study of the language of the Roman Empire, the written language of Europe's Medieval Period, and the parent of such modern languages as Spanish, Italian, and French. This course will continue presenting the basics of Latin grammar and vocabulary, with the goal of reading simple Latin texts and exploring classical and medieval literature, culture and history. (LA, FL2)  
*Prerequisite:* LATN 101.

## Russian Course

**RUSS 101 Introductory Russian I 3 s.h.**  
Russian for beginners: for students with no more than 2 years of high school Russian. Study of the Cyrillic alphabet, basic grammar, speaking, listening, reading, writing, and elements of Russian life and culture. (LA)

## Spanish Courses

### **SPAN 101 Introductory Spanish I 3 s.h.**

Spanish for beginners; for students with no more than 2 years of high school Spanish. Emphasizes oral abilities in the use of basic vocabulary and fundamental patterns of the language. Includes reading, writing, and use of state of the art language laboratory and audio-visual materials. (LA, FL2)

### **SPAN 102 Introductory Spanish II 3 s.h.**

A continuation of SPAN 101; review of basics presented in SPAN 101; emphasis on narration in the past tenses. (LA, FL2)

*Prerequisite:* SPAN 101, or equivalent proficiency.

### **SPAN 103 Second Year Spanish I 3 s.h.**

A continuation of SPAN 102; review of basics: emphasis on subjunctive mood, idiomatic expressions, and beginning readings in Spanish and Spanish American culture. (LA, FL2)

*Prerequisite:* SPAN 102, or equivalent proficiency.

### **SPAN 104 Second Year Spanish II 3 s.h.**

A review of the basics of spoken and written Spanish, with readings, conversation, composition, grammar, and cultural explorations designed to raise language skills to the level required for entry into the major programs. May profitably be taken with SPAN 112. (LA, FL2)

*Prerequisite:* SPAN 103 or equivalent proficiency.

### **SPAN 112 Elementary Spanish Conversation 3 s.h.**

Designed for non-majors with some previous Spanish study to complete their General Education FL2 requirement, this course will focus on conversation, practical language use, and cultural exploration, but some vocabulary and grammar review will be included. May also be taken by new majors concurrently with SPAN 104 in order to brush up on skills before beginning the advanced language sequence. (LA, FL2)

*Prerequisite:* At least SPAN 102 or equivalent proficiency.

### **SPAN 201 Review of Spanish Grammar 3 s.h.**

A review of Spanish grammar for those who have already mastered the basics. The course will include intensive work on the past tenses, subjunctive, accent rules, and other difficult constructions. May profitably be taken with SPAN 202 or 215. (LA, FL2)

*Prerequisite:* SPAN 104 or equivalent proficiency.

### **SPAN 202 Advanced Spanish Usage I 3 s.h.**

Improves oral and written abilities through oral reports, study of grammar, conversation and writing. Emphasis on writing short compositions, short cultural and literary readings, and use of the web in Spanish. Must be taken before SPAN 203; may profitably be taken with SPAN 201 or 215. (LA, FL2)

*Prerequisite:* SPAN 104 or equivalent proficiency.

### **SPAN 203 Advanced Spanish Usage II 3 s.h.**

Improves spoken and written abilities through oral reports, study of grammar, conversation and writing. Emphasis on writing short compositions, short cultural and literary readings, and use of the web in Spanish, with the goal of achieving the skills necessary to do well in the upper-division courses. As the gateway to the Spanish major, a C+ or better in this course is a prerequisite to the 200-level content courses. (LA, FL2)

*Prerequisite:* SPAN 202 or equivalent proficiency.

### **SPAN 204 Civilization of the Spanish-Speaking World 3 s.h.**

Introduces the rich and diverse cultural heritages of Spain and Spanish-America, including geography and key issues, moments and people in their history, society, popular culture, art and music. The course will be conducted in Spanish. (LA)

*Prerequisites:* "C+" or better in SPAN 203.

### **SPAN 208 Introduction to Spanish Literature 3 s.h.**

A sampler of narrative, poetry, and drama from Spanish and Spanish-American literature. Provides background and teaches techniques of literary analysis in preparation for more advanced literature courses, as well as library research skills in Spanish and use of appropriate citation formats. The course will be conducted entirely in Spanish; several 2-4pp essays will be required; a "C+" or better in this course will be required to move forward to 300-level Spanish courses. (LA, AH2)

*Prerequisite:* SPAN 203 "C+" or better.

### **SPAN 212 Conversational Spanish 3 s.h.**

Improves ability to speak and comprehend Spanish for students who have reached an intermediate level of oral proficiency. This course will be conducted entirely in Spanish and assumes an active command of the basic structures of Spanish and ability to participate in Spanish conversation. Includes class discussion, role playing, debates, and oral presentations. Primary emphasis on active skill of speaking. Not open to students of native or near-native speaking ability. (LA)

*Prerequisite:* SPAN 203 "C+" or better.

### **SPAN 214 Phonetics 3 s.h.**

A study of the sound system in Spanish. Also discusses Spanish phonology, dialects, and history of Spanish in Spain and Spanish America. Emphasis on classroom and laboratory practice to improve pronunciation. (LA)

*Prerequisite:* SPAN 203 "C+" or better.

### **SPAN 215 Spanish for Native Speakers 3 s.h.**

Emphasizes improvement of skills in writing, reading, and oral communication, including vocabulary-building and stylistics. Addresses code switching, use of Anglicisms, and interference with English. Students make oral presentations, write compositions, and discuss readings about Hispanic culture. May be taken at the same time as SPAN 201 or SPAN 202. (LA)

*Prerequisite:* SPAN 104 or permission of instructor.

### **SPAN 217 Spanish for Teachers Mini 1 s.h.**

An intermediate-level conversation course meant to offer students focused practice with vocabulary useful for teachers of Spanish-speaking students. Conducted entirely in Spanish.

*Prerequisite:* SPAN 104, or equivalent proficiency.

### **SPAN 218 Spanish for Food Service Mini 1 s.h.**

An intermediate-level conversation course offering focused practice with vocabulary and structures useful to both clients and managers in restaurant settings. Some written work will be required though the main emphasis will be on oral communication. Conducted entirely in Spanish.

*Prerequisite:* SPAN 104, or equivalent proficiency.

### **SPAN 219 Medical Spanish Mini 1 s.h.**

An intermediate-level conversation course meant to offer students focused practice with vocabulary and structures useful to both providers and patients in health care situations. Conducted entirely in Spanish.

*Prerequisite:* SPAN 104, or equivalent proficiency.

### **SPAN 220 A Taste of Translation Mini 1 s.h.**

An introduction to the art of translation with both oral and written practice. Includes simultaneous translation, radio and television broadcasts, newspaper items, stories and poems.

*Prerequisite:* SPAN 104, or equivalent proficiency.

### **SPAN 294 Intermediate Spanish Special Topics 3 s.h.**

Group study of literature or culture in Spanish. May be repeated in successive semesters with different topics. Course will be conducted in Spanish and among other work, students will be required to write several 2-3pp essays in Spanish. (LA)

*Prerequisite:* SPAN 203 "C+" or better.

**SPAN 299 Independent Study in Spanish 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in Spanish and other areas. May be continued in successive semesters. (LA)

*Prerequisite:* SoS and permission of department and instructor.

**SPAN 310 Spanish and Latin American Film 3 s.h.**

A film analysis course at the advanced Spanish linguistic level. Examines film as a representation of Latin American and Peninsular historical moments and cultural traditions. Films are organized thematically. Course will be conducted in Spanish, and essays of 6-8pp in Spanish will be required. (LA)

*Prerequisite:* SPAN 204.

**SPAN 311 Survey of Spanish Literature 3 s.h.**

A survey of the literature of Spain from the Middle Ages to the present day. Readings may include *El Cid*, *Don Quijote*, the Spanish Romantics, Nobel Prize winner Camilo Jose Cela, and will touch on themes such as national identity and diversity, the representation of women, religion in the past and in the modern age, and cultural contact with the muslim world. Course will be conducted in Spanish, and essays of 6-8pp will be required. (LA)

*Prerequisite:* "C+" or better in SPAN 208.

**SPAN 313 Survey of Spanish-American Literature 3 s.h.**

Traces the development of Spanish-American literature from colonial through modern times, stressing significant writers and trends, and will cover the literature of the conquest, colonial times, the struggle for independence, modernism, realism, magical realism, and the contemporary period. Course will be conducted in Spanish, and essays of 6-8pp will be required. (LA)

*Prerequisite:* "C+" or better in SPAN 208.

**SPAN 321 Literature of The Golden Age 3 s.h.**

Study of representative literary works and ideological currents of 16th- and 17th-century Spain, a time of imperial strength followed by incipient political decline, of Spanish Humanism, and of Renaissance and Baroque aesthetics. Major emphasis will vary among likely topics such as: the rise of a national theater in the works of Lope de Vega, Tirso de Molina, and Calderon de la Barca; the genesis and development of the picaresque novel; the principal forms and themes of the poetry of Garcilaso, fray Luis de Leon, San Juan de la Cruz, Francisco de Quevedo and Luis de Gongora; the *Novelas ejemplares* of Cervantes; the *Novelas amorosas y ejemplares* of Maria de Zayas. Course will be conducted in Spanish and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite:* "C+" or better in SPAN 208.

**SPAN 323 Literature of Revolutions 3 s.h.**

Studies the effects on literature and culture of the revolutionary movements in Latin America during the 20th century, including the Mexican Revolution and the rise of Fidel Castro in Cuba, and may also look back to the effects of the earlier struggles for independence from Spanish colonial rule. Course will be conducted in Spanish, and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite:* SPAN 208 "C+" or better.

**SPAN 324 Spanish Mysticism 3 s.h.**

A study of the doctrines, practices and visions of Spanish mystics from the sixteenth and seventeenth centuries. At the intersection of literature, history, philosophy and religious studies—focusing on the relations between culture, political power and religious authority—students in this course will explore intellect, piety and eroticism in mystical expression. Selected texts from San Ignacio de Loyola, Fray Luis de Granada, Santa Teresa de Jesus, Fray Luis de Leon, Pedro Malon de Chaide, San Juan de la Cruz and Miguel de Molinos. Course will be conducted in Spanish and it includes a research project. (LA)

*Prerequisites:* JrS and SPAN 208 "C+" or better.

**SPAN 328 Drama in Spanish 3 s.h.**

A study of representative dramas by Spanish and/or Spanish American authors. Course will be conducted in Spanish and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite:* SPAN 208 "C+" or better.

**SPAN 329 Literature and Politics of Uruguay 1960-2010 3 s.h.**

The scholarship of literature and politics is seen through the lens of shifting notions of nation-building and national identity. Focusing specifically on Uruguayan literature, this course surveys some of the most recent writing on literature and politics in Latin America. Attention is given to the works of national and transnational communities, the crafting of culture by the political elites, and the discourse of resistance to authoritarianism in a variety of genres, including poetry, epistolary and testimonial literature, short-fiction and the essay. Selected texts from Mario Benedetti, Mauricio Rosencof, Marisa Silva Schultze, Fernando Butazzoni, Adolfo Wasem, Marcelo Estefanell and Raul Sendic. Course will be conducted in Spanish and will include a research project. (LA)

*Prerequisite:* SPAN 208 "C+" or better and JrS.

**SPAN 330 Non-Fictional Narratives 3 s.h.**

From the "Cronicas" of the Spanish conquerors in the 15th and 16th centuries to the "Nuevo Periodismo" of today, non-fictional narratives have played a principal role in the history of Spanish America and in the shaping and development of its culture and societies. This course will explore the varieties of non-fictional narratives developed in the region, their role in history, as well as their literary value. Course will be conducted in Spanish and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite:* SPAN 208 "C+" or better.

**SPAN 340 Literature of the Hispanic Caribbean 3 s.h.**

Study of contemporary Hispanic Caribbean literature and culture. Covers works of 20th century writers from Puerto Rico, Cuba, the Dominican Republic, and the Caribbean coast of South and Central America, including Julia de Burgos, Pales Matos, Nicolas Guillen, Ana Lydia Vega, Rosario Ferre, Cabrera Infante, and others. Course will be conducted in Spanish and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Cross-Listed as:* ALS 340

*Prerequisite:* SPAN 208 "C+" or better.

**SPAN 341 Miguel de Cervantes 3 s.h.**

A close reading of Cervantes' comic masterpiece, *Don Quijote*, in the context of Renaissance Literature, the development of the European novel, and the society of Spain's Golden Age. Other short texts by Cervantes may also be read. Course will be conducted in Spanish and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite:* SPAN 208 "C+" or better.

**SPAN 342 Galdos and the Social Novel 3 s.h.**

A study of representative works by this great 19th-century Spanish novelist and short-story writer in the context of realism, naturalism, and the momentous issues in Spanish and European society and culture at the time. Course will be conducted in Spanish, and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite:* SPAN 208 "C+" or better.

**SPAN 394 Special Topics in Spanish 3 s.h.**

Special topics in the study of the Spanish language, literature, culture, or linguistics. Offered according to interest of instructor, requests by students, and availability of instructor. Course will be conducted in Spanish and among other work, students will be required to write a 10-12pp research paper in Spanish. (LA)

*Prerequisite: SPAN 208 "C+" or better.*

**SPAN 399 Independent Study in Spanish 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in Spanish and other areas. May be continued in successive semesters. (LA)

*Prerequisite: JrS and permission of department and instructor.*

*Note: The following courses may be offered on an individual enrollment basis.*

**GERM 103/104 Second Year German I and II**

**GERM 201 Review of German Grammar**

**GERM 202/203 German Grammar & Composition I & II**

**GERM 208 Introduction to German Literature**

**GERM 212/213 Conversational German I & II**

**GERM 299 Independent Study in German**

**GERM 399 Independent Study in German**

**HEBR 101/102 Introductory Hebrew I and II**

**HEBR 103/104 Second Year Hebrew I and II**

**HEBR 299 Independent Study in Hebrew**

**SPAN 210 Spanish for Business**

## Geography

Associate Professor: Allen (Chair), Dixon, Johnson, Mills; Assistant Professor: Fuller, Mitteager

### Objectives

Geography provides a world of opportunities. The Geography Program is designed to give students a broad background and knowledge of the various avenues of intellectual pursuit within the discipline. Students are introduced to the basic themes explored by geographers. Geographers ask where things are located on the earth's surface, why they are located where they are, how places differ from one another, and how people interact with the environment at different locations. Students are prepared to pursue further study or to move directly into the job market. Basic skills related to cartography, or aerial photo interpretation, computer mapping, satellite image analysis, geographic information systems, and global positioning systems form an integral component of many geography courses and make possible the professional orientation for the traditional liberal arts major. The Geography Program also provides a strong background for individuals interested in pursuing a career in environmental or community planning. The Department strives to offer courses of general interest that are significant and relevant to other liberal arts majors and to social science and science education.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Majors

Geography  
Track 1: General Geography  
Track 2: Geographic Information Systems (GIS)  
Track 3: Urban and Regional Planning  
Concentration/Dual Major in Childhood Education  
Dual Major with 3-2 Engineering Program  
Dual Major with Secondary Social Studies (Certification)  
Dual Major with International Studies  
Environmental Sciences  
(Environmental Planning Concentration)

### Minors

Geography  
Geographic Information Systems  
Urban and Regional Planning

### Requirements for the Major

The Geography Major is designed to expose students to the various paths of intellectual opportunities within the field of geography. The Major consists of three tracks, namely the General Geography Track, the Geographic Information Systems Track, and the Urban and Regional Planning Track. All three tracks are available to students receiving a Bachelor of Science degree but only the General Geography track can be used with the Bachelor of Arts degree. A minimum of 33 s.h. of credit must be completed for the Geography Major, 30 s.h. of which are in geography. The specific requirements for each track are outlined below in the section entitled "Geography Major Requirements."

### Requirements for Minors

**Geography:** this minor is structured for students interested in geography but not able to pursue a geography major. A minimum of 18 s.h. of credit distributed throughout the major areas of geography is required. For detailed requirements for this minor contact the Geography Department.

**Geographic Information Systems:** this minor is designed for students interested in cartography, remote sensing, and geographic information systems. This minor is available to all students except those who are majoring in Geography under the Cartography and

Remote Sensing track. For detailed requirements for this minor contact the Geography Department.

**Urban and Regional Planning:** this minor is structured for students wishing to know more about concepts and methods used in the fields of community planning and environmental assessment. It is available to all students except those majoring in Geography under the Urban and Regional Planning track. For detailed requirements for this minor contact the Geography Department.

**Urban Studies:** this interdisciplinary minor provides students with an understanding of the planning and socio-economic policy problems faced by metropolitan areas. For the detailed requirements for this minor contact the Africana and Latino Studies program.

### Special Program and Facilities

The Geography Laboratory for Computer Graphics and Spatial Analysis, the research and community service arm of the Department, houses modern computer hardware and sophisticated software related to the fields of computerized cartography, satellite-digital remote sensing, and geographic information systems. The Laboratory includes a variety of computer terminals networked to the college mainframe. Software developed and maintained by the Laboratory includes, IDRISI, MapInfo and Surfer, ArcInfo and all ESRI ArcGIS extensions.

### Geography Major Requirements

<b>Track 1: General Geography</b>	
Core Courses: GEOG 100	3 s.h.
Fields of study (3 s.h. in each field)	15 s.h.
Field 1: Physical Geography GEOG 201 or 202	
Field 2: Human Geography GEOG 225 or 230	
Field 3: Urban-Economic Geography GEOG 210 or 233	
Field 4: Regional Geography Any 200-level regional GEOG course	
Field 5: Geographic Methods GEOG 240 or 241 or 245	
Selections in Geography: (Independent study courses and Internships excluded)	12 s.h.
Course Work in Related Areas: Selection in statistics or computer course(s), by advisement	3 s.h.
	<hr/> Total 33 s.h.
<b>Track 2: Geographic Information Systems</b>	
Core Courses: GEOG 100	3 s.h.
Fields of Study (3 s.h. in each field)	12 s.h.
Field 1: Physical Geography GEOG 201 or 202	
Field 2: Human Geography GEOG 225 or 230	
Field 3: Urban-Economic Geography GEOG 210 or 233	
Field 4: Regional Geography Any 200-level regional GEOG course	
G.I.S. Requirements:	15 s.h.
G.I.S. GEOG 241, 243, 341	3-6 s.h.
Cartography GEOG 240, 340	3-6 s.h.
Remote Sensing GEOG 145, 245, 345	3-6 s.h.
Selections in Geography GEOG 236, 305, 313, 347, 348	3 s.h.
Course Work in Related Areas: Selection in statistics or computer course(s),	3 s.h.

by advisement

	Total 33 s.h.
<i>Track 3: Urban and Regional Planning</i>	
Core Courses: GEOG 100	3 s.h.
Fields of Study (3 s.h. in each field)	12 s.h.
Field 1: Physical Geography GEOG 201 or 202	
Field 2: Human Geography GEOG 225 or 230	
Field 3: Urban-Economic Geography GEOG 210 or 233	
Field 4: Regional Geography Any 200-level regional GEOG course	
Urban and Regional Planning Requirements:	15 s.h.
Planning Core GEOG 227 or 348	3-6 s.h.
Planning Related GEOG 236, 238, 305, 313, 345	3-6 s.h.
Planning Methods GEOG 240, 241, 245	6 s.h.
Course Work in Related Areas:	
Selection in statistics or computer course(s), by advisement	3 s.h.
	Total 33 s.h.

## Geography Courses

### **GEOG 100 Introductory Geography 3 s.h.**

Geography is concerned with the arrangement and location of phenomena on the face of the earth and with the associations of phenomena that give character to places. This course introduces students to geographic concepts and methods, and to materials fundamental to the understanding of the earth's various physical and human landscapes. Students are advised to complete GEOG 100 or its equivalent before enrolling in a 200- or 300-level course. (LA, S2)

### **GEOG 145 Remote Sensing: Principles and Applications 1-3 s.h.**

This self-study course consists of 26 instructional modules designed to introduce fundamental concepts on remote sensing. Completion of all 26 self-study modules provides a broad overview of the field of remote sensing and carries three credit hours. Modules can be organized around certain topics and/or applications based on student interest. Intended to meet the needs for beginning students as well as advanced students in remote sensing. (LA)

### **GEOG 194 Special Topics in Geography 3 s.h.**

Study of an area not covered by regular course offerings. Offered according to interest of instructor, request of students, and availability of instructor.

### **GEOG 201 Physical Geography of the Global Environment 3 s.h.**

Explore earth, water, air, and life as the global arena upon which mountains, floods, tornados, plants, animals and people coexist. The physical environment is the stage where human activities and the dance of life unfold. Physical geography is the "big picture" that investigates how global natural processes work and how they function as interrelated systems. This course is organized by the Earth's four mega systems or spheres - atmosphere, lithosphere, hydrosphere, and biosphere. Each sphere is examined within the context of weather, climate, biomes, soils, and landforms. Together, the inputs of energy, air, water, and earth into the living planet determine the value of the environment from which life is supported. Humans have the capacity to squander and steward resources. The Earth is our habitat; accordingly, we impact and modify our home. Throughout the course, in the context of case studies, students will learn how humans change the physical environment and that it is our responsibility to live sustainably. (LA)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 202 Regional Climatology 3 s.h.**

Climate is analyzed and classified on a distributional basis according to the various geographic systems. Regional comparisons are made on both a macro- and micro-climatic scale. (LA)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 210 Economic Geography and Sustainability 3 s.h.**

The location of economic activity and the spatial variation of such basic elements as land resources, population, and technology are analyzed. Levels of development, patterns of production, consumption, and exchange, and analysis of population problems, selected economies, regionalization and planning strategies are also considered. Comparisons of More Developed Countries (MDCs) and Less Developed Countries (LDCs). Detailed examination of global energy resources and new technologies for their utilization. Detailed look at sustainable approaches to resource consumption and economic development. (LA, S2)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 217 Tourism: Geography and Planning 3 s.h.**

This course examines the global patterns (spatial characteristics) of tourism and the significance of planning in popular tourist regions. Topics include the nature, history, growth, and impacts of different types of tourism and tourists. Emphasis will be placed on contemporary tourism trends such as ecotourism, heritage tourism, urban tourism, coastal tourism and gambling tourism. The problems and prospects for tourism will be examined through a consideration of a variety of countries and regions, both developed and developing. Global case studies will be used to further explain the types, consequences, and issues of tourism. Students will be exposed to the significant contribution which geographers have made to the field of tourism studies. (LA)

*Prerequisites:* SoS or GEOG 100.

### **GEOG 220 Political Geography 3 s.h.**

This course helps students to understand the relationships between political decision/ issues and the various human and physical aspects of geography. Students analyze political geography topics at the international, national, and local levels; use geographic tools (maps, graphs, charts, aerial photos, and satellite imagery) to analyze and evaluate political geography issues; and learn to search for political processes that cause geographic patterns to appear in the landscape. (LA)

*Prerequisites:* SoS or GEOG 100.

### **GEOG 225 Population Geography and the Environment 3 s.h.**

Population Geography and the Environment is concerned with planning for the survival and sustainability of our global population AND the well-being of our Earth's environs. This course is designed around three parts: (1) a historical understanding of how we have reached 7 billion people on this planet (and some historical "hiccups" along the way that temporarily set population back), (2) a look at the major threats and concerns that face our population as well as those environments most affected by human settlement, and (3) what is being done technologically to help sustain all of us and Earth for now and the future. This course will include coverage of most of the following topics: super volcanoes, the early spread of humans, toilets & sanitation, what people eat, asteroids & mass extinctions, nuclear weapons & nuclear power plants, skyscrapers, AIDS, garbage, tornadoes, birth control, endangered species, and future cars. (LA, S2)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 227 Sustainable Urban Planning 3 s.h.**

A survey of urban spatial planning emphasizing land use, zoning and subdivision controls, transportation, housing and development programs, and design. Examination of programs to both stimulate and control growth of development. Analysis of theories and practice of urban planning. Examination of new approaches



to city planning based upon principles of sustainability and smart growth. (LA)

*Prerequisites:* SoS or GEOG 100.

### **GEOG 230 Geography of Culture and Environment 3 s.h.**

This is a course that encourages students to more actively engage in the lifelong endeavor of exploring, analyzing, and evaluating the human and cultural landscapes of this world. There are great changes taking place on the face of the earth as human population expands and as our changing behaviors and technologies revolutionize our relationship with our surroundings. This course focuses on understanding the impact of culture and human societies on the natural world and the creation of human landscapes that reflect our needs, beliefs, and values. Course topics include the spatial dimensions of religion and language, settlement patterns, and changes associated with the agricultural and industrial revolutions. (LA, S2)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 231 Religion, Spirit, and Environment 3 s.h.**

This course examines the many relationships between religion, spirit, and environment. Topics include religious realms and regions, the historical evolution of religious landscapes, the impact of religion on environmental attitudes and practices, and pilgrimage. The course will explore sacred space as it is interpreted in Hindu, Buddhist, Shinto, Taoist, Islamic, Christian, and various indigenous religious traditions. (LA)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 233 Urban Geography 3 s.h.**

An analysis of the spatial dimensions of urbanization and the impact of urban growth on the American landscape. Concerned with the spatial development of cities, urbanization and the environment, spatial arrangements of urban activities, and the quality of urban life. Designed to help students to better understand the urban milieu in which they reside. Practice in writing analytical reports on urban issues is stressed. (LA, S2, WS2)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 236 Environmental Planning 3 s.h.**

Principles and practices of environmental planning are examined, particularly in rural and suburban areas. Attention is focused on farmland preservation, clustering, design standards, greenways, and open space preservation. (LA)

*Prerequisites:* ENV 201 or GEOG 201

### **GEOG 237 Environmental Impact Analysis 3 s.h.**

This course introduces students to the broad range of environmental impacts that can result from poorly or improperly planned developments. Students will learn about the National Environmental Policy Act (NEPA), and in NYS, the State Environmental Quality Review Act (SEQRA). Students will learn about the environmental resources needed in environmental impact analysis, how to evaluate these resources and possible detriment to such in the face of proposed project/developments and how to write and critique environmental assessment forms and environmental impact statements. (LA)

*Prerequisite:* GEOG 100 or SoS.

### **GEOG 238 Sustainable Development in Developing Countries 3 s.h.**

This course explores the spatial expression and persistence of the processes which generate and perpetuate underdevelopment. The course begins by analyzing theories of sustainable development. Key paradigms or ways of thinking in sustainable development are used to organize the course: colonialism, economic theory, industrialization, measures of development (Human Development Index and others), strategies of sustainable development, environmental sustainability, and globalization. Upon establishing a foundation, developing countries and regions of the world are identified and investigated. Regions range in place and

scale from Appalachia to Africa. Multiple case studies that address important pitfalls and advances in development such as demography, geo-politics, agriculture and rural landscapes, urbanization, mining, industry, transportation, and technology are considered. A consistent theme woven throughout the course is that of resources and the environment. Countries that seek to develop at the cost of the environment are not sustainable. This is a unique opportunity for students to become involved in the pursuit of global higher living standards, improved health, poverty abatement, and environmental preservation. Ultimately, the goal of development is to provide all citizens in all countries the ability to enjoy a free, happy, and healthy life in a safe environment. (LA, S2)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 240 Cartographic Principles 3 s.h.**

An introduction to mapmaking. Lectures cover the history of cartography, cartographic theory, map type and design, data collection and analysis procedures, coordinate systems, projections, and map reading and interpretation. Laboratory exercises related to the above topics will be undertaken. (LA)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 241 Geographic Information Systems: Principles and Methods 3 s.h.**

Examines the geographic and data-processing methods associated with the use and development of geographic information systems (GIS). Topics include geographical data selection, analysis, and presentation using various spatial data-processing hardware and software techniques. A "hands-on" approach to different GIS methods and uses comprises an essential part of the course.

*Prerequisites:* SoS and GEOG 240 or 245 or 3 s.h. in computer science.

### **GEOG 243 Geographic Information Systems: ArcGIS 3 s.h.**

This course provides the conceptual overview and hands-on experience to understand geographic information systems (GIS) and perform GIS tasks using the software package ArcGIS. ArcGIS is an integrated collection of GIS software products for building a complete GIS to undertake various problem-solving applications. (LA)

*Prerequisite:* GEOG 240, or GEOG 241.

### **GEOG 245 Remote Sensing: Aerial Photo Interpretation 3 s.h.**

An introduction to aerial photographs and related forms of remote sensing such as infrared and satellite imagery. Lectures cover the theory behind aerial photography and remote sensing, cameras and sensing systems, photogrammetric techniques, image enhancement and applications in geography, planning, environmental monitoring, and other fields. (LA)

*Prerequisite:* SoS or GEOG 100.

### **GEOG 246 Airborne Remote Sensing Systems 3 s.h.**

This course introduces the principles, equipment, and techniques used to obtain and interpret aerial photography. The course examines the use of aerial photography in scientific research and its application to geographic, environmental, and planning problems at the local and regional levels. Students will plan and fly an airborne mission using modern equipment to acquire imagery. Photogrammetric techniques will be used to interpret the photography and study local problems. The class emphasizes the need for being able to think in a spatial context for a variety of environmental applications.

*Prerequisite:* GEOG 245, or GEOG 345.

### **GEOG 248 Remote Sensing of Environments 3 s.h.**

Course examines the methods for analyzing environmental data from earth-oriented satellites. Applications in such diverse areas as agriculture, land use, urban and rural planning, geology, and

resource management are examined. A "hands-on" approach using satellite data composes a significant part of the course. (LA)  
*Prerequisites:* SoS and 3 s.h. of GEOG coursework. (GEOG 245 recommended)

**GEOG 250 Historical Geography of the United States 3 s.h.**  
 An exploration of the impact which change has on the physical and human environments and the various ways in which geographers attempt to assess the nature of this impact. Discussion will employ a cross-cultural framework and focus upon themes such as urbanization, domestication, frontiers and population movements. (LA)  
*Prerequisite:* SoS or GEOG 100.

**GEOG 260 Geography of the United States and Canada 3 s.h.**  
 An exploration of the various regions of the United States and Canada with emphasis on the interrelationship of the human and natural resources, and the development of land use and settlement patterns. Special emphasis on planning problems such as urbanization, population, and environmental impact. Provides students with an understanding of the historical development and settlement of the American landscape. Practice in writing analytical reports centered on maps displaying current and historical patterns is emphasized. (LA, S2, WS2)  
*Prerequisite:* SoS or GEOG 100.

**GEOG 262 Geography of New York State and the Northeast 3 s.h.**  
 The patterns of land forms, soils, climate, and natural resources. Industrial development. Population distribution. Problems of urbanization. Studies of selected areas. Field trip. (LA)  
*Prerequisite:* SoS.

**GEOG 266 Geography of Latin America 3 s.h.**  
 A regional study of Meso, and South America, based on the physical and cultural geographic factors. The Europeanization of the Western Hemisphere is studied with special emphasis to the influence of the Iberian (Spain and Portugal) patterns of settlement and land use. Contemporary demographic and economic problems, their significance, and political implications within the region are analyzed. Practice in writing analytical reports on various geographic patterns within the region is stressed. (LA, S2)  
*Prerequisite:* SoS or GEOG 100.

**GEOG 270 Geography of Europe 3 s.h.**  
 A regional survey of the cultural, economic, and physical geography of Europe. Particular attention will be given to the geography of languages, religions, cities, political systems and economic development. Special focus also upon the European Union, the NATO Alliance, the Nordic Council and other important institutions.  
*Prerequisite:* SoS or GEOG 100. (LA, S2)

**GEOG 274 Geography of Asia 3 s.h.**  
 This course deals with the physical setting, the cultural patterns, and the changing political and economic geography of Asia (excluding Russia). Various problems and potentials will be examined in an attempt toward a more basic understanding of the processes of change that are radically transforming the Asian scene. Practice in writing analytical reports on various geographic patterns within the region is stressed. (LA, HO2, WS2)  
*Prerequisite:* SoS or GEOG 100.

**GEOG 277 Geography of Southeast Asia 3 s.h.**  
 An examination of the distinctive features of the Southeast Asian environment and the socio-economic structure of the nations of the region. Special emphasis on the issues of critical concern to the contemporary economics of the region, such as population problems, land reform, ethnic pluralism, resource utilization, and modernization. (LA, HO2)  
*Prerequisites:* SoS or GEOG 100.

**GEOG 279 Geography of China, Japan, and Korea 3 s.h.**  
 This course deals with the human and physical geography of China, Taiwan, Japan, and North and South Korea. Special attention is paid to environmental issues, problems of sustainable development, and cultural pluralism. Emphasis is also put on the historical development of cultural landscapes and ways in which these countries are assuming increasingly important roles in the global community. Practice in writing analytical reports on various geographic patterns within the region is stressed. (LA, HO2, WS2)  
*Prerequisites:* SoS or GEOG 100.

**GEOG 294 Special Topics in Geography 3-6 s.h.**  
 This course permits a group of students the opportunity to study, in depth, an area in geography not covered by regular course offerings, or to explore new topics. Topics and instructors will be announced prior to preregistration. (LA)  
*Prerequisites:* SoS and 3 s.h. GEOG and/or related courses.

**GEOG 299 Independent Study in Geography 1-6 s.h.**  
 Readings in specialized topics in geography under regular staff supervision. (LA)  
*Prerequisites:* SoS, appropriate 200-level GEOG course and permission of instructor.

**GEOG 304 Biogeography of a Diverse Planet 3 s.h.**  
 Biogeography is the study of the distribution patterns and relationships of plants and animals and their environment. The field of biogeography borrows and extends principles from physical geography, ecology, biology, climatology, and geology. There are many millions of species on Earth, and each of these species occupies a specific habitat or home in which it can live and reproduce. All organisms live within an ecological optimum. With the possible exception of humans, no species is globally distributed. Each species' distribution is controlled by a unique set of factors, including temporal, biological, geomorphic, edaphic, climatic, and evolutionary processes. Today natural species patterning is radically altered by human activities: thus, the role of humans on the ecology and distribution of plants and animals will be a fundamental theme examined by the course. Specifically, the course will cover: why biogeography is important; patterns and controls of species distribution (both biological and physical); natural and human disturbances; biodiversity; biomes and species adaptation; island biogeography (with examples from the Galapagos Islands); and, three hands-on application studies on the northeastern forest biome, northern wetland ranges and delineation, and tornado disturbance and community succession in northern forests. (LA)  
*Prerequisites:* JrS, and 6 s.h. of GEOG, GEOG 202 recommended.

**GEOG 305 Geography and Planning of Water Resources 3 s.h.**  
 An analysis of the geographic distribution and redistribution of water resources, with an emphasis on the roles of planning, policy, and water law. Case studies (including the Colorado River and New York City water supply) illustrate the interplay between policy and science in water planning. Field trips. Offered alternate fall semesters.  
*Prerequisite:* JrS, GEOG 100 and another 3 s.h. GEOG course. (LA)

**GEOG 313 Transportation Planning for Smart Growth 3 s.h.**  
 An analysis of the spatial patterns of transportation. Work focuses on a description of transport networks and modes, and the movements of goods, people, and information. The course considers the principles and models governing spatial interaction and their utility in planning. Also, detailed examination of the importance of principles and practices of sustainability and smart growth in the design, creation and operation of modern transportation systems. (LA)  
*Prerequisites:* GEOG 210 or 227 or 233 or permission of instructor.

**GEOG 341 Geographic Information Systems: Advanced Methods 3 s.h.**

The study of various automated cartographic systems as they relate to geographic information systems and how they are used in geography, urban and environmental planning, and other related fields. Students will be introduced to various computer hardware and software located in the computer mapping lab. (LA)

Prerequisites: JrS and GEOG 240 or 343 or 200-level computer science course.

**GEOG 348 Regional and Land Use Planning 3 s.h.**

Regional planning with respect to land use planning, coastal zone management, open space and economic development planning, and the planning of new towns. Theories of regional development planning. Policies and programs to control patterns of regional development relative to national, state, and local planning. (LA)

Prerequisites: JrS and a 200-level GEOG course.

**GEOG 394 Special Topics in Geography 3-6 s.h.**

This course permits a group of students the opportunity to study, in depth, an advanced area of geography not covered by regular course offerings, or to explore new topics. Topics and instructors will be announced prior to preregistration. (LA)

Prerequisites: JrS and 6 s.h. upper-level GEOG and/or related courses.

**GEOG 395 Teaching Assistantship in Geography 1-3 s.h.**

This course provides a college level teaching experience for students who are exceptionally qualified to undertake appropriate responsibilities and demands including such activities as tutoring, assisting in course preparation, participation in classroom presentations, and/or assisting in laboratory exercises. Students must be recommended by a departmental faculty member and have completed the appropriate coursework required for the particular assistantship. The precise responsibilities, amount of credit, and grading criteria will be agreed to and outlined in writing prior to the beginning of the course. A student may earn 1 to 3 s.h. of credit during a single assistantship depending upon specific responsibilities and demands.

Prerequisites: JrS or SrS; a minimum of 9 s.h. in geography including the course for which the student will be T.A.; a minimum 3.0 GPA in GEOG; permission of instructor and Department Chair.

**GEOG 397 Geography Internship 1-15 s.h.**

Internships in planning and other government agencies and in private businesses, consulting firms, and environmental associations are available to Geography students. On-campus internships are also available in the Laboratory for Computer Graphics and Spatial Analysis.

Prerequisites: JrS, 12 s.h. of GEOG courses and permission of instructor.

**GEOG 398 Seminar in Geography 3 s.h.**

The philosophy, theory and methodology of geography, the history of geographic thought, the present status of the field, and significant research topics, techniques, and opportunities. (LA)

Prerequisites: SrS and 12 s.h. of GEOG courses.

**GEOG 399 Independent Study in Geography 1-6 s.h.**

Directed work in specialized topics in geography under regular staff supervision. (LA)

Prerequisites: JrS, appropriate GEOG courses and permission of instructor.

Note: The following courses may be offered on an individual enrollment basis.

**GEOG 235 Planning and Design in Metropolitan New York**

**GEOG 242 Field Mapping and Mensuration**

**GEOG 273 Geography of the Soviet Union (U.S.S.R.)**

**GEOG 286 Geography of Africa**

**GEOG 303 Regional Soils and Terrain Analysis**

**GEOG 314 Marketing Geography**

**GEOG 340 Advanced Cartography**

**GEOG 343 Quan Geog & Plan Models**

**GEOG 376 Geography of South Asia**

**GEOG 378 Geography of Southwest Asia (The Middle East)**

## History

*Distinguished Service Professor:* Larkin; *Professors:* O'Mara, Simons; *Associate Professors:* Ashbaugh, Hendley; *Assistant Professors:* Beal, Freeman, Harder, Harper, Leon, Malikov, Rogers

### Objectives

The History Department's curriculum provides majors with an appreciation of the broad contours and common elements of historical inquiry. In pursuing these objectives students acquire both a depth and a breadth of knowledge about the historical development of individuals, groups, nations, geographical regions, economies, and the role that major institutions play in people's lives. Students will also gain an appreciation of how historians think about issues of causation, the nature of historical inquiry, and the ongoing expansion of historical methodology to include contributions from the physical and social sciences, philosophy, and literary studies.

History majors are broadly trained. This preparation encourages the development of analytical skills and a broad perspective that serves them for a variety of careers. A good deal of the historian's craft is concerned with determining the quality of various sources of information, argument and supporting evidence, documentation, and analysis of why events occur when they do; therefore, history majors tend to excel in those occupations that require the ability to assess and process data/information, order the importance and significance of events, and view change over time. Other learned skills include facility in explaining ideas, writing and presenting information, identifying relationships among various factors, interpreting and explaining ideas, interviewing and collecting information and communicating it to others.

### Degrees

Bachelor of Science

### Majors

History

Note: Students who wish to prepare for teaching in the public schools must see the appropriate Education Coordinator for the specific requirements of these programs. For those interested in going to graduate school in history or in becoming a school teacher by majoring in history and then going off to get a master's in education at a different college, please see the History Department secretary for a list of recommended classes.

### Minors

History

### Requirements for the Major

9 s.h. of 200-level or above in Designated Area 1; 9 s.h. of 200-level or above in Designated Area 2; 6 s.h. of 200-level or above in Designated Area 3; 3 s.h. History 290 seminar; 3 s.h. History 300 seminar; and 6 additional s.h. of history courses (200-level).

### Requirements for the Minor

6 s.h. of 200-level or above in Designated Area 1; 6 s.h. of 200-level or above in Designated Area 2; 6 s.h. of 200-level or above in Designated Area 3; and 6 additional s.h. of history courses (200-level).

### History Major Requirements

Students will designate two areas, each nine (9) s.h., and a third area of six (6) s.h. The areas are: United States/Canada (AHIS), Europe (EHIS), and Africa/Asia/Caribbean/Latin America (WHIS).

*The major must include:*

Course selections (upper-division) in Designated Area 1	9 s.h.
Course selections (upper-division) in Designated Area 2	9 s.h.

Course selections (upper-division) in Designated Area 3	6 s.h.
HIST 290 Junior Seminar	3 s.h.
<i>Prerequisites:</i> SoS, 9 s.h. history (6 s.h. 200-level)	
HIST 300 Senior Seminar	3 s.h.
<i>Prerequisites:</i> "C" or better in HIST 290	
History Selections (upper-division)	6 s.h.
<b>Total</b>	<b>36 s.h.</b>

### History Minor Requirements

Students will designate three areas, each six (6) s.h. The areas are: United States/Canada (AHIS), Europe (EHIS), and Africa/Asia/Caribbean/Latin America (WHIS).

*The minor must include:*

Course selections (upper-division) in AHIS	6 s.h.
Course selections (upper-division) in EHIS	6 s.h.
Course selections (upper-division) in WHIS	6 s.h.
History Selections (upper-division)	6 s.h.
<b>Total</b>	<b>24 s.h.</b>

## History Courses

### General History Courses

#### HIST 100 Western Civilization I 3 s.h.

A study of the values and institutions that have characterized and determined the course of Western Civilization to 1500. (LA, HW2)

#### HIST 101 Western Civilization II 3 s.h.

A study of the values and institutions that have characterized and determined the course of Western Civilization since 1500. (LA, HW2)

#### HIST 104 Introduction to African History 3 s.h.

An introduction to African history from antiquity to the present. Ancient and medieval trading empires, the impact of the slave trade and colonialism are all treated along with some attention to current issues in Africa. (LA, HO2)  
*Cross-listed as ALS 104.*

#### HIST 120 The Making of the Modern World 3 s.h.

This course examines the forces that went into the creation of the world we now live in, focusing on events from the seventh to the nineteenth-century. We will consider the rise and fall of political powers such as the Song China, Islamic Caliphates and the Ottoman Empire, as well as events like the Conquest of the Americas, the African Atlantic Slave trade and colonialism. We will consider the historical role of commerce, travel, technology, environment, and culture. We will seek to develop an understanding of world history different from the pre-processed version often taught in U.S. schools. (LA, HO2)

#### HIST 144 U.S. History I 3 s.h.

A general survey approach, emphasizing significant problems, issues and controversial developments in U.S. history until the end of Reconstruction. (LA, HA2)

#### HIST 145 U.S. History II 3 s.h.

A general survey approach, emphasizing significant problems, issues and controversial developments in U.S. history since the end of Reconstruction. (LA, HA2)

#### HIST 194 Special Topics in History 3 s.h.

Group studies under faculty supervision. (LA)

#### HIST 290 Historiographic Seminar 3 s.h.

This seminar introduces students to the practice and study of history, especially historiography. Students will read, analyze and discuss significant works on and approaches to the study of history. The course also surveys common methods of historical re-

search, analysis, writing, and documentation. Through class discussions, oral presentations and research assignments, students will improve critical thinking, debating and writing skills. (LA)  
*Prerequisites:* JrS; 12 sh of upper division history coursework.

**HIST 294 Special Topics in History** 1-3 s.h.  
 Group studies under faculty supervision. (LA)  
*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**HIST 299 Independent Study** 3 s.h.  
 Individual studies under faculty supervision. Admission by consent of department chairman and instructor involved. (LA)  
*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**HIST 300 Senior Seminar** 3 s.h.  
 This capstone course involves the historiographical study of specific area of expertise of instructor. Topics and instructors will change each semester. Directed research will culminate in a major writing component based on primary and secondary sources. (LA)  
*Prerequisites:* HIST 290 "C" or better.

**HIST 390 Senior Thesis** 3 s.h.  
 Directed research course which will culminate in a lengthy paper based on primary and secondary sources. Registration is only by permission and invitation of the instructor. At the end of the semester, the student will be examined by a committee of three faculty. This course is not open to graduate students and may be substituted for the historiography requirement if approved by the History Department.  
*Prerequisite:* permission of instructor

**HIST 394 Special Topics in History** 3 s.h.  
 Group studies under faculty supervision. (LA)  
*Prerequisites:* JrS, 6 s.h. HIST (3 s.h. 200 level).

**HIST 395 Teaching Assistant for History** 1-3 s.h.  
 Students will serve as a teaching assistant for a history course. They will aid the instructor in leading discussion sections; and advising fellow students on papers, research and exam preparation. In addition to these tasks at the end of the semester the student will prepare a report on their experience. The course gives students a sense of how scholarship is used in the classroom and how courses are designed. The course will be only pass/fail. The student shall meet with all of the expectations listed on the College T.A. application including: having completed 56 s.h. including a minimum 12 s.h. at the College at Oneonta and having passed the college writing exam. The student shall be limited by the stipulations of the College's T.A. requirements. The student shall have a minimum GPA of 3.3 in history courses. The student shall have relevant experience such as 9 s.h. in the designated area as defined by History Major Requirements, or in the specific course they will be assisting. Permission of instructor required. (LA)  
*Prerequisites:* JrS, CWE, permission of instructor.

**HIST 396 Research Assistant for History** 1-3 s.h.  
 Working under the supervision of a faculty member, students actively participate in the process of historical research and writing. Activities may include the following: the collection, organization, and analysis of historical data; the collection and organization of bibliographic material; the organization of research material; and the critical reading and discussion of manuscripts. May be repeated for a total of 6 s.h. If P/F grade mode is selected credits can not count toward the major.  
*Prerequisites:* HIST major and 9 s.h. upper division history coursework.

**HIST 397 Internship in History** 3-15 s.h.  
 Provides students with hands-on experience in the direct application of historical techniques including, but not limited to, the

accession, classification and description of documents, research of subjects, and exhibition of artifacts. Students will be placed in field agencies on the basis of their interests and approval of personnel. Open to Jr. and Sr. history majors who have completed 12 s.h. in upper-level history courses and have passed the CWE. Approval of the advisor and department is also required.

**HIST 399 Independent Study in History** 1-3 s.h.  
 Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)  
*Prerequisites:* JrS, 6 s.h. HIST (3 s.h. 200 level).

## American History Courses

**AHIS 200 The Atlantic World, 1450-1850** 3 s.h.  
 Throughout the semester we will explore the rise of the Atlantic World, with our chronological focus being the Age of Exploration through the Age of Sail, ca. 1450-1850. We will examine the process through which the histories of Africa, Europe, North America, and South America collided, resulting in bloodshed and conflict but also in the creation of a large interconnected community of diverse peoples and cultures. Our readings, lectures and discussion will reflect a transnational approach to the study of history, moving beyond traditional national narratives in an effort to reveal the ways in which intercultural contact shaped ideas about race, ethnicity and gender, and how new communities and societies were formed through imperial rivalries, economic exchange, and various acts of accommodation, resistance, and rebellion. (LA)  
*Prerequisite:* SoS.

**AHIS 208 The City in American Culture** 3 s.h.  
 Building on the work of urban and cultural historians, this course is designed to analyze and describe the "city's" contributions to American "culture." The course thematically surveys several "cultural moments" from the late 18th to the late 20th century through the perspective of a wide range of urban artists, poets, writers, journalists, and musicians. The course explores how "city life" influenced a variety of urbanites (both men and women) who put pencil to paper, brush to canvas, and lyrics to music, and, in so doing, played significant roles in the "production" of American "culture." (LA)  
*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**AHIS 217 The Second World War** 3 s.h.  
 A social, political, military, and diplomatic global history of World War II. This course discusses the slow march to war, the years of fighting and devastation (1937-1945), and the aftermath (1945-1949), which paved the way for the Cold War. (LA)  
*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**AHIS 233 History of the Cold War, 1917-1991** 4 s.h.  
 A multimedia approach to the history of the Cold War. Extensive use of feature and documentary film, world wide web, slides, sound recordings, etc. Special emphasis on the Cold War from the death of Stalin (1953) to the Cuban Missile Crisis (1962). (LA)  
*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**AHIS 240 American Colonial History** 3 s.h.  
 U.S. history from the earliest settlement to 1763. Covers the development of British imperial policy and its influence on the colonies, colonial cultures, and the development of colonial society. (LA)  
*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**AHIS 241 The American Revolution** 3 s.h.  
 A study of American history from the French and Indian War to the end of the American Revolution. Covers British colonial policy, the revolutionary movement, changes in American society during and

after the War, as well as the social, economic, political, and military aspects of the War. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 242 Jeffersonian Democracy 3 s.h.**

This course explores the history of the "New Republic" in two ways. First, the course focuses on the life and times of Thomas Jefferson. In so doing, the course merges historical biography and political history to examine Jefferson's early life in Virginia, his political career (before 1800), his important writings, and the significant actions/ideas that shaped his presidency. Second, the course examines several social, economic and cultural changes that made the "New Republic" one of the most critical eras in US history. In so doing, the course weaves together recent social, cultural and economic interpretations to examine the changing role of women in society, the experience of African-Americans (both free and enslaved), the experience of indigenous people, the significant economic changes in urban and rural America, and the "birth" of an "American" culture. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 243 The Age of Jackson—1824-1848 3 s.h.**

U.S. history from the Era of Good Feelings to the Mexican War. Stresses economic change, sectionalism, the disintegration of the old party system and the formation of a new one, the impact of Andrew Jackson, reform movements, and expansion. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 244 The Civil War and Reconstruction 3 s.h.**

Causes of the Civil War; the war and its impact, North and South; and the heritage of the reconstruction era. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 245 The Gilded Age 3 s.h.**

A study of political, social, and economic forces from 1877 to 1900. Topics include: political party development, the rise of big business and urbanism, the development of organized labor, agrarian discontentment, and overseas expansion. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 246 Progressivism 3 s.h.**

Surveys the political, social, and economic forces that brought about the progressive reform movement of the early 20th century.

*Prerequisite:* SoS or 3 s.h. 100-level HIST course. (LA)

#### **AHIS 247 The Jazz Age and New Deal 3 s.h.**

Examines the political, social, and economic forces from 1920 to 1941. Topics include: the revolt against Victorianism, the Republican prosperity of the 1920s and its limitations, the Great Depression, Franklin Roosevelt and the New Deal, the rise of organized labor, reform, and the conservative reaction. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 248 The United States Since World War II 3 s.h.**

A study of the rise and fall of the post-war Liberal-Conservative consensus, the impact of the Vietnam War both at home and abroad, the various domestic liberation movements, and the country's move to the right since presidents Ford and Carter. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 249 History of the U.S. in the Sixties 3 s.h.**

This course examines the political, cultural, and social changes in the United States during the turbulent decade of the 1960s. Topics include civil rights, the women's movement, expansion of the welfare state, the war in Vietnam, the formation and demise of the liberal consensus, the emergence of the counter-culture, and the conservative backlash. (LA)

*Cross-listed as ALS 249.*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 250 A History of the American West 3 s.h.**

This course will examine the development of the American frontier from the Appalachian Valley in the mid 18th century to the trans Mississippi West and Pacific Coast region in the 20th century. Major topics will include but are not limited to: historical perception of the frontier in American History; immigrants on the Great Plains; the cowboy myth; the role of the US Army on the frontier; the anglo views of Native Americans. The American West as a cultural and political entity in the 20th century will also be considered. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 254 Social and Intellectual History of the U.S. I 3 s.h.**

Examines the variety of lifestyles and subcultures that flourished in America between 1607 and 1865 and the shifting currents of American thought and belief. Emphasizes daily lives of representative men and women. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 255 Social and Intellectual History of the U.S. II 3 s.h.**

Analyzes the changes in American thought and behavior from the Civil War to the present. Examines patterns of persistence and change in lifestyles, values, and beliefs. Also covers cultural differences based on class, gender, race, and demography. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 256 U. S. Foreign Relations since 1914 3 s.h.**

A study of American foreign relations since 1914. Includes formal diplomacy, development of policy, decisions to intervene in foreign countries or wars, and U.S. economic and cultural relations with individual nations and the world. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 258 Athletics, Society, and History 3 s.h.**

Examines the historical development of athletics as a reflection of changes in ethnic and racial relations, gender roles, demography, economics, technology, media, values, and perceptions of the hero. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 259 Slave Rebellions in NYC 1 s.h.**

Slavery played a crucial role in the history of New York City. This course explores two significant moments in that history: the slave insurrection of 1712 and the slave conspiracy of 1741. During the 1712 slave insurrection, dozens of slaves rebelled and with axe, knife and gun attempted to free themselves from bondage. In 1741 slaves, free blacks and poor whites conspired to burn the city and free all slaves; many were arraigned, tried, convicted and executed for arson and high treason. Further, the course explores how, in less dramatic ways, slaves rebelled and attempted to lay claim to their body and their freedom. The outcome of these actions and the response of New York City's residents receives special attention. *Note:* students may participate in a one day field experience in New York City.

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

#### **AHIS 260 Economic History of the U.S. from Colonial Times to 1865 3 s.h.**

This course surveys the economic history of the United States from the colonial times to 1865. The course begins with an examination of American colonial economic development within the context of the expanding economy of the Atlantic World. Attention will be paid to commerce, city/town building, merchants, artisans, agriculture and slavery. The course also explores the emergence of a national economy in the nineteenth century. The impact of immigration, population growth, city building, transportation, and manufacturing will be examined. Particular emphasis will be placed on the everyday life of citizens (both rural and urban). (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

- AHIS 261 Economic History of the United States Since 1865** 3 s.h.  
A survey of American economic history from Reconstruction to the present covering such topics as the railroad age, land policy, agricultural developments and agrarian movements, the emergence of modern industry and business ideology. Immigration, the trade union movement and the response of the working class will be examined as well as the rise of corporate power, depressions and economic stability and the role of the government in the contemporary economy. (LA)
- AHIS 263 African American History I** 3 s.h.  
A study of African American History from Africa through to Reconstruction. (LA)  
Cross-listed as ALS 263.  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 264 African American History II** 3 s.h.  
A study of African American History from the Age of Booker T. Washington to the present. (LA)  
Cross-listed as ALS 264  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 266 History of New York State** 3 s.h.  
A survey of the significant political, economic, and social trends and institutions in New York State. Attention to colonial growth and change, the emergence of the independent state, the development of a democratic commonwealth, urbanism, immigration, industrialism, and political factions. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 267 U.S. Foreign Relations to 1914** 3 s.h.  
A study of American Foreign Relations to 1914. Includes formal diplomacy, development of policy, manifest destiny, decisions to avoid foreign entanglements, and economic and cultural relations with individual nations and the world. (LA)  
Prerequisite: 100-level HIST course with a "C" or better or SoS.
- AHIS 268 History of Women and Women's Movements in the U.S.** 3 s.h.  
Survey of the changing status and role of women in American society. Main emphasis will be the origin and development of feminism from 19th century to the present, its ideology, and leadership and organization problems within the context of broader social change. (LA)  
Cross-listed as WMST 268.  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 273 History of Canada** 3 s.h.  
This course will examine the history of Canada from the first aboriginal contacts with European explorers to the modern era. It will focus on the development of distinct regional and ethnic identities within the framework of British and French colonization as well in an independent Canada. A key theme in this course will Canada's relationships with larger powers such as France, Great Britain and the United States. Students will discover how Canadians forged a society in North America with significant differences from the United States including two official languages, a different form of democracy, greater state involvement in the economy, greater levels of unionization, universal state Medicare, higher taxation, lower levels of violence and greater social liberalism. Key topics to be studied include the treatment of aboriginal peoples, New France, the British Conquest, the War of 1812, Confederation, the Riel Rebellion and the settlement of Western Canada, urbanization and mass immigration, the changing roles of women, the World Wars, the Quiet Revolution and the threat of Quebec separatism and the debate over free trade with the United States. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 277 The Seventies** 3 s.h.  
The popular image of the 1970s is that it was the "Me Decade," a time of self-absorption when Americans abandoned their struggle for broad social change and turned inward becoming increasingly preoccupied with their own lives. This course challenges this popular view of the decade by examining the new social activism of women, gays, environmentalists, Latinos, American Indians, and a host of conservative political and social groups. Other areas of study include the Burger Court, popular culture, changes in technology, stagflation, the rise of the Sunbelt States, and the decline of American power throughout the world. (LA)
- AHIS 282 The Indian in American History** 3 s.h.  
Examines the role of the Indian in American history from the period of exploration and penetration by European peoples to the present. Emphasizes recent and past problems faced by native peoples resulting from contact with whites. Topics include: treatment of native Americans by colonial administrators and government officials, the treaty and reservation system, and the growth of Pan-Indian Movements. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 283 History of the City of New York** 3 s.h.  
This course surveys the history of New York City (New Amsterdam until 1664) from its origins as a trading post for the Dutch West India Company to its present status as America's foremost metropolis. Building on the work of urban historians, this course weaves together evidence and interpretations from the fields of economic, political, social, ethnic and cultural history. Attention to the city's growth in the colonial period, its emergence as the center of American commerce in the nineteenth century, and its current position as a center of the production of American popular culture. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 284 American Ethnic History** 3 s.h.  
Examines the diverse ethnic groups that comprise American society, including the Irish, Italians, and Jews. Covers history from the era of mass immigration to the present. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 285 History of the American Family** 3 s.h.  
Examines the transformation of the American family from a unit of production in an agrarian culture to a unit of consumption in an urban culture. Emphasizes patterns of persistence and change in family structure, fertility, sex roles, economic life, education, mobility, and ethnicity. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 288 Borderlands: Latino/Latinas in US** 3 s.h.  
Course covers Latino & Latina society in the U.S. from the Spanish/Mexican colonization of the U.S. Southwest to contemporary immigration. The focus will be on culture and history after 1848 emphasizing new urban culture; the concept of the borderlands; changing patterns in U.S. immigration; and the heterogeneous nature of a group that includes Mexicans, Chicanos/Chicanas, Dominicans, Puerto Ricans, and many others. (LA)  
Cross-Listed as ALS 288.
- AHIS 294 Special Topics in American History** 1-3 s.h.  
Group studies on aspects of U.S. or Canadian History under faculty supervision. (LA)  
Prerequisite: SoS or 3 s.h. 100-level HIST course.
- AHIS 305 Crime in the Urban Atlantic** 3 s.h.  
Crime and Punishment in the Urban Atlantic World explores the history of crime and punishment in the context of the Atlantic World to 1860. This seminar examines how what might be defined as a crime and how a perpetrator might be punished is influenced by a set of social, cultural and economic factors. Using a comparative approach, the course focuses on how residents

and local authorities construct urban crime (from thievery to murder) and punishment (from public whipping to execution) in New York City and London, England. (LA)

*Prerequisites:* SoS, 3 s.h. of 200 level history courses.

## European History Courses

### **EHIS 200 Greece: Achilles to Alexander 3 s.h.**

This course will examine the development of Greek civilization from Mycenaean colonization through the death of Alexander the great. Major themes will include the development of social and political institutions, platonic and Socratic philosophy, attitudes toward sexuality, education, women and slavery. This class is heavily reliant upon primary source reading and is equally lecture and discussion based. (LA, HW2)

*Prerequisite:* SoS.

### **EHIS 201 Empire in the Fertile Crescent: History of the Ancient Near East 3 s.h.**

An exploration of the history and culture of the Ancient Near East, focusing on the lands of the "fertile crescent": Egypt, Babylon, Sumeria, Assyria, Persia and the Hebrew nation from the Bronze Age to the Hellenistic conquest. Special attention will be given to primary sources and archaeological contributions as we explore the themes of empire, cultural, and religious exchange and conflict. (LA)

*Prerequisite:* SoS or 3 s.h. of a HIST course.

### **EHIS 202 Roman Civilization 3 s.h.**

Studies the political, social and cultural development of the Roman Republic and Empire. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 203 The Early Middle Ages 3 s.h.**

A survey of the transition from classical to medieval civilization from the third to the ninth centuries. The course will pay special attention to the legacy of Rome on the religious, political, and cultural institutions of the Medieval West and will also examine the impact of the Viking invasions and Christian conversion of Europe. The Carolingian Renaissance and the rise of Islam will also be closely examined for their impact on the intellectual development of Western Europe and the ensuing conflict of the Crusades. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 204 The Central Middle Ages 3 s.h.**

Continues the story of the growth of Medieval Europe in the 10th, 11th, and 12th centuries, a period of enormous vitality and change. Some emphasis placed on East-West conflict. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 205 The Later Middle Ages 3 s.h.**

This class analyzes the great changes that took place in Western European society during the late thirteenth, fourteenth and fifteenth centuries: the social and economic impact of the devastating Black Death, the challenge to medieval kingship, the intellectual and artistic developments which constituted what we call the Renaissance, the ideas and movements which characterized an age of religious diversification and challenge, and the development of powerful nation-states such as England, France and Castile. Detailed study of selected primary sources. (LA)

*Prerequisite:* SoS.

### **EHIS 207 Italy Since 1800 3 s.h.**

This course will survey the major social and political developments of modern Italy, including the making of the nation, the Italian immigrant experience in America, the rise and fall of fascism, and the effects of the Cold War. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 209 The Middle Ages and the Movies 3 s.h.**

This course examines the ways medieval historical themes have been presented in cinema over the last century. It will explore the medieval reality through lectures and a wide variety of primary sources including chronicles, literature, legal documents and memoirs. We will examine not only the historicity of the film compared to the historical time period addressed, but also look at the period in which the film was made as a product of its own period and historical concerns. (LA)

*Prerequisite:* SoS or 3 s.h. of 100 level HIST.

### **EHIS 210 Faith, Reason, and Medieval Society 3 s.h.**

This course will examine the philosophies, definitions and practice of faith in medieval Europe, from the early desert fathers through the Reformation. The course will examine the influence of formative philosophical texts including works by Boethius, Anselm, Abelard and Aquinas among others; religious texts, including saints' lives and church treatises; as well as the impact of secular movements, namely the 12th century renaissance, on the expression and understanding of faith; the development of the Cult of Saints and the power of relics. Special attention will be given to the topics of the religious expression of women and the lower classes; the role of sexuality in religion; comparison and contrast of Christian philosophy and practice to that of Islam and Judaism, and the themes of religious deviation, heresy and reform. (LA)

*Prerequisite:* 3 sh 100 level HIST or SoS.

### **EHIS 211 The Old Regime and The Enlightenment: Europe 1648-1789 3 s.h.**

A survey of European History from 1648 to 1789, including the scientific revolution, Age of Louis XIV, mercantilism, emergence of Russia and Prussia as European powers, the Enlightenment, and Europe on the eve of revolution. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 212 French Revolution and Napoleon 3 s.h.**

This course will survey the development of the French Revolution and Napoleon such as the debates over democracy; the Terror; and the Napoleonic Wars. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 213 History of World War I 3 s.h.**

This course will examine the origins, causes, impact, and aftermath of World War One from the European perspective. Primary documents will be an integral component of the course. Subjects will include women, the home fronts, literature and art, the media, life in the trenches, war-time economies, and the post-war treaties. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 214 Europe from Napoleon to WWI 3 s.h.**

A survey of social, cultural, and political developments in Europe after the Napoleonic Era. Topics include Victorianism, the wars and revolutions of the century, the rise of nationalism and scientific racism, and the spiraling crisis of the pre-WWI years. (LA, HW2)

*Prerequisite:* 3 sh 100 level HIST or SoS.

### **EHIS 218 The Nazi State 3 s.h.**

An in-depth analysis of the creation and functioning of the Nazi State from 1933-1945. Includes examinations of the *Volksge-meinschaft*, propaganda, women, youth, racism, war, the role of Hitler. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 220 War and Society in Modern Britain 3 s.h.**

This course is a thematic exploration of the impact of war on British society throughout the twentieth century. Students will study the impact of the Boer War, the First and Second World Wars and the Falklands conflict on Britain. Attention will be paid to



how war affected British culture, politics, gender and class relations as well as Britain's economy and relationship with its Empire. A special theme will be the interaction of war and social change. Students will consider how Britain's great power status, the evolution of the welfare state, as well as its level of democratization, and the position of trade unions were shaped by wartime conflict in the twentieth century. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 221 Germany: The Rise of the Empire 3 s.h.**

A study of German history from the rise of Brandenburg-Prussia to the end of the Bismarck era, 1640-1890. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 222 Germany: The Rise of the Nazis 3 s.h.**

A study of German History from the Wilhemine period of the 1890s to the Nazi seizure of power in 1933. Includes the impact of WWI, the structure and problems of the Weimar Republic, and the rise of the radical right. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 223 Tsarist Russia 3 s.h.**

A study of Russian history from 862 AD through the Communist revolution of 1917. A post-Soviet approach which recognizes that the tsarist era is the longest and (perhaps) the most significant epoch in Russian history. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 225 Early Modern England 1485-1714 3 s.h.**

This course examines the evolution of England from a medieval society to an identifiable modern nation state. Students will study how evolution, revolution and the Reformation fundamentally altered medieval institutions such as the monarchy, Parliament and the Church. Special attention will also be paid to the changing position of women in English society. Topics include the War of the Roses, the end of feudalism, the establishment of the Tudor State, the Wars of Religion, the Spanish Armada, witchcraft and society, the foundation of a worldwide empire, the English Civil War, Puritanism, the Glorious Revolution of 1688 and the change from an absolute to a constitutional monarchy. The policies and personalities of the colorful monarchs of the time (and their public images) will also play a key role in the course. Memorable monarchs covered include Henry VIII (and his six wives), "Bloody Mary" (Mary I), "Gloriana" (Elizabeth I), Charles I and "the Merry Monarch" (Charles II). This course requires substantial writing. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 226 Modern England 1714-Present 3 s.h.**

This course will study British history from 1714 to the present. It will focus on the world's first industrial revolution, the emergence of British parliamentary democracy, the rise of Britain as major industrial power with a global empire in the nineteenth century and its decline in the twentieth century. A special theme in this course will be the evolution of the British sense of identity during three centuries of continuous social, political, economic and cultural change. Topics to be discussed will include the rise and decline of the aristocracy; the exploitation of the working classes and its resistance to industrialism; working-class culture; the struggle for parliamentary reform; the family, and men and women's sex roles; the struggle for women's rights; the growth of the British empire; the importance of imperialism to British society and culture; the world wars; the rise of mass consumerism; the Great Depression; the impact of the enfranchisement of women; the rise of the Labour Party; decolonization; the post-1945 consensus; the Thatcher Revolution and New Labour. This course requires substantial writing. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 227 Modern England, 1837 to the Present 3 s.h.**

The emergence of Britain as the world's greatest power and her subsequent decline. The following topics will be dealt with: class relations, the rise of the welfare state, post-war society, the loss of empire, alienation of the youth, and the impact of industrial technology. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 228 Europe from WW I to WW II 3 s.h.**

Framed by two catastrophic world wars, the first half of the twentieth century was an age of massive upheaval for people in the western world. This course will survey European society and politics during that time, with particular attention to the effects of WW I, the rise of fascism, the new mass culture, and WW II. (LA)

*Prerequisite:* SoS.

**EHIS 229 Europe After WWII 3 s.h.**

Examines Europe's efforts to reinvent itself after the devastation of WWII. Topics include postwar efforts to come to terms with the war and the Holocaust, the Sixties, the Cold War and its end, and Europe's changing relations with the rest of the world and its own increasingly multicultural, multiethnic population. (LA)

*Prerequisite:* 3 sh 100 level HIST or SoS.

**EHIS 230 Modern European Intellectual History 3 s.h.**

A survey of major ideas and movements in Western history from the Enlightenment to the present. Topics include: romanticism, socialism, liberalism, fascism, existentialism, and works of key figures such as Rousseau, Marx, Darwin and Freud. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 232 History of European Witchcraft 3 s.h.**

Examines the phenomenon of European witchcraft from its rise in the Middle Ages to its decline in the 18th century. Topics include: growth of a witchcraze and the backgrounds of those accused of witchcraft. Also examines the political, economic, and religious climate as a basis for discussion of the role of women and methods used to convict the accused. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 234 British Imperial Experience 3 s.h.**

The British Empire has had a lasting effect on the world. The English language, the Protestant religion, the movement of peoples through migration and slavery, the system of capitalism, English ideas of law and political rights and even English sports have all been spread around the world by the British Empire. "The British Imperial Experience" will examine the history of British Empire from 1750 to the present. Students will learn about the economic, cultural, political and military impact of the British Empire on the modern world and Britain itself.

*Prerequisite:* 3 sh 100 level HIST or SoS.

**EHIS 235 History of the Holocaust 3 s.h.**

This course examines the history of the Holocaust from a broad historical perspective. Topics include: exploration of the history of antisemitism; Nazi ideology; the rise of Nazi Germany; the planning and realization of genocide; and the recovery of the Jewish community in the post-war world. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 238 Women in Western History 3 s.h.**

Studies in history of women in Europe and America since 1789. Topics include the difference between men's and women's experiences of war and revolution; suffrage and feminist movements; reproduction and population policy. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**EHIS 286 Warfare in Western Society 3 s.h.**

The conduct of war and the impact of warfare on Western society since the Middle Ages. Major topics include: feudal warfare; limited war and linear tactics; Napoleonic Era; 19th century tech-

nology; World War I; air power and mechanized warfare; World War II; nuclear weapons and rockets. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **EHIS 287 History of Ireland 3 s.h.**

An overview and interpretation of Irish political, economic, and cultural history since ancient times, with heaviest emphasis on the period from the Tudors to the present. The approach will be objective and analytical. Nationalism, for instance, will be treated, not as a value to be taken for granted, but as a phenomenon to be studied. (LA)

### **EHIS 294 Special Topics in European History 1-3 s.h.**

Group studies on aspects of European History under faculty supervision. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

## **World History Courses**

### **WHIS 206 Nation and Race 3 s.h.**

The aim of the course is to analyze the concepts of nation, race, nationalism, and national identity, as well as to examine nation-building as a process affecting the lives of everyday people on the ground in the former Soviet Union and post-Communist countries. The students taking the course will acquire basic knowledge in the theories of ethnicity, race, and nationalism studies. They also will become familiar with the nationality policies of imperial Russian, Soviet, and post-Soviet governments, and acquire the understanding of the role of nation and race in the historical developments of this region. (LA)

*Prerequisite:* SoS.

### **WHIS 215 History of the Modern Middle East & North Africa 3 s.h.**

A survey of the social, political and intellectual history of the Near East and Maghreb in the 19th and 20th centuries. Islamic reform, resistance to imperialism and the development of modern nationalism are covered along with attention to 'street level' changes. (LA, HO2)

*Cross-listed as ALS 215.*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 219 Africa Since 1800 3 s.h.**

A politico-economic survey of Africa since 1800 this course focuses on the construction of new states and identities before, during, and after colonialism. (LA, HO2)

*Cross-listed as ALS 219.*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 224 History of Soviet Russia 3 s.h.**

A study of U.S.S.R. and Soviet Communism, including social, economic, and political developments since 1917. Examines the rise and fall of totalitarianism (under Gorbachev) and post-Soviet Russia. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 251 Modern Japan 3 s.h.**

The study of Modern Japanese history since 1500 through politics, economics, diplomacy, and culture. Includes Japan's unification under the Tokugawa, traumatic opening to the West, overthrow of feudalism, rapid modernization, imperialism, defeat, occupation, and economic rebirth. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 252 Modern China 3 s.h.**

The study of Modern Chinese history since 1500 through politics, economics, diplomacy, and culture. Includes China's conquest by the Manchus, Opium Wars, peasant rebellions, fall of the Empire, republican and then communist revolutions, and economic metamorphosis after 1979. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 253 History of Asia to 1500 3 s.h.**

A topical, comparative survey of the histories of India, China, and Japan to 1500, focusing on philosophy/religion, economics, politics, state-building, and cross-cultural communications. Particular emphasis on Hindu, Muslim, Confucian, Daoist, Buddhist, and Shinto ideas and interaction with the state, region, village, and family. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 270 Latin America Before Columbus: Peoples and**

#### **Histories**

**3 s.h.**

This course will examine the prehistory and history of the indigenous people of the Americas before 1492. It will also sample the writings produced by indigenous people and Europeans during and after the Conquest. The emphasis will be on the great civilizations of Mesoamerica and the Andes though we will also look at societies in the Amazon and Northern South America. Major themes will include societal organization, sacred architecture, gender and family, religious rituals, technology, warfare, conquest, and science. Class sessions will include interesting visual material and student participation. Engaged reading will be a must. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 271 Colonial Latin America 3 s.h.**

This course surveys the history of the Americas from 1492 until 1812. Major topics include pre-Columbian society in the Americas; the Spanish Conquest; the impact of disease on the indigenous populations & the creation of the New World. Major themes will include gender, family, the birth of individualism, and religion. We will try to get to the heart of this fascinating but painful story through a careful consideration of these themes over the course of the semester. (LA, HO2)

*Cross-listed as ALS 271.*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 272 Modern Latin America 3 s.h.**

This course surveys the history of Latin America from 1812 to the present day. Topics include the politics of the nineteenth-century; the abolition of slavery; urbanization and urban unrest; twentieth-century revolutions, the cold war; and contemporary unrest. We will read Latin American writing and consider Latin American culture in order to form an understanding of how the majority of the Americas lives its life. (LA, HO2)

*Cross-listed as ALS 272.*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 274 Gender and Power in Africa 3 s.h.**

This course examines the social conditions and gendered experiences of women and men in Africa contrasting the precolonial, colonial and post colonial eras. (LA, HO2)

*Cross-listed as ALS 274 and WMST 274.*

*Prerequisite:* SoS.

### **WHIS 275 South Africa: Race and Resistance Since 1800 3 s.h.**

This course covers the period after the British succeeded the Dutch as rulers of Cape Colony, examining aspects of frontier engagements between Africans and Colonizers, the effects of a mining-industrial economy and African resistance to the white state. Resistance to the South African racial formation will be discussed in its myriad expressions: labor, religious, artistic, new social groups. (LA, HO2)

*Cross-listed as ALS 275*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

### **WHIS 276 History of Slavery 3 s.h.**

A study of the institution of slavery, its origins, continuance, and contemporary residuals. Special attention is given to the Western Hemisphere. (LA, HO2)

*Cross-listed as ALS 276.*

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**WHIS 281 The Islamic World to 1800 3 s.h.**

A survey of Islamic states/empires and their characteristic socio-political institutions and intellectual traditions. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

**WHIS 289 Spanish Conquistadores 3 s.h.**

This course will examine the contributions made by traditional and contemporary scholarship on the study of the Spanish Conquistadors, specifically in the areas of Mexico, Nueva Granada and Peru. Topics will include background and social origins of the conquistadors, social and economic activities after the conquest, the conquistadores as chroniclers, the institution of the *encomienda*, and their interactions with the native population. Frequency: Bi-annual (LA, HO2)

*Prerequisite:* 3 sh 100 level HIST or SoS.

**WHIS 292 The City in African History 3 s.h.**

A survey on the history of Africa's urban past from the urban centers of antiquity to the megacities of contemporary Africa. (LA, HO2)

*Cross-Listed as ALS 292.*

*Prerequisite:* SoS.

**WHIS 293 History of Modern Central Asia 3 s.h.**

The aim of this course is to make students familiar with the history and current situation of Central Asia. The class sheds light on such topics as the issue of resistance and accommodation of native societies to the policies of the imperial center, the transformation of the social, political, and economic structures of Central Asian societies under Russian and Soviet rule, and the history of Islam in Central Asia and its role in nation and state-building processes. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. of 100 level HIST.

**WHIS 294 Special Topics in World History 1-3 s.h.**

Group studies on aspects of Africa/Asia/Caribbean/Latin History under faculty supervision. (LA)

*Prerequisite:* SoS or 3 s.h. 100-level HIST course.

*Note: The following courses may be offered on an individual enrollment basis.*

**AHIS 237 Men in Society, 1780-1945**

**AHIS 261 Economic History of the US since 1865**

**EHIS 236 Industrial Europe, 1750-1945**

**HIST 110 The Non-European World Since 1750**

**HIST 392 Selected Topics in New York History**

## Human Ecology

*Associate Professors:* Angell (Chair), Bueche, Chiweshe, Hu, Joest, Proulx, Russo; *Assistant Professors:* Battisti, Choi, Dowdell, Eluwawalage, Hilpert, Park, Seery; *Lecturer:* Avanzato, Jurasinski, Oberkircher

### Objectives

The objectives of the Human Ecology Department reflect the overall objectives of the College. Human Ecology describes the interdisciplinary programs concerned with family well-being, human development and welfare, the human environment, and their interrelationships. An ecological perspective is contextual and focuses on reciprocal relationships between people and their environments, the development of human potential, and the formation of social goals. Graduates are prepared for careers in teaching, fashion, business, dietetics/nutrition, industry, and human services. Courses are designed to foster creativity, promote personal growth, develop reasoning and management skills, and integrate scholarly methods and research into both the clinical and academic experience. The Department encourages and facilitates the concept of life-long learning and professional commitment. Renovations completed in 2003 provide state of the art facilities.

### Degrees

Bachelor of Science

### Majors

General Human Ecology

Fashion and Textiles

*Options in cooperation with the Fashion Institute of Technology:*

Accessories Design

Advertising and Marketing Communications

Communications Design

Fashion Merchandising Management

Fashion Design

Jewelry Design

Textile Development and Marketing

Textile/Surface Design

Child and Family Studies

Dietetics

Food Service and Restaurant Administration

### Minors

Consumer Resource Management

Event Planning

Fashion and Textiles

Nutrition

Interdepartmental Minors:

Child Development

Health and Wellness

### Post Baccalaureate Dietetic Internship (ADA)

For information, see the *Graduate Catalog*.

### Special Programs and Facilities

The College has cooperative programs with the Fashion Institute of Technology in New York City. Students spend a year at the Fashion Institute earning an A.A.S. degree and three years at the College at Oneonta earning a B.S. degree. Admission to FIT is competitive. The American InterContinental University program allows the student to study fashion marketing and fashion design in London. The departmental Child Development Center provides experiential learning for students. Human Ecology Student Computer Laboratory enables the student to accomplish computer

applications in Nutrition, Food Service Management, Consumer and Fashion Merchandising. CAD capabilities enhance the design process for fashion. A fully equipped commercial kitchen provides hands on experience for students.

Students are encouraged to complete an off-campus internship to gain applied and workplace experience.

### Requirements for the Majors

37-52 s.h. in Human Ecology subject matter is required. Specific requirements for each major are listed in the following pages.

Articulation between the College at Oneonta and some two-year units of SUNY facilitates the transfer of credits to the majors and emphases in Human Ecology.

### General Human Ecology Major Requirements

*Study within the major field:*

HUEC 200, FASH 120, FASH 280, CONS/FASH 281,	37 s.h.
NUTR 140 or 142, FAMS 160, CHLD 170, CHLD	
272, FASH 121 or 220, FOOD 130, CONS 150,	
FOOD 230, HUEC 215	

*Courses in related areas:*

ART: any approved General Education selection	3 s.h.
CHEM 100 or 111	3 s.h.
ECON 110	3 s.h.

Total 46 s.h.

*Note: A subject matter emphasis is recommended in this major.*

### Child and Family Studies Major Requirements\*

*Core Requirements:*

FAMS 160, 180, 362, 363, SOCL 392, CONS 150,	20 s.h.
NUTR 140 or 142, HUEC 200	

*Child Development Theory Requirement:*

EPSY 250 or CHLD 274, CHLD 170	6 s.h.
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*Methods Requirement:*

Select one: PSYC 220, SOCL 209	3-4 s.h.
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*Field Experience Requirement:*

HUEC 397	6 s.h.
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*Related Courses:*

PSYC 100 and SOCL 100	6 s.h.
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*Elective Courses: select from the following:*

ANTH 214, 239; EDUC 283; EPSY 229, 235, 236,	9 s.h.
240; COMM 245; CHLD 272, 274, 276, 277,	
350, 373, 375, 376; FAMS 205, 220, 250,	
266, 320, 360, 361; AHIS 285; SOCL 233, 234,	
235, 241, 258, 272, 273	

Total 47-48 s.h.

*\*Many of these courses have prerequisites. Check the Departmental Course Listings.*

### Major Requirements for Fashion and Textiles\*

*Human Ecology Core:*

HUEC 200, NUTR 140 or NUTR 142, FAMS 160,	10 s.h.
CONS 150	

*Fashion and Textiles:*

FASH 120, 121 or 123, 220, 224, 229, 223 or	21 s.h.
324, 221 or 228	

*Fashion and Textiles electives*

9 s.h.

Total 40 s.h.

*Related Work:*

ARTH 109 or 110	3 s.h.
ECON 110	3 s.h.
CHEM 100 or 111 or PHYS 100	3-4 s.h.
COMP 100	3 s.h.

Total 12-13 s.h.

*\* Requirements for the FIT 3-1 Program vary slightly from the*

above. Guide sheets are available from the Human Ecology Department.

## Dietetics Major Requirements

Study within the major field:

NUTR 100, 140, 141, 240, 243, 245, 247, 300, 330, 340, 341, 342	
FOOD 130, 230, 232, 235, 331	
CONS 150	
FAMS 160	
HUEC 200, 211	57 s.h.

Courses in related areas:

ANTH 100, GEOG 230, PSYC 100, or SOCL 100	3 s.h.
BIOL 100, 202, 203	9 s.h.
CHEM 111, 226, 330	12 s.h.
COMP 100	3 s.h.
STAT 101	3 s.h.
	<hr/> Total 30 s.h.

*Note: The Dietetics Program is a Didactic Program in Dietetics which prepares students to meet the educational requirements of the Accreditation Council for Education in Nutrition and Dietetics Education (ACEND). In addition, a ACEND accredited supervised practice experience and passing a registration examination are required to become a registered dietitian. Supervised practice experiences are nationally competitive and completing an undergraduate degree does not guarantee that a student will receive a placement. After graduation, supervised practice programs require written verification of the student's completion of the academic requirements. Upon student request, Oneonta issues verification statements to all students who graduate with a B.S. in Dietetics. Students should obtain current policies from the program director. Students will be charged a fee if verification is requested two months or more beyond graduation. ACEND can be contacted at 1-800-877-1600 ext. 5400 or by writing the Commission at 120 South Riverside Plaza, Suite 2000, Chicago IL 60606-6995.*

## Foods Service and Restaurant Administration Major Requirements

Study within the major field:

HUEC 200, NUTR 140 or NUTR 142, FAMS 160, CONS 150, FOOD 100, FOOD 130, FOOD 230, FOOD 232, FOOD 235, FOOD 239, FOOD 331, HUEC 211	34 s.h.
Food/food service selections from approved list	9 s.h.
Business and Economics:	15 s.h.
ACCT 100, ACCT 122, ECON 110, LAW 222, MKTG 261	

Courses in related areas:

CHEM 100 or CHEM 111, CSCI 100	6 s.h.
	<hr/> Total 64-65 s.h.

Non-course requirement:

600 hours field experience or 15 credits of internship.

*Note: Majors outside of the Division of Economics and Business (DEB) may earn only one minor from the DEB. College policy prohibits students majoring in programs outside the DEB from earning more than 30 s.h. from the DEB.*

## Human Ecology Courses

### HUEC 200 Programs and Issues in Human Ecology 1 s.h.

A study of the broad field of Human Ecology and its historical development. Examines the impact of the academic programs in the field of Human Ecology on the quality of life as well as future trends, ethics, professional skills, and social policy. Inter-relationship of subject matter areas will be examined.

*Prerequisites: SoS, Human Ecology majors with 25 credits or*

*more in HUEC or FASH or FOODS or NUTR or CONS or FAMS or CHLD courses.*

### HUEC 210 Retail Management 3 s.h.

This course explores the competitive and legal environment within which retail stores operate. This course also examines the planning and management of the retail store including marketing strategy, trade area analysis, financial planning, and retail location. Specific aspects of retail management including creating atmosphere, communicating with customers, selling, managing services, store layout and design, managing human resources, and retail systems is examined as well.

*Prerequisite: ECON 110 or 111.*

### HUEC 211 Service Industry Supervision 3 s.h.

This course reviews the supervisory skills needed by hospitality and fashion industry entry-level managers to effectively lead an increasingly diverse workforce. The role, function, and skills of the first-line supervisor will be examined with respect to specific challenges within these two industries. (LA)

*Prerequisite: SoS, Human Ecology majors.*

### HUEC 215 Demonstration and Practical Skills for Human Ecologists 3 s.h.

Principles and techniques of effective demonstration methods of presenting Human Ecology materials. Preparation and use of visual media, including power point and other technologies to facilitate effective communication. Recommended for Human Ecology majors who are currently enrolled in the FCSE or interested in employment in business. Offered spring only.

*Prerequisite: SoS.*

### HUEC 294 Special Topics in Human Ecology

Study of an area in Human Ecology not covered by regular course offerings. LA credit depends on topic.

*Prerequisites: SoS; other prerequisites depend on topic.*

### HUEC 297 Internship in Human Ecology: 1-15 s.h.

A directed off-campus experience related to the student's major/minor area.

*Prerequisites: JrS and CWE. Also see College minimum Internship Requirements.*

### HUEC 299 Independent Study in Human Ecology 1-6 s.h.

Special studies under department supervision for sophomores and juniors who have shown unusual ability in the human ecology area. May be continued in successive semesters. Admission by consent of department chair and instructor involved.

*Prerequisite: SoS.*

### HUEC 394 Special Topics in Human Ecology 3 s.h.

Study of an area in human ecology not covered by regular course offerings. LA credit depends on topic.

*Prerequisites: JrS; other prerequisites depend on topic.*

### HUEC 395 Teaching Assistantship: 1-3 s.h.

Provides college-level teaching exposure for students majoring in Human Ecology who are exceptionally qualified to undertake such assignments as tutoring, assisting in research, and participating in classroom and/or laboratory presentations.

*Prerequisite: See College minimum Teaching Assistantship Requirements.*

### HUEC 397 Internship in Human Ecology: 1-15 s.h.

A directed off-campus experience related to the student's major/minor area.

*Prerequisites: SrS, CWE and College minimum Internship Requirements.*

**HUEC 399 Independent Study in Human Ecology 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in the human ecology area. May be continued in successive semesters. Admission by consent of department chair and instructor involved.

*Prerequisite:* JrS.

**Consumer Studies Courses****CONS 150 Consumer Resource Management 3 s.h.**

This course provides a unified base of family resource management and management theory and application. The course emphasizes individual and family decision-making behavior related to acquisition and allocation of human and non-human resources in socially responsible ways. Decision-making, consumer information and protection, resource management, stress management, and use of financial services are stressed. (LA)

**CONS 250 Personal Finance 3 s.h.**

The management of financial and related resources to obtain maximum satisfaction in a variety of personal and family living situations, particularly the purchase of consumer goods and services such as food, clothing, housing, credit, insurance and investments. (LA)

*Cross-listed as BUS 230 and ECON 230.*

*Prerequisites:* ECON 110 or ECON 111 and 112.

**CONS 252 Personal Law 3 s.h.**

Law course covering topics that should be basic knowledge to all consumers. Topics may include structure of legal system, buying and selling your home; landlord-tenant problems; buying and selling major appliances; banking; bankruptcy; contractual implications and responsibilities of marriage, divorce, old age; minors; and others. (LA)

*Cross-listed as LAW 220.*

*Prerequisite:* SoS.

**CONS/FASH 281 Housing 3 s.h.**

A survey of individual and public housing problems of urban, suburban, and rural areas; the socio-economic aspects of adequate housing; housing needs of various population sectors, including young, aged, handicapped, and low income groups; evaluation of homes as to basic needs of the population; house planning and production; and legal and financial factors. (LA)

*Prerequisites:* 6 s.h. FAMS, SOCL, and/or ECON.

**CONS 352 Gender and the Economics of Work 3 s.h.**

This course examines work and family decisions, particularly those of women, in terms of economics theory. Emphasis is placed on the allocation of time and money and on opportunity costs. Differences in economic attainment by sex and race are analyzed in terms of gender socialization, differences in education, occupational segregation, opportunity, and discrimination. (LA)

*Cross-listed as WMST 352.*

*Prerequisites:* 3 s.h. of economics and CONS 150 or 3 s.h. of social science.

**CONS 353 Current Topics in Family Economics 3 s.h.**

Focuses on the development of the consumer movement and current trends in the area, as well as future directions. Current issues are viewed from the consumer/family point of view with attention to emerging consumer groups and their unique problems. *Prerequisite:* CONS 150 or equivalent.

**CONS 354 Consumer Economic Policy 3 s.h.**

The purpose of this class is to acquaint the student with the processes and issues regarding development of government policy affecting consumers and families. Various viewpoints, including consumer, public, business, and managerial are explored. Emphasis is placed on evaluating both the economic and social

impacts of government policies designed to help consumers. (LA)

*Prerequisites:* 3 s.h. of ECON, CONS 150 or 3 s.h. of social science.

**Food Courses****FOOD 100 Introduction to Hospitality 3 s.h.**

This course provides an overview of the organization, history and career tracks of the hospitality industry including hotels, restaurants, resorts, clubs, casinos and gaming, cruise lines, theme parks, and tourism. This orientation course also examines the opportunities and challenges that exist in the current hospitality industry and analyzes links between the lodging, food service and tourism segments.

**FOOD 110 Event Planning 3 s.h.**

An overview of the meeting, exposition, events and convention (MEEC) industry and the events planning profession. The scope and trends of the industry, the planning and implementation process of MEEC and the responsibilities and opportunities for professional will be explored.

**FOOD 130 Introductory Foods 3 s.h.**

This course is designed to combine the theoretical knowledge and practical skills of food preparation with an emphasis on hands-on cooking skills, knowledge of a variety of products, principles of cooking techniques, and introduction of menu planning.

**FOOD 133 Community Food and Nutrition 3 s.h.**

Introduction to family and community food and nutrition needs and services. Explores factors which influence food customs and trends in the U.S.; national and local food supply and availability issues; nutrition concerns in public health; the role of government and public policy in controlling the food supply, food access, and nutrition services. Major theories, concepts and methods of community organization, needs assessment, social marketing, and working in the public policy arena in the context of providing needed food and nutrition services are explored. Includes a service learning project in the community. (S2)

**FOOD 201A Regional Cuisine: United States 1 s.h.**

An examination of foods and recipes from across the United States. Students learn about regional food practices and prepare foods and recipes representative of selected regions.

*Prerequisite:* FOOD 130.

**FOOD 201B Regional Cuisine: Europe 1 s.h.**

An examination of foods and recipes from across Europe. Students learn about regional food practices and prepare foods and recipes representative of selected regions.

*Prerequisite:* FOOD 130.

**FOOD 201C Regional Cuisine: France 1 s.h.**

An examination of the environmental, historical and cultural influences on food choices, preparation and service methods of French cuisine. Students will prepare and sample representative French culinary recipes.

*Prerequisite:* FOOD 130.

**FOOD 201D Regional Cuisine: Mediterranean 1 s.h.**

An examination of foods and recipes from across the Mediterranean. Students learn about regional food practices and prepare foods and recipes representative of selected regions.

*Prerequisite:* FOOD 130.

**FOOD 205A Baking: Cakes and Cookies 1 s.h.**

An intermediate level mini-course focusing on the principles and processes of baking cakes and cookies. Readings and lectures introduce baking principles while labs provide hands-on experience.

*Prerequisite: FOOD 130.*

**FOOD 205B Baking: Pastries 1 s.h.**

An intermediate level mini-course focusing on the principles and processes of baking pastries. Readings and lectures introduce baking principles while labs provide hands-on experience.

*Prerequisite: FOOD 130.*

**FOOD 205C Baking: Breads and Rolls 1 s.h.**

An intermediate level mini-course focusing on the principles and processes of baking breads and rolls. Readings and lectures introduce baking principles while labs provide hands-on experience.

*Prerequisite: FOOD 130.*

**FOOD 210 Event Management 3 s.h.**

Integration and application of event planning fundamentals to research, design, implement and assess meetings, events, expositions and conferences. Preparation for the requirements and expectations of an entry-level event planner.

*Prerequisites: FOOD 110.*

**FOOD 230 Food Science 3 s.h.**

A study of food science which includes food composition and the reactions and interactions of food components in food systems during preparation, processing, and preservation. Also includes study of innovative food components, current food technologies and regulation of the food supply; includes laboratory experiences.

*Prerequisites: CHEM 100 or 111 and FOOD 130.*

**FOOD 232 Cost Control and Service Management 3 s.h.**

Study of processes and principles involved in the production and service of quality food. Emphasis on management of internal resources.

*Prerequisites: FOOD 130.*

**FOOD 233 Quantity Food Purchasing 3 s.h.**

Objectives and activities of the purchasing function will be studied as a fundamental aspect of foodservice management.

*Prerequisites: FOOD 230 and CHEM 101 or 111.*

**FOOD 234 Cultural Aspects of Food 3 s.h.**

A study of world-wide human food habits involving the examination of such factors as food sources, geography, religion, historical development, and socio-economic status. (LA)

*Prerequisite: SoS.*

**FOOD 235 Design, Layout and Operations 3 s.h.**

This course reviews quantity food production planning and service techniques. Particular emphasis is placed upon the design and layout of foodservice establishments, as well as the identification, written specifications, basic operation, and maintenance of food service equipment. Practicum experience included.

*Prerequisites: FOOD 130 or 230 and FOOD 232.*

**FOOD 236 Beer, Wine and Food 3 s.h.**

A comprehensive study of the history, geography, culture, production, selection, storage, and service of some of the many varieties of beer and wine produced around the world. Factors to consider when pairing beer or wine with food are examined. (LA)

*Prerequisite: SoS.*

**FOOD 237 Techniques of Healthy Cooking 3 s.h.**

Topics will include the principles and techniques of healthy cooking plus nutritional guidelines for the selection and preparation of healthy food products. Additionally this course will provide students with hands-on training in creating healthy recipes and exploring alternative preparation and seasoning techniques that allow them to reduce fat, cholesterol, calories, and sodium without sacrificing flavor.

*Prerequisites: FOOD 130 and NUTR 140 or NUTR 142.*

**FOOD 238 Baking and Pastry 3 s.h.**

An intermediate level course focusing on the principles and processes of baking and pastry. Breads, dough, cakes, pastries and fillings will be studied and produced.

*Prerequisite: FOOD 130.*

**FOOD 239 Restaurant and Catering Management 3 s.h.**

Students will apply principles of menu planning, food science, food preparation and service skills to the planning, creation, supervision, service and evaluation of commercial meals. Lab experience required.

*Prerequisites: SoS, FOOD 130 or 230 and CHEM 100, 101, or 111 and FOOD 232.*

**FOOD 330 Advanced Food Science 3 s.h.**

Advanced study of reactions and interactions of food components in complex food systems during preparation, processing, and preservation; the scientific principles on which various methods of food preparation, processing, and preservation are based; relationships of these to changes in the safety and quality of food products; includes laboratory experiences.

*Prerequisites: FOOD 230 and CHEM 226.*

**FOOD 331 Food Service Systems Management 3 s.h.**

Theoretical knowledge as a basis for the study of the food service as a comprehensive system. Management philosophies, and competencies needed for effective leadership, personnel administration and supervision, cost control, and functional operation of a food service.

*Prerequisites: FOOD 130, 232 and 235.*

**FOOD 336 Computer Applications for Foodservice 3 s.h.**

Exploration of current and potential computer applications to a variety of foodservice operations, e.g., menu development, recipe extension, purchasing, inventory, and other food, labor, and overhead management practices.

*Prerequisite: FOOD 232.*

## Nutrition Courses

**NUTR 100 Introduction to Dietetics 1 s.h.**

An introduction to the dietetics profession which explores its history, current dietetics practice, as well as practice trends and career options. Students will become familiar with current standards of practice and ethics in the field and how to develop an outcome based professional portfolio.

**NUTR 140 Nutrition I 3 s.h.**

The chemistry and physiology of carbohydrates, proteins, lipids, and energy including requirements of various age and the relationship of nutrition to health. Introduction to the scientific method including understanding of the methods scientists use to explore human nutrition including observation, hypothesis development, measurement and data collection, experimentation, evolution of evidence and its application for nutrition recommendations. (LA, N2)

*Prerequisites: HEDI major.*

**NUTR 141 Nutrition II 3 s.h.**

This course is a continuation of NUTR 140. The chemistry and physiology of vitamins, minerals, fluids, and electrolytes including requirements of various ages and the relationship of nutrition to health.

*Prerequisite: FSRA or HEDI majors.*

**NUTR 142 Nutrition in Everyday Life 3 s.h.**

A study of nutrition and foods designed for non-food and nutrition majors. This course considers the physiological, environmental, cultural, economic, and psychological factors that govern our

individual food choices. As they formulate a personal wellness plan, students will demonstrate their understanding of observation, measurement and data collection, evaluation of evidence, and employment of mathematical analysis. (LA, N2)

**NUTR 240 Nutritional Assessment 3 s.h.**

This course is an introduction to the purpose, methods, and scientific basis for assessment of nutritional status. Students will have the opportunity to practically apply nutritional assessment methods and tools in a supervised setting. This course will also provide a fundamental understanding of nutritional counseling theory and techniques.

Prerequisites: NUTR 140, NUTR 141 and FOOD 130.

**NUTR 241 Nutrition for Fitness and Sport 3 s.h.**

A study of nutrition related to fitness and sports performance including metabolism during exercise, recommended food and fluid intake for training and competition, nutritional ergogenic aids, and other various special topics. This course may be used as a selection course for both the Nutrition Minor and the Health and Wellness Minor.

Prerequisite: NUTR 140 or NUTR 142.

**NUTR 243 Food and Nutrition Education 3 s.h.**

Principles of planning, implementing, and evaluating Food/Nutrition and/or Food Service education programs. Includes analysis of existing programs, materials, and approaches. Requires oral presentations and the critique of oral presentation.

Prerequisites: NUTR 140 and NUTR 141 and NUTR 247 and FOOD 130.

**NUTR 245 Medical Nutrition Therapy 3 s.h.**

The study of the nutritional care process as it relates to the provision of medical nutrition therapy for disease states requiring a basic level of nutritional care.

Prerequisites: HEDI major; NUTR 140, NUTR 141, NUTR 240, FOOD 130 and BIOL 202.

**NUTR 247 Nutrition Across the Lifespan 3 s.h.**

A study of the principles of the physiology of human growth periods, the physiology of the aging process and optimal dietary behaviors during pregnancy, lactation, infancy, childhood, adolescence and late adulthood. (LA)

Prerequisite: NUTR 140 and 141.

**NUTR 249 Current Issues in Nutrition 3 s.h.**

Current topics in nutrition with emphasis on selected nutrients and evaluation of public media nutrition information compared to scientific literature. Designed for students who have completed a basic nutrition course. Content is adapted to specific interests of enrolled students.

Prerequisite: NUTR 140 or NUTR 142, or permission of instructor.

**NUTR 300 Dietetics Profession Seminar 1 s.h.**

The purpose of this course is to help prepare students for successful entry into the dietetics profession through an accredited post-baccalaureate dietetic internship, graduate school and/or a professional level job. Topics include: career pathways, applying to dietetic internships and graduate schools; letter of application, portfolio preparation; interviewing skills; professional expectations and ethics. Offered once a year. (LA)

Prerequisite: SrS and HEDI major.

**NUTR 330 Community Nutrition 3 s.h.**

Examination of the major theories, concepts and methods of community nutrition, the nutrition care process, social marketing, and working in the public policy arena in the context of providing needed food and nutrition services to the community. The impact of the family, community and the macrosystem on health risk, lifestyle choices, and access to food, health care and nutrition services will be explored. Application of the nutrition care process

in community disease prevention/health promotion interventions through a community service learning project.

Prerequisites: NUTR 140, NUTR 141, NUTR 243 and NUTR 247 and HEDI major.

**NUTR 340 Advanced Nutrition I 3 s.h.**

Principles of nutrition with emphasis on interaction and interrelationship between nutrients and the biochemical and physiological functions of the body. As evidence of their ability to research a topic, develop an argument, and organize supporting details, students will produce coherent written text and demonstrate the ability to revise and improve the text. (WS2)

Prerequisites: NUTR 140 and NUTR 141, BIOL 202 and CHEM 330, and HEDI major.

**NUTR 341 Medical Nutritional Therapy II 3 s.h.**

The study of the nutritional care process as it relates to the provision of medical nutrition therapy for disease states requiring a complex level of nutritional care. This course is a continuation of Medical Nutritional Therapy I.

Prerequisites: HEDI major and NUTR 140, 141, 240, 245, BIOL 202, and CHEM 330.

**NUTR 342 Advanced Nutrition II 3 s.h.**

Energy metabolism in the fed and fasting state; vitamin and mineral metabolism; acid/base balance; body fluids and electrolyte balance; body composition; and alternative nutritional therapies.

Prerequisites: NUTR 140, 141, BIOL 202, CHEM 330 and HEDI major.

## Fashion Courses

**FASH 120 Socio-Psychological Aspects of Dress 3 s.h.**

An examination of the use of dress to communicate social roles, status, aesthetics ideas and interdependent relationship with social institutions such as religion, economics, and politics. (LA)

**FASH 121 Apparel Construction 3 s.h.**

The course emphasizes design principles, fabric selection, alterations and fit, and relationship to quality garment construction. Management skills, selection, and operation of equipment, various sewing techniques for individual fabrics and garments are stressed. Additional student costs vary with project choice.

**FASH 123 Quality Analysis of Apparel Products 3 s.h.**

An in-depth study of apparel and related products. Production of ready-to-wear goods will be examined in order to gain a thorough knowledge of quality in fashion merchandise. Product quality will be evaluated and analyzed in relation to production process, product cost, and market segmentation.

**FASH 220 Textile Science 3 s.h.**

A study of fibers, yarns, and the construction and finish of fabrics as a basis for selection, care, and use. Laboratory work consists of use of various methods and testing instruments to evaluate physical and chemical properties. FASH 220 is a writing intensive course focusing on technical writing. Students submit 10 laboratory reports and an experimental fabric report. (LA)

Prerequisite: PHYS 100 or CHEM 100 or CHEM 111.

**FASH 221 Apparel in Today's Economy 3 s.h.**

A study of external factors as they affect the apparel industry. The impact of political, economic, and social factors on apparel production, consumption is examined. The course includes an in-depth discussion of demographic trends, government regulations and political decisions, financial aspects, labor relations, and current world trade climate. (LA, WS2)

Prerequisites: ECON 110 or 111 & 112, and FASH 120.



**FASH 222 Apparel Design—Flat Pattern****3 s.h.**

Principles of flat pattern design with particular emphasis given to development of individual design and creation of a sloper. Construction stresses advanced techniques. Additional student costs vary with project choice.

*Prerequisite:* FASH 121.

**FASH 223 Computer Applications: Fashion****3 s.h.**

Introduction to computer applications in the fashion business in the fields of design and merchandising. Both CAD and spreadsheet software will be used.

*Prerequisites:* FASH 121 or FASH 123.

**FASH 224 History of Costume I****3 s.h.**

A survey of costume in Western Civilization from the days of ancient Egypt to the 1970's. Each period is explored through the historical, political, economic, and religious factors which are mirrored in dress and other aesthetic activities of a period. (LA)

*Prerequisite:* FASH 120 or ART 109 or ART 110.

**FASH 225 History of Costume II****1 s.h.**

A survey of costume in the 19th and 20th centuries, pointing out social, political, economic, and religious factors that are mirrored in dress and other aesthetic activities of a period. (LA)

*Prerequisite:* FASH 120 or ART 109 or ART 110.

**FASH 226 Apparel Design—Draping****3 s.h.**

A study of the fundamental principles and techniques of draping fabrics. The manipulation of fabric to obtain harmony between desired design, the fabric, and figure of the wearer. Encourage imagination in the original use of fabric and line in dress.

*Prerequisite:* FASH 121.

**FASH 227 Personal Coloring Systems and Analysis****1 s.h.**

An examination and comparison of the systems that identify personal color palettes. The students will develop personal color palettes, investigate the function and role of color consultants in the fashion industry, and learn to manipulate color to express a desired image.

*Prerequisite:* FASH 120.

**FASH 228 Fashion Illustration and Design****3 s.h.**

Fashion design principles, illustration layout, use of media, and the design process will be covered in this course. Students will develop a portfolio. (LA)

*Prerequisites:* Studio Art course or FASH 120.

**FASH 229 Fashion Marketing****3 s.h.**

A study of the internal operation of the textiles and apparel industry with emphasis on the fashion marketing process. This course includes a study of the development and operation of the apparel industry including the creation, production, distribution, and merchandising functions.

*Prerequisites:* ECON 110 or 111 & 112, and FASH 120.

**FASH 230 Computer Integrated Fashion Merchandising****3 s.h.**

Overview of merchandising in apparel and textiles with emphasis on computer integrated aspects in retail sectors. Focus on applications of various software programs to understand the importance of computer technology in the apparel and textiles industry. Offered every semester.

*Prerequisite:* FASH 123.

**FASH 280 Interior Design****3 s.h.**

The theoretical and technical knowledge of basic principles of pleasing interior design. Consideration of selection of furnishings, analysis of floor plans, functional design, aesthetic design, and allocation of interior space in relation to client needs. Professional presentation and evaluation of floor plans, furniture arrangements, wall elevations, color schemes, and lighting plans. Additional costs vary with choice of project.

*Prerequisite:* 3 s.h. LA ART.

**CONS/FASH 281 Housing****3 s.h.**

A survey of individual and public housing problems of urban, suburban, and rural areas; the socio-economic aspects of adequate housing; housing needs of various population sectors, including young, aged, handicapped, and low income groups; evaluation of homes as to basic needs of the population; house planning and production; and legal and financial factors. (LA)

*Prerequisite:* FAMS 160 and CONS 150.

**FASH 282 Professional Seminar: Fashion****1 s.h.**

Explore potential internship or career opportunities available in the fashion industry; fine tune the professional design portfolio; prepare a professional resume and cover letter; develop effective job searching techniques; and examine various interviewing techniques.

**FASH 283 Innovations in Wearable Art****3 s.h.**

An experimental course in advanced design that integrates background and experience from a wide range of courses. The course will emphasize resourcefulness, the use of both traditional and non-traditional materials, and techniques. The students will have an opportunity to explore and develop their unique approach to creativity by developing and producing a line of one-of-a-kind garments. (LA)

*Prerequisite:* FASH 121 and (FASH 222 or FASH 226).

**FASH 300 Fashion Journalism****3 s.h.**

This course introduces students to principles of journalism in the fashion world including the role of research, interview, communication, and criticism. The course reflects the multidisciplinary foundation of fashion journalism, which incorporates publishing, fashion theory, and cultural studies. A final group project provides the opportunity for students to demonstrate their understanding of fashion, style and popular culture, as well as their ability to communicate in both written and visual forms with the targeted audience. This course is offered every spring.

*Prerequisites:* JrS; passing grade on CWE; FASH 120 and COMP 100.

**FASH 320 Advanced Textiles II****3 s.h.**

Designed to further student knowledge of apparel and/or textiles through lectures and the use of textile testing equipment. Emphasis will be placed on use of textile research methods and current technical journals.

*Prerequisite:* FASH 220.

**FASH 321 Tailoring****3 s.h.**

Emphasis on the fundamental processes common to all kinds of tailoring, from selecting fabric to pressing the finished garment. A problems oriented course which focuses on experimental applications of tailoring principles and processes to a variety of fabrics.

*Prerequisites:* FASH 121 or 220.

**FASH 323 Promotional Techniques in the Apparel Industry****3 s.h.**

Study of promotional techniques used in the apparel field with special emphasis on non-personal promotions, i.e., publicity, advertising, displaying, and special events. Characteristics of consumer behavior and the decision making process will be related to promoting apparel.

*Prerequisites:* FASH 120 and CONS 150 or MGMT 261.

**FASH 324 Fashion Merchandising****3 s.h.**

An overview of fashion merchandising principles applicable to manufacturing, wholesaling, and retailing. The course will include an in-depth study of the principles of merchandising evaluation, assortment planning, and application of appropriate mathematical concepts.

*Prerequisites:* ECON 110 or 111 & 112, and FASH 120.

**FASH 325 Case Studies in Apparel Design 3 s.h.**

An advanced course applying flat pattern or draping principles and techniques to creating designs for various segments in the fashion industry. A study of historical influences, advanced design and sketching techniques, industry methods, and inspiration sources.

*Prerequisites: FASH 121 and FASH 222 or 226.*

**FASH 326 Advanced Computer Fashion Design 3 s.h.**

Advanced computer aided design and patternmaking software is used to create fabric designs, apparel sketching, pattern drafting and grading. The course offers students an opportunity to simulate the fashion industry process in the use of technology for product development. Students will have a comprehensive experience of the fashion industry from concept through pattern development.

*Prerequisites: FASH 222 and FASH 223, and FASH 121 or FASH 123.*

**Family Courses****FAMS 160 Family Perspectives 3 s.h.**

An analysis of family living as product of culture, philosophy, and time. Relationships of families to other systems such as work, education, government, and religion are studied. Opportunity to understand this social experience through an examination of past and present families in other cultures and American. (LA, S2)

**FAMS 180 Orientation to Family Research 1 s.h.**

This one semester hour course is an orientation to scholarly writing for students in the field of Child and Family Studies. Students will learn to identify, collect, comprehend, analyze, synthesize and integrate scholarly research and complete a literature review in an area of Child and Family Studies. Emphasis will be placed on the use of APA in citing and reviewing scholarly research.

**FAMS 205 Marriage and Family Relationship 3 s.h.**

This course focuses on important issues in marriage and family relationships. Topics such as dating, friendship, mate selection, gender roles, marital adjustment, parenthood, and healthy family functioning will be included. (LA, S2)

**FAMS 220 Human Relations and Sexuality 3 s.h.**

This course will examine sexual development, human reproduction, sexual functioning, and acquisition of gender identity in the context of family and interpersonal relationships. This course will also focus on the exploration of human sexuality over the lifecycle.

**FAMS 250 Group Work in Human Services 3 s.h.**

This course will help students develop an understanding of how to establish and facilitate therapeutic, educational and support groups in the human services fields. Class sessions will include lectures, discussions, simulations, role-plays, and experiential exercises. Course will be offered once per year or as needed.

*Prerequisites: SoS; FAMS 160 or SOCL 100 or PSYC 100.*

**FAMS 264 Adulthood and Aging 3 s.h.**

A study of adulthood and aging, the losses and the gains for young adults, middle adults, and late adults in the family. Covers idea of "well aging," "frail aging," and the importance of family caretakers. (LA)

*Prerequisite: FAMS 160 or CHLD 170 or equivalent.*

**FAMS 266 Adult Family Members Transition 3 s.h.**

Study of the adults as s/he voluntarily or involuntarily changes roles in family settings. Attention will be given to the physiological, educational, social and psychological development of adults in contemporary society. (LA)

*Prerequisite: FAMS 160 or CHLD 170 "C" or better.*

**FAMS 320 Addictions: Family Impacts 3 s.h.**

This course emphasizes the role of human service professionals in the prevention and treatment of substance use and abuse. The history, classification, and impacts of varying substances will be discussed from a systems perspective. Models of addiction, assessment, and methods of treatment/prevention will be explored, including impacts of substance use and abuse on children, families, society and culturally and ethnically diverse groups. Course will typically be offered once per year or as needed.

*Prerequisites: JrS, FAMS 160 "C" or better or SOCL 100 "C" or better or PSYC 100 "C" or better.*

**FAMS 340 Family Policy 3 s.h.**

This course is an examination of the public and private policies related to family life on the local, state, and national levels. The course provides an in-depth understanding of the history and development of family policy in the United States and a comparison to policies in other countries. Information about the political process in creating family policies as well as the development, implementation, and evaluation of these policies is analyzed. (LA)

*Prerequisites: JrS and FAMS 160.*

**FAMS 360 Family in Home and Community 3 s.h.**

A study of the influence of family, home and community on an individual's personality, values and attitude. Particular attention is directed to community resources and their impact on families. (LA)

*Prerequisite: FAMS 160 or CHLD 170 "C" or better.*

**FAMS 361 American Families in Poverty 3 s.h.**

The course studies the influence of socioeconomic status of family life. The focus is to help students develop an understanding of poverty and the issues that families living below the poverty line face within this culture. Other social problems as they relate and are influenced by poverty are discussed, as well as programs and policies to help families. Students complete a two week experiential exercise on poverty, written journals, a research and policy paper on family life and poverty, and essay exam questions. (LA, WS2)

*Cross-listed as ALS 361.*

*Prerequisite: FAMS 160 or CHLD 170 "C" or better.*

**FAMS 362 Issues in Family Life Education 3 s.h.**

This course is designed as a capstone course to help students gain better understanding of philosophy and theory of family life education. Emphasis is placed on principles of research, program planning, implementation and evaluation, as well as trends and ethics of the profession. (LA)

*Prerequisite: 9 s.h. of family studies, psychology, or sociology.*

**FAMS 363 Professional Practice in Child and Family Studies 3 s.h.**

This course will cover a variety of topics of interest to those students anticipating a career in child and family services or related social sciences; including ethical practices; professional demeanor; burnout; advocacy; and collaboration to name a few. An understanding of the nature of the human service profession; and the ability to critically examine ethical and professional questions and issues will be explored.

*Prerequisite: JrS.*

**Child Courses****CHLD 170 Children in Families 3 s.h.**

This course covers a base knowledge of the child in the biosocial, psychological, cognitive areas of development from prenatal stages until adolescence in the context of the family setting. The institution of the family and its impact on the development of the child is the major focus. Students are required to observe and interact with children in a lab setting. (LA)

**CHLD 271 Cognitive Development of Preschool Child 3 s.h.**

Examination of ideas and research in cognitive development of the child from birth to school age. Laboratory experience with children from two to five years of age.

*Prerequisites: CHLD 170 and 3 s.h. PSYC.*

**CHLD 272 Parent Education 3 s.h.**

This course studies the parent education from an interdisciplinary approach including the role of parents, the process of parenting, and parental rights and responsibilities. Ways are identified to help professionals working with children and families enhance a child's development within a systems perspective. Diversity within families and parenting practices are discussed. There is a focus on methodology, program evaluation, and ways to collaborate between social systems. (LA)

*Prerequisites: CHLD 170, or PSYC 240 or EPSY 240.*

**CHLD 274 Socialization Process in Child and Adolescents 3 s.h.**

Course will cover the process by which children learn the ways of a given society or social group so they can function within it. Emphasis will be given to the major subcultures in our society. (LA)

*Prerequisites: CHLD 170, or PSYC 240 or EPSY 240.*

**CHLD 276 Self-Emotional Development in a Cultural Context 3 s.h.**

Course covers the emergence of self-concepts and identity within a multicultural environment. Emphasis is given to the methods of enhancing self-concept and affection, especially as they influence the socialization processes. The transition from family to broader social settings is discussed. (LA)

*Prerequisites: CHLD 170, or PSYC 240 or EPSY 240.*

**CHLD 277 Children in Crisis 3 s.h.**

This course addresses the changing nature of American culture and how these changes have created a crisis for our children or put them at risk. Issues such as poverty, hunger, violence, abuse and neglect, foster care, teen pregnancy, health needs, and educational inequities are examined. (LA)

*Prerequisite: CHLD 170 or HECO 170 or PSYC 240 or EPSY 240.*

**CHLD 350 Working with At-Risk Youth 3 s.h.**

This course addresses the needs of youth who are at-risk in their family and communities. Topics to be covered include mental health disorders, behavioral disorders, substance use and abuse, depression, and suicidal ideation. Risk and protective factors that youth experience will also be explored, as well as treatment and intervention strategies.

*Prerequisites: JrS and CHLD 170 or FAMS 160 or SOCL 100 or PSYC 100.*

**CHLD 373 Seminar in Child Development 3 s.h.**

Students will have the opportunity to integrate major theories of child development. Current issues, topics and research will be discussed. Emphasis on the practical understanding of children. (LA)

*Prerequisites: CHLD 170, or PSYC 240 or EPSY 240.*

**CHLD 375 Development through Play 3 s.h.**

This course focuses on play as the activity of childhood through which children develop socially, emotionally, cognitively, and physically. Theories of play are studied, along with influence of play on a child's development. A life span perspective is taken to examine the role of play and playful learning within our culture. (LA)

*Prerequisites: CHLD 170, or PSYC 240 or EPSY 240.*

**CHLD 376 Infant/Toddler Education 3 s.h.**

Covers program planning and implementation based on the physical, social, emotional, and intellectual needs of infants and toddlers and their families. Includes actual experiences with infants/toddlers. (LA)

*Prerequisites: CHLD 170 or EPSY 240 or PSYC 240.*

## Interdisciplinary Studies Program

### Interdisciplinary Studies Courses

#### **INTD 100 First Year Seminar 3 s.h.**

The seminar provides first-year students a common exposure to several fundamental issues facing society. Specific goals for students include understanding and using some of humanity's most important and challenging ideas, developing good academic skills of thinking, reading, writing, and discussion, and learning about the values and rigors of academic discipline. (LA, BC2)

#### **INTD 106 Fundamentals of Word Processing 1 s.h.**

An introductory course focusing on usage of word processing software to produce text documents via a computerized delivery system. Text documents will include such items as letters, memos, and manuscripts with primary focus on the preparation of manuscripts. Facility in using at least one word processing package will be developed. Students must have a keyboarding skill of at least 30 words-per-minute.

#### **INTD 107 Introduction to Spreadsheet Applications 1 s.h.**

An introduction to spreadsheet software. Instruction will cover spreadsheet concepts and the use of spreadsheet software to enter, edit, manipulate, analyze, and graphically present information. No previous experience with computers is assumed.

#### **INTD 108 Introduction to Database Applications 1 s.h.**

An introduction to database management concepts. Instruction will cover database management concepts, the use of software to create, retrieve, and alter simple databases, and the writing of simple programs to automate database management operations. No previous experience with computers is assumed.

#### **INTD 110 Orientation to Higher Education 3 s.h.**

A survey of essential tasks involved in learning and the factors affecting individual success or failure. Students learn to systematically evaluate their own behavior in terms of interpersonal and academic outcome. Focuses on acquisition of lifelong learning skills.

#### **INTD 117 Intro: Peer to Peer Leadership 1 s.h.**

This course focuses on Student Development Theory as it applies to peer mentoring. Utilizing nationally recognized peer mentor materials as the foundation for the course, topics covered will include: leadership styles and self-awareness; group development; identifying students at risk; didactic communication skills; referral policies and skills; intervention; inclusiveness; program planning and implementation; and self care. The course is offered Pass/Fail only and is designed primarily for those students who serve as peer mentors.

#### **INTD 118 Advanced Peer to Peer Leadership 1 s.h.**

This course builds on the Student Development Theory of peer mentoring covered in INTD 117. Practical application of theories in peer mentor relationships is stressed. The course is offered Pass/Fail only and is designed primarily for those students who serve as peer mentors.

*Pre-requisite: INTD 117.*

#### **INTD 119 Peer Leader Mentorship 1 s.h.**

This course builds on the Student Development Theory of peer mentoring cover in INTD 117 and/or 118. Practical application of theories in peer mentor relationships is stressed, as well as developing peer to peer mentorship skills where experienced peer mentors assist in the training of new peer mentors and/or research and develop peer training materials. The course is offered Pass/Fail only and is designed primarily for those students who serve as peer mentors.

*Pre-requisite: INTD 117.*

#### **INTD 124 Introduction to Academic Leadership 1 s.h.**

This course is designed for students who have been selected as Academic Team Members. The objective of the course is to provide ATM's with the information and skills necessary to succeed in their position. Topics of discussion will include: leadership roles, listening skills, public speaking/presentation skills, academic/transition issues for new and returning students, team building, and motivation.

*Prerequisite: selected as ATM, instructor permission required.*

#### **INTD 133 College Life 1 s.h.**

Designed to help first-year students start their college careers successfully. Students meet in small sections to discuss academic and social adjustment to college life from the perspective of the faculty member's discipline. Each section introduces issues of a particular discipline and serves as a forum for discussion of experiences relevant to students in their first semester at college. Open only to first-year students.

#### **INTD 150 Library and Internet Research 1 s.h.**

An introduction to research using a wide variety of techniques and resources in both general and subject-specific areas. The broad objectives of the course are to provide students with an understanding of the nature of information in the contemporary world, skills for locating and evaluating information, and knowledge of how to present the results of research. Print resources, electronic resources, and the Internet (including the World Wide Web) will be explored as potential search tools.

#### **INTD 194 Interdisciplinary Studies: Special Topics 1-3 s.h.**

Variable subject matter of an interdisciplinary nature. (LA)

#### **INTD 195 Turning Point Assistantship 1 s.h.**

This course is designed for students who have successfully completed Turning Point and can act as positive role models for other students in removing themselves from probation, to provide a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities of tutoring, participation in classroom presentations, leading recitation sections and study groups.

*Prerequisites: INTD 194 and permission of the instructor and Turning Point Coordinator.*

#### **INTD 201 Honors Colloquium 1-3 s.h.**

An interdisciplinary course limited to students who are enrolled for honors credit in at least one of the participating courses, which are related in theme, content, or period. (LA)

#### **INTD 210 Laboratory Automation and Robotics 3 s.h.**

Studies history, theory, classification, programming, and applications of laboratory and industrial robots. Digital electronics, computer architecture, robotics-related languages, artificial intelligence concepts, and data acquisition and management programs are also examined. Hands-on experience emphasizing programming small robots. Fee required. (LA)

*Prerequisites: PHYS 104 or 204, knowledge of BASIC programming and permission of instructor.*

#### **INTD 214 Aggression in Man and Animals 3 s.h.**

The study of the concepts of aggression as developed in the fields of anthropology, biology and psychology. A major emphasis of the course is the integration of concepts from these areas, resulting in a more complete, broader understanding of aggression. Topics discussed include evolution of aggression, effects of natural selection, warfare, modeling, ritualization, physiology, socialization of violence, effects on social structure, case studies.

*Prerequisite: an introductory BIOL, ANTH or PSYC course.*

#### **INTD 220 Science and Religion 3 s.h.**

This course will explore the contemporary dialogue between science and religion. Students will examine the history of the

emerging scientific worldview, its religious roots and its more recent divergence. Special attention will be given to the science-religion dialogue in a variety of world religions. The course will investigate current and future issues such as creationism vs. evolutionism, genetic engineering, the implications of new cosmologies and the problem of ethical relativism. Students will become actively involved in designing the future world where science and religion complement each other for resolving human problems. (LA)

*Prerequisite:* SoS.

**INTD 250 Research Sources in the Information Age 3 s.h.**

Designed to develop the conceptual, technical, and evaluative skills necessary for locating and using information in today's world. Classes will be held in the Milne Library Electronic Learning Classroom where participants have ready access to computers. Students will learn about the nature of information and its organizations, and be challenged to discriminate between "good" and "bad" information. The course will lead to students' solid understanding and proficient use of web-based information materials as well as traditional research sources, including books and microform. Students will actively participate in classes that combine lecture, demonstration, discussion, student presentations, and hands-on practice. Skills and concepts learned in this class will benefit students in their academic research across the curriculum as well as in their personal information pursuits. (LA)

**INTD 294 Special Topics 1-3 s.h.**

Flexible study of topics not covered in other course offerings or topics that lend themselves to more in-depth study. (LA)

**INTD 299 Interdisciplinary Independent Study 1-6 s.h.**

An independent research study integrating interests from two or more disciplines. Students must meet with faculty sponsors to determine specifics of program prior to registration.

*Prerequisites:* SoS and related program course work.

**INTD 394 Interdisciplinary Studies: Special Topics 3 s.h.**

A course integrating several academic disciplines and focusing on a single topic. (LA)

*Prerequisite:* JrS.

**INTD 397 Interdisciplinary Internship 1-15 s.h.**

Provides meaningful experience through placement that requires integration of more than one discipline. Credit evaluated by faculty sponsor.

*Prerequisites:* See College-wide minimum requirements; plus previous program-related course work.

**INTD 399 Independent Study 3-6 s.h.**

Completion of an interdisciplinary independent research study. Projects arranged on an individual basis. (LA)

**RELG 115 Survey of World Religions 3 s.h.**

See course description under ANTH 115. Also cross-listed as PHIL 115. (LA, AH2)

## International Studies

*The International Studies major is designed to provide a course of study with an international focus. Contact the Political Science Department for more information, Bill Wilkerson, mail-to:Bill.Wilkerson@oneonta.edu Chair of Political Science.*

### Course Work

Six s.h. International Relations, 6 s.h. Diplomatic History/Foreign Policy, 12-15 s.h. Economics and Geography, and 9 s.h. International electives. Appropriate courses studied abroad can be used to meet the 33 s.h. requirement.

### Foreign Study/Internship Requirement

This requirement is satisfied in one of two ways. Study in a foreign country for one full semester or summer (minimum 6 s.h.) or internship with substantial responsibilities dealing with international affairs in the United States or in a foreign country in an organization active in some aspect of international relations (minimum 6 s.h.).

### Foreign Language Requirements

Proficiency equivalent to four college semesters in a language other than English, demonstrated either through appropriate course work or examination.

### Overlap Within Major

Courses listed in Sections 1-3 may be taken as electives under Section 4. However, the student is still required to complete 33 s.h. in the major.

### General Education Requirements

Students must complete the General Education requirements for a B.A. degree.

### Advisement

Students should meet with the International Studies advisor for approval of course selections.

## International Studies Course Work

1. *International Relations* 6 s.h.  
Select two:  
POLS 171, 283, 284; ECON 284
2. *Diplomatic History/Foreign Policy* 6 s.h.  
Select two 3 s.h. ~or~ one 3 s.h. and three 1 s.h.:  
POLS 283, 284, 288, 290, 291; AHIS 233, 248, 256, 267; EHS 228, 229, 235
3. *Economics and Geography* 9-12 s.h.  
ECON 110  
Select one:  
ECON 210, 284  
Select one:  
GEOG 210, 230
4. *Electives* 9 s.h.  
Select three:  
ALS 202, 203, 212, 215, 219, 265, 267, 274;  
ANTH 105, 202, 203, 211, 212, 227, 228, 229, 232; ECON 210, 284, 335; MKTG 366;  
FREN 204, 205; GEOG 238, 270, 274, 277, 279; EHS 220, 226, 230; AHIS 217, 273;  
WHIS 215, 219, 224, 251, 252, 270, 274, 293; PHIL 250, 251; POLS 250, 251, 265, 267, 280, 368; SPAN 204, 313  
Note: FREN, HIST, GEOG, PHIL, SPAN courses may have prerequisite requirements.
5. *Capstone* 3 s.h.  
Select one:  
POLS 329, 368, 382, 398

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Total 33-36 s.h.

## International Studies Courses

### INTS 294/394 Special Topics—International Studies 2-3 s.h.

Study of selected international topics not covered in regular course offerings.

*Prerequisite:* SoS or 3 s.h. social science.

### INTS 397 Internship in International Studies 1-15 s.h.

This course allows a student to obtain credits for a meaningful internationally-focused work experience. Students will be placed with an organization or agency having an international topical focus or scope, according to their interests, availability of openings, and permission of personnel. Possible settings include, but are not limited to, non-governmental organizations, government agencies, business, or industry. The course is open to Jr. and Sr. International Studies majors who have completed 12 s.h. of International Studies major requirements and have passed the CWE. Credit is evaluated by the faculty sponsor.

*Prerequisites:* IS major with at least 12 s.h. IS requirements completed, CWE passed, JrS or Srs, and permission of program director and faculty sponsor.

### INTS 399 Independent Study in International Studies 1-15 s.h.

Students pursue independent study and research in the international studies area under the direction of faculty members.

*Prerequisites:* JrS, 6 s.h. social science, and permission of instructor.

## Mathematics, Computer Science and Statistics

*Professors:* Goutziers; *Associate Professors:* Kamburowska, Kazas-Pontisakos, Munteanu, M., Ragozzine, Ryder, Wang, Zhang; *Assistant Professors:* Allison, Bridgers, Farro-Lynd (Chair), Higgins, Jones, Knudsen, Munteanu, L., Palmartier, Ruffo

### Objective

The primary objective of the Department of Mathematics, Computer Science and Statistics is to provide students with experiences in both the theoretical and practical applications of mathematics, mathematics education, statistics, and computer science.

### Degrees

Bachelor of Arts

Bachelor of Science

### Majors

**Computer Science:** minimum of 34 s.h. in computer science including 22 s.h. of core courses and 12-15 s.h. of other computer science courses within one of two career goal options. The standard/technical option requires 21 s.h. in mathematics and statistics and the business option requires 16 s.h. in mathematics and statistics and 9 s.h. in business.

**Mathematics:** minimum of 39 s.h. in the mathematical sciences including 12 s.h. of calculus, 4 s.h. of discrete mathematics, 9 s.h. of algebra, 8 s.h. of analysis, and 6 s.h. of electives from an approved list.

**Statistics:** minimum of 48 s.h. in the mathematical sciences, including 12 s.h. of calculus, 30 s.h. of statistics, and 6 s.h. in related work.

### Minors

**Mathematics:** 18 s.h. including MATH 173, 174, 276, and 6 s.h. of 200 or 300 level MATH courses.

**Statistics:** 19 s.h. in mathematical sciences including 15 s.h. in statistics, and 6 s.h. in related work.

**Computer Science:** 18 s.h. of computer science, including 12 s.h. of prescribed courses and 6 s.h. of electives.

**Computer Information Technology:** 21 s.h. of computer science, including 18 s.h. of prescribed courses and 3 s.h. of electives.

### Elementary Education Concentrations

**Computer Science & Technology:** minimum of 30 s.h. including 20-22 s.h. of Computer Science, 4 s.h. of calculus, 3 s.h. of discrete mathematics, and 3 s.h. of statistics.

**Mathematics:** minimum of 33 s.h. including 8 s.h. of calculus, 16 s.h. of prescribed mathematics courses, 3-4 s.h. mathematics electives, 3 s.h. of statistics, and 3 s.h. of computer science.

### Special Program

The Mathematics, Computer Science and Statistics Department participates in a Cooperative (3-2) Engineering Program in which the student attends the College at Oneonta for the first three years and either SUNY Buffalo, Syracuse University, Polytechnic Institute of New York, Clarkson College, or Georgia Institute of Technology for the last two years. On completion, the student receives a B.A. in Mathematics from the College at Oneonta and a B.S. in Engineering from the engineering school.

### Computer Science Major Requirements

*Options:*

(1) Standard/Technical:

Study within the major field:

*Core courses:*

CSCI 116, 201, 203, 231, 232, 310, 311, 344 26 s.h.  
Upper-division selections from approved list of computer science courses. 18 s.h.

Total 44 s.h.

*Courses in related areas:*

MATH 173, 174, 205, 276, 323; STAT 261 22 s.h.

(2) Applied:

*Study within the major field:*

*Core courses:*

CSCI 116, 201, 203, 231, 232, 310, 311, 344 26 s.h.

Upper-division selections from approved list of computer science courses. 12 s.h.

Total 38 s.h.

*Courses in related areas:*

MATH 173, 174, 205; STAT 101, 201; BUS 111, 28 s.h.

MGMT 241, MIS 351

*Note: Majors outside of the Division of Economics and Business (DEB) may earn only one minor from the DEB. College policy prohibits students majoring in programs outside the DEB from earning more than 30 s.h. from the DEB.*

### Mathematics Major Requirements

Study within the major field:

(Related work recommended)

MATH 173, 174, 276 12 s.h.

MATH 205 4 s.h.

MATH 321 or 325 3 s.h.

MATH 323 3 s.h.

MATH 322 or 324 or 326 3 s.h.

Analysis combination: MATH 387-388 8 s.h.

Selections from approved list of:

MATH and STAT courses 6 s.h.

Total 39 s.h.

### Statistics Major Requirements

*Study within the major field:*

STAT 101, 201, 361, 362 13 s.h.

STAT 311, 321 6 s.h.

Upper-division selections in Statistics by advisement 12 s.h.

Total 31 s.h.

*Courses in related areas:*

MATH 173, 174, 276, 323, 324 18 s.h.

### Mathematics Courses

**MATH 001 Basics 0 s.h.**

Topics include addition, subtraction, multiplication, division, fractions, decimals, ratios, proportions, percents, exponents, absolute value, geometric figures, perimeter, area, and volume.

**MATH 002 Algebra I 0 s.h.**

Topics include: pre-algebra review, operations with real numbers, solving equations, application problems, operations with polynomials, factoring, graphing concepts, systems of equations, radical expressions and equations, and quadratic equations.

**MATH 101 Mathematics for the Liberal Arts 3 s.h.**

Sets, logic, number theory, algebra, combinatorics, probability, statistics, coordinate geometry. Not open to Mathematics or Secondary Mathematics majors. (LA, M2)

*Prerequisite:* 3 units of Regents High School Math or MATH 104.

**MATH 102 Introduction to Finite Mathematics 3 s.h.**

Acquaints students with finite mathematics. Topics include probability, matrices, linear programming, and the theory of games. Considers applications to social sciences. Not open to Secondary or Liberal Arts Mathematics majors. (LA)

**MATH 104 College Algebra and Trigonometry 3 s.h.**

Topics include algebra of polynomials and rational expressions; solution of systems of linear equations; solution of problems involving inequalities and absolute values and determinants; solution of polynomial equations including the remainder theorem, factor theorem, and synthetic division; graphing of functions and conic sections; logarithmic and trigonometric functions and their graphs; and solution of triangles, trigonometric equations, and trigonometric identities. Prepares students for MATH 102, 105, STAT 101, and 161. (LA)

*Prerequisite:* 2 years high school mathematics including algebra, or MATH 002.

**MATH 105 Pre-calculus 3 s.h.**

A careful study of elementary functions with emphasis on their graphical properties. Particular functions treated include polynomials and rational functions, exponential and logarithmic functions, trigonometric and inverse trigonometric functions. Prepares students for MATH 173. (LA, M2)

*Prerequisite:* 3 units of Regents high school math, or MATH 104.

**MATH 108 Concepts of Mathematics I 3 s.h.**

This course is devoted to the study of: sets, relations/ functions, systems of numeration, estimation, whole number properties/operations/algorithms, number bases, number theory, integers, real numbers, fractions, proportions, decimals, percents, algebraic equations/inequalities. This course serves as a prerequisite for MATH 109. Not open to Mathematics or Secondary Mathematics Majors. (LA)

*Prerequisite:* 3 units of Regents high school math, or MATH 104.

**MATH 109 Concepts of Mathematics II 3 s.h.**

Probability; statistics; properties of geometric shapes and measurement in two and three dimensions; Euclidean and transformational geometry; algebra and coordinate geometry. Not open to Mathematics or Secondary Mathematics Majors. (LA, M2)

*Prerequisite:* MATH 108.

**MATH 173 Calculus I 4 s.h.**

For description see MATH 174. (LA, M2)

*Prerequisite:* 4 units high school math, or MATH 105 "C" or better.

**MATH 174 Calculus II 4 s.h.**

MATH 173 and 174 constitute the first two-thirds of the standard 12-credit calculus sequence, 173-174-276. Topics include functions and their graphs, limits, differentiation, integration, derivatives and integrals of the elementary functions, polar coordinates, parametric equations, infinite series. (LA)

*Prerequisite:* MATH 173 "C" or better.

**MATH 205 Discrete Mathematical Structures 4 s.h.**

An introduction to topics in discrete structures. Topics include set theory, combinatorics, logic, proof techniques, functions, relations, pigeonhole principle, equivalence relations, recurrence and recursion, graph and trees, number theory. Optional topics may include applications of combinatorics and graph theory. (LA)

*Prerequisite:* MATH 173 "C" or better.

**MATH 208 Theory of Arithmetic 3 s.h.**

The structure of the number system from an axiomatic point of view; postulates in explaining basic operations and techniques that contribute to mathematical competence. Not open to Secondary or Liberal Arts Mathematics or Science majors. (LA)

*Prerequisite:* MATH 173.

**MATH 232 Introduction to Transformation Geometry 3 s.h.**

The main focus of this course is on two-dimensional Euclidean geometry as mappings of the plane preserving distance. Topics include properties of mappings, isometries, relationships between isometries and groups, frieze and wallpaper patterns. Other topics

include similarities, properties of plane figures, Euclidean constructions. (LA)

*Prerequisites:* MATH 174 and MATH 205, "C" or better.

**MATH 245 Discrete Methods: Enumeration Theory and Graph Theory 4 s.h.**

Introduces basic techniques and applications of combinatorial problem solving. Topics in enumeration theory include elementary counting principles; permutations and combinations; inclusion/exclusion principle; recurrence relations; generating functions; Polya's enumeration formula. Topics in graph theory include basic properties of graphs and digraphs; trees; graph coloring, Eulerian, and Hamiltonian circuits. (LA)

*Prerequisite:* MATH 276.

**MATH 276 Calculus III 4 s.h.**

MATH 276 constitutes the last third of the standard 12-credit calculus sequence, 173-174-276. Topics include functions of two or more variables, partial derivatives, multiple integrals. (LA)

*Prerequisite:* MATH 174 "C" or better.

**MATH 277 Ordinary Differential Equations 3 s.h.**

The course offers an overview of qualitative, quantitative, and numerical techniques for solving ordinary differential equations, with an emphasis on mathematical modeling. Topics include separation of variables, slope fields, the phase line and equilibrium solutions, bifurcations, linear systems and phase plane analysis, the harmonic oscillator—forcing and resonance, Laplace transforms. (LA)

*Prerequisite:* MATH 174 "C" or better.

**MATH 295 Teaching Assistantship in Mathematics 1-3 s.h.**

Teaching assistants in mathematics will assist mathematics faculty with correcting homework assignments, supervise the Mathematical Sciences laboratory, and provide tutorial help to students enrolled in 100-level mathematics courses.

*Prerequisites:* SoS, 9 s.h. in Math, Math GPA of at least 2.5, and permission of instructor.

**MATH 299 Independent Study in Mathematics 1-3 s.h.**

Individual studies or research activities carried out under the direction of appropriate departmental faculty. (LA)

*Prerequisites:* SoS and permission of department.

**MATH 301 Introduction to the History of Mathematics 3 s.h.**

Studies the development of mathematics as a part of our intellectual and cultural heritage. Emphasizes the more fundamental aspects of mathematics. (LA)

*Prerequisites:* MATH 174, MATH 205 "C" or better and successful completion of the CWE.

**MATH 303 Ancient Mathematical Astronomy 3 s.h.**

This course is an introduction to the history of the astral sciences from ancient Mesopotamia to Copernicus. Beginning with astronomical records kept by Babylonian priests, we trace the history and development of astronomy with emphasis on the role of both mathematics and observation in the formation of astronomical theories and models. In addition to its theoretical parts, the course has a practical component, in which each student will design and make an ancient astronomical instrument. These instruments will subsequently be used to make simple observations. (LA)

*Prerequisites:* MATH 174 or MATH 205.

**MATH 309 Introduction to the Theory of Numbers 3 s.h.**

Primes, congruences, quadratic reciprocity, Diophantine equations, number theoretic functions. (LA)

*Prerequisites:* MATH 174 and MATH 205 "C" or better.



**MATH 321/322 Modern Algebra and Theory of Equations I and II 3 s.h. each**

Introductory concepts of modern algebra and their applications to the solution of polynomial equations over various fields. Elementary properties of groups, rings, integral domains, fields, and vector spaces; introductory Galois theory and applications including Abel's theorem and compass-straightedge constructions. (LA)

*Prerequisites:* MATH 174 and MATH 205 for 321, 321 for 322, "C" or better in all.

**MATH 323/324 Linear Algebra and Matrix Theory I and II 3 s.h.**

Finite dimensional vector spaces; linear transformations and their matrix representations; eigenvalues; rational and Jordan canonical forms; inner product spaces; quadratic and bilinear forms; applications.

*Prerequisites:* MATH 174 and MATH 205, MATH 323 is required for MATH 324, "C" or better in all. (LA)

**MATH 325 Modern Algebra I 3 s.h.**

For description see MATH 326. (LA)

*Prerequisite:* MATH 174 and MATH 205 "C" or better.

**MATH 326 Modern Algebra II 3 s.h.**

Introduction to theory of groups, including the Sylow theorems and the fundamental theorem of abelian groups, the theory of rings and modules, especially modules over a principal ideal domain; field extensions, and an introduction to Galois theory. (LA)

*Prerequisite:* MATH 325 "C" or better.

**MATH 327 Modern Applied Algebra 3 s.h.**

Sets, binary relations, induction, partially ordered sets, weak orders, Boolean algebra, switching circuits, finite state machines, state diagrams, formal languages, context-free languages, groups, semigroups, permutations, group codes, modular arithmetic. Additional topics may include linear machines, Turing machines, finite fields, automata, latin squares, and block design. (LA)

*Prerequisites:* JrS and MATH 174 and MATH 205 "C" or better.

**MATH 335 Modern Geometry I 3 s.h.**

For description see MATH 336. (LA)

*Prerequisite:* MATH 174 and MATH 205 "C" or better.

**MATH 336 Modern Geometry II 3 s.h.**

A postulational approach to some Euclidean and non-Euclidean geometries. Topics include incidence and separation properties of planes and space, constructions with compass and straightedge, geometric inequalities, the parallel postulate, similarity theorems, circles, properties of triangles, and metric relationships. (LA)

*Prerequisite:* MATH 335 "C" or better.

**MATH 351 Topology 3 s.h.**

Basic topics in topology, including metric spaces; continuity and limits; topological spaces; subspaces; neighborhoods; closure, interior and boundary; product spaces; quotient spaces; connectedness; local connectedness; path connectedness; compactness and the Bolzano-Weierstrass property. More advanced topics will be covered as time permits: homotopy, the fundamental group, and simply connected spaces; the fundamental theorem of algebra. (LA)

*Prerequisites:* JrS, MATH 205 with a "C" or better, 6 s.h. of 300-level MATH.

**MATH 377 Advanced Calculus I 3 s.h.**

For description see MATH 378. (LA)

*Prerequisites:* MATH 276 and MATH 205 "C" or better.

**MATH 378 Advanced Calculus II 3 s.h.**

A study of topics from calculus including topological concepts, limits, continuity, convergence of sequences and series, functions of several variables, theory of differentiation and integration, special integrals, vector analysis, and differential equations. (LA)

*Prerequisite:* MATH 377 "C" or better.

**MATH 384 Partial Differential Equations 3 s.h.**

The core of the course is formed by the derivation of parabolic, elliptic, and hyperbolic partial differential equation models from physical principles, followed by the mathematical theory of Fourier series and the examination of an extensive array of common boundary conditions. Additional topics include general orthogonal function expansions; Sturm-Liouville eigenvalue problems; Rayleigh quotients; and an introduction to finite difference methods. (LA)

*Prerequisite:* MATH 277 "C" or better.

**MATH 385 Numerical Analysis 3 s.h.**

Equations in one variable: fixed-point iteration, slope methods, convergence analysis. Real and complex zeros of polynomials. LU decomposition, iterative improvement, condition numbers. Least square approximation. Numerical integration, one and multi-panel formulas. (LA)

*Prerequisites:* MATH 174 with a "C" or better and knowledge of a programming language.

**MATH 387 Real Analysis 4 s.h.**

The real number system, sets, functions, sequences, Cauchy sequences, point set topology, continuity, uniform continuity, differentiability, the Riemann and Riemann-Stieltjes integral, series, convergence tests, sequences and series of functions, pointwise and uniform convergence. (LA)

*Prerequisites:* MATH 205 and MATH 276 "C" or better.

**MATH 388 Complex Analysis 4 s.h.**

Elementary functions of a complex variable, analyticity, contour integrals, the Cauchy integral theorem, power series, Laurent series, singularities, residue theory, analytic continuation, conformal mapping. (LA)

*Prerequisites:* MATH 205 and MATH 276 "C" or better.

**MATH 394 Special Topics in Mathematics 1-6 s.h.**

Topics in upper-level mathematics chosen by instructor. (LA)

*Prerequisites:* JrS and 6 s.h. upper-level math.

**MATH 398 Seminar in Mathematics 1-3 s.h.**

Research and reading. (LA)

*Prerequisites:* 3 s.h. algebra and 3 s.h. upper-level analysis.

**MATH 399 Independent Study in Mathematics 1-3 s.h.**

Individual studies or research activities carried out under the direction of appropriate departmental faculty. (LA)

*Prerequisites:* JrS and permission of department.

**Statistics Courses****STAT 101 Introduction to Statistics 3 s.h.**

Basic statistical concepts which may include steps in scientific research, measurements, sampling and experimentation; descriptive concepts such as tables, graphs and summary statistics; elementary probability concepts; sampling distributions, normal distribution; inferential methods such as estimation, hypothesis testing. Other topics may include chi square tests, correlation, regression. Use of a statistical software package. (LA, M2)

*Prerequisite:* Regents Course III or Course B or MATH 104.

**STAT 141 Statistical Software 1-3 s.h.**

Instruction in the use of a statistical software package for data analysis. Intended for students planning to take a research methods course or in need of a data analysis package. Topics cov-

ered will be selected from among: data entry, editing, and coding; recode, if, compute, and similar statements; descriptive and inferential statistics; tables, charts, and graphs; report preparation. No previous computer or statistics background is required. The statistical package in most cases will be one of the following: SPSS, SAS, or MINITAB. May be taken for credit more than once provided that the statistical package or level is different each time. Open to all students. (LA)

**STAT 201 Statistical Methods I 4 s.h.**

Review of basic statistical concepts, probability concepts; discrete and continuous distributions; sampling techniques and sampling distributions; point estimation; interval estimation; testing statistical hypotheses; analysis of variance; basic design of experiments; correlation; simple and multiple regression; analysis of covariance; nonparametric techniques; analysis for categorical data. (LA)

*Prerequisite:* STAT 101 with a grade of "C" or better.

**STAT 202 Statistical Methods II 3 s.h.**

An extension of STAT 201. Analysis of variance, introduction to multiple comparisons, analysis of factorial experiments, multiple regression and correlation, analysis of covariance, use of statistical software. (LA)

*Prerequisite:* STAT 201.

**STAT 203 Nonparametric Statistics 3 s.h.**

Statistical test of hypothesis; test of randomness, some special chi-square tests, nonparametric tests for the one- and two-sample cases; order statistics; test of association, measures of correlation; efficiency of non-parametric tests; use of a statistical software package. (LA)

*Prerequisite:* STAT 101 or permission of instructor.

**STAT 206 Statistical Quality Control 3 s.h.**

Graphical methods; control charts; Shewhart,  $\bar{x}$ ,  $s$ , and median charts; cumulative sum control charts; economic design of control charts; acceptance sampling; designing experiments for quality and productivity; applications in industry and government, use of statistical software.

*Prerequisite:* 3 s.h. STAT at 200- or 300-level.

**STAT 261 Probability Models and Statistical Inference 3 s.h.**

Axioms of probability and elementary laws. Random variables. Discrete and continuous probability distributions and applications. Expectation and variance of random variables. Jointly distributed random variables, conditional probability. Descriptive statistics. Estimation and hypothesis testing. Use of a statistical software package. (LA)

*Prerequisite:* MATH 174.

**STAT 295 Teaching Assistantship in Statistics 2-3 s.h.**

Assisting the statistics faculty with the preparation of class material and Computer Lab assignments, correcting homework assignments, providing statistical consulting, supervising the Computer Lab, and providing tutorial help to students enrolled in the introductory statistics courses.

*Prerequisites:* At least 9 s.h. in STAT and permission of instructor.

**STAT 299 Independent Studies in Statistics 1-3 s.h.**

Individual studies or research activities carried out under the direction of appropriate departmental faculty. (LA)

*Prerequisites:* SoS and permission of instructor.

**STAT 305 Multivariate Statistical Methods 3 s.h.**

The structure of multivariate observations, inference on means, estimation and hypotheses testing; assumptions and goals of factor analysis, principle component analysis; linear discriminant analysis. Use of a statistical software package. (LA)

*Prerequisite:* STAT 201 or permission of instructor.

**STAT 311 Intro to Design of Experiments 3 s.h.**

Techniques of constructing and analyzing designs for experimental investigations, planning of experiment, randomization and replication, concepts of blocking, randomized block design, other designs, factorials, confounding and fractional replication, incomplete block design, response surface design. (LA)

*Prerequisite:* STAT 201.

**STAT 321 Sampling Designs With Applications 3 s.h.**

Technique of survey, methods of selecting samples, estimation, simple random sample, stratified sampling, sampling for proportions, double sampling, sampling for time series. (LA)

*Prerequisite:* STAT 201.

**STAT 331 Econometrics 3 s.h.**

In this course students learn to: 1) use regression models to formulate and estimate quantitative relationships between economic variables; 2) test hypothesis concerning the strength of these relationships; and 3) identify and correct problems encountered in applying regression models to economic data. (LA)

*Cross-listed as* ECON 373.

*Prerequisites:* JrS, STAT 101 and (STAT 201 or ECON 211 and ECON 212).

**STAT 332 Operations Research 3 s.h.**

Standard methods of operations research such as mathematical programming, transportation models, inventory models, network models, decision analysis. Use of software for solving problems.

*Prerequisite:* MATH 173. (LA)

**STAT 361 Mathematical Theory of Probability and Statistics I 3 s.h.**

Set theory, sample space, probability, distribution functions and their properties, sampling distributions, discrete and continuous distributions, moment generating functions, bivariate normal and multivariate distribution. (LA)

*Prerequisite:* MATH 276.

**STAT 362 Mathematical Theory of Probability and Statistics II 3 s.h.**

Inference from finite and infinite populations, theory of estimation, tests of hypothesis, linear hypothesis theory, regression and correlation, non-parametric methods, introduction to theory of analysis of variance. (LA)

*Prerequisite:* STAT 361.

**STAT 365 Statistics and Decision Making 3 s.h.**

Structure of decision making. Decision making under certainty, risk, uncertainty, and conflict. Utility and loss functions. Minimax, maximin, and regret strategies. Elements of game theory, two-person zero sum games, randomized strategies, two-person non-constant-sum games. Introduction to n-person games. Decision making with multiple objectives. (LA)

*Prerequisite:* STAT 261 or permission of instructor.

**STAT 369 Stochastic Processes 3 s.h.**

Random variables and distribution functions, role of the theory of stochastic processes, time-dependent processes, Markov chains, stochastic models, discrete and continuous processes, branching processes, renewal theory, use of statistical software. (LA)

*Prerequisite:* STAT 361.

**STAT 371 Actuarial Probability and Statistics 3 s.h.**

A course for students interested in actuarial science and actuarial careers. This course is offered to help students acquire a thorough knowledge of all of the topics in the syllabus for Exam of the Casualty Actuarial Society (CAS) and the Society of Actuaries (SOA). Topics include mathematical tools for quantitatively assessing risk and popular probability models in actuarial science. Offered on demand.

*Prerequisites:* MATH 276 and STAT 361 "C" or better.

**STAT 399 Independent Study in Statistics 1-3 s.h.**  
Individual studies or research activities carried out under the direction of appropriate departmental faculty. (LA)  
*Prerequisites:* JrS and permission of instructor.

## Computer Science Courses

**CSCI 100 Introduction to Computing Technology 3 s.h.**  
An introduction to word processing, database management, spreadsheets, desktop publishing, multimedia software, computer communications (the world-wide-web, Internet and E-mail, library searches, home page creation), hardware and software troubleshooting by installation and maintenance, scanning and digital images. Students will use a hands-on approach to explore a variety of hardware and software tools applied to a number of cross-curriculum projects. (LA)

**CSCI 101 Computers and Society 3 s.h.**  
An introduction to computer hardware, software, applications, and social issues in computing. Emphasizes the social impact of the computer. (LA)

**CSCI 109 Programming for Non-Majors 3 s.h.**  
This is a C programming course intended for students majoring in science or business, with an emphasis on problem solving and application program development. Not open to CSCI majors.  
*Prerequisite:* MATH 105.

**CSCI 110 BASIC Programming 3 s.h.**  
A thorough development of programming techniques in BASIC. Includes fundamental algorithms and specialized facilities in BASIC. Course uses Visual Basic. (LA)

**CSCI 114 Pascal Programming 3 s.h.**  
Introduction to programming using Pascal. Covers both scientific and text-processing applications, with limited introduction to special data structures available in Pascal (e.g., arrays, records, sets, and files). (LA)

**CSCI 116 Fundamentals of Programming 3 s.h.**  
An introduction to the fundamentals of computer programming using a modern computer language. Topics include primitive data types, expressions and statements, control structures, input and output, arrays, pointers, and structures. Students will write a number of programs with applications taken from mathematics, science and business. (LA)  
*Prerequisite:* MATH 105.

**CSCI 144 Introduction to the Internet 1 s.h.**  
This course will focus on introducing basic ideas and tools of the Internet to students. Topics to be selected from: Browsers, E-mail, Listservs, Search engines, Web Page Creation, Business on the Internet, security, client/server models, FTP, Telnet, Gopher, Veronica, Archie, etc. Students are expected to have general familiarity with computer functions such as editing, booting, and using a personal computer.

**CSCI 200 Practical Computer Course 3 s.h.**  
Familiarizes the student with aspects of computer technology needed for extensive home, office, or school computer applications and maintenance. The clientele includes current and prospective teachers and professionals who wish to handle their own minor software and hardware problems.  
*Prerequisite:* SoS.

**CSCI 201 Computer Science Fundamentals 3 s.h.**  
An introduction to the fundamentals of computer science. This course provides a survey of topics used in later computer science coursework. Course includes an introduction to topics selected from: Data representation, binary arithmetic and radix positional notation, boolean and propositional logic, combinational circuitry,

program language specification, assembly language, automata theory, operating systems, computer communication, computational theory, artificial intelligence. Course includes implementation of algorithms in a contemporary computer language (like C++ or Java). (LA)  
*Prerequisite:* grade of "C" or better in CSCI 116.

**CSCI 203 Data Structures 3 s.h.**  
Covers the representation of complex information in computer memory. Considers such structures as graphs, trees, stacks, strings, lists, and queues, with implementation of algorithms using a contemporary programming language. (LA)  
*Prerequisites:* CSCI 216 "C" or better.

**CSCI 216 Fundamentals of Programming II 3 s.h.**  
A continuation of CSCI 116 focusing on object-oriented programming and programming methodologies beyond a structured, procedural programming approach. Students will begin to build larger programming projects and solidify their programming skills. (LA)  
*Prerequisite:* CSCI 116.

**CSCI 231 Assembly Language Programming 3 s.h.**  
Introduction to computer structure and machine language coding. Assembly-level programming on a specific computer. Topics include data representation, addressing techniques, macros, file I/O, program segmentation and linkage, and assembler construction.  
*Prerequisite:* CSCI 216 "C" or better.

**CSCI 232 Computer Architecture 4 s.h.**  
Logic design of combinational and sequential digital circuits, the components of a digital computer system and the interconnection thereof, the coding and transfer of information in a digital computer system, and a laboratory on logic design and the use of a microcomputer trainer.  
*Prerequisite:* CSCI 116 "C" or better.

**CSCI 242 Introduction to Data Base Using 3 s.h.**  
This course will provide an introduction to the use of a specific database for large applications. Oracle or Ingres would be possible databases. Course will include a discussion of what constitutes a relational database; use of SQL, SQR, SQL Loader (for Oracle).  
*Prerequisite:* CSCI 109 or 116 "C" or better.

**CSCI 243 UNIX/VMS Operating Systems 3 s.h.**  
This course will focus on the UNIX and VMS operating systems. Topics selected from: entering commands, files and directories, UNIX shell environment, text editing, shell programming, utilities, networking, system admin., X-Windows. (LA)  
*Prerequisite:* CSCI 109 or 116 "C" or better.

**CSCI 245 Intro to Web Programming 3 s.h.**  
This course provides an introduction to internet programming. Topics covered will include web page development, markup languages, database integration, programming (using, for example, JavaScript, VBScript, Python, PHP, or Perl), and applications using the Visual.NET Suite. Students will learn about the document object model, event-handling, form creation, server- and client-side scripting. Students will complete several projects exploring business and educational applications of the web.  
*Prerequisite:* CSCI 109 or CSCI 116 "C" or better.

**CSCI 246 Introduction to Robotics 3 s.h.**  
This course offers computer science students an introduction to the world of robotics. Students will learn about robot construction, sensors, actuators, and software. Various programming techniques to produce virtual artificial thought will be discussed and implemented. This hands on course will use the "Lego NXT Robotics Kit", "NXC Programming Language", and the "Briccc Inte-

grated Development Environment". Students will explore these tools through homework assignments, projects, and contests. (LA)

*Prerequisite:* CSCI 109 or CSCI 116.

**CSCI 250 Introduction to Computer Graphics 3 s.h.**

Fundamentals of computer graphics from a computer science perspective. Topics covered include transformations, projection and viewing, illumination, hidden surface elimination, and ray tracing. Programming projects are an integral part of the course and will reinforce and expand upon topics covered in class.

*Prerequisites:* CSCI 203 "C" or better and one of MATH 276 or 323 or permission of instructor.

**CSCI 295 Teaching Assistantship in Computer Science 1-3 s.h.**

Teaching assistants in CS will perform lab monitor duties (provide introduction to the network, and operating system) to students. Additionally, CS assistants will be able to provide informed tutoring in a specific language (C or Pascal, for example). They will provide one on one tutoring and also hand out, oversee, and provide assistance in lab worksheets or projects. Assistants will keep track of who has completed lab worksheets. Student assistants will review labs and student progress with instructor.

*Prerequisites:* CSCI 116, CSCI 216, and permission of instructor.

**CSCI 299 Independent Study in Computer Science 1-3 s.h.**

Individual studies or research activities under the direction of appropriate departmental faculty. (LA)

*Prerequisite:* permission of department.

**CSCI 310 Organization of Programming Languages 3 s.h.**

Analyzes programming languages in terms of their features and limitations based on run-time behavior. Presents two or three languages for in-depth study. These may include, for example, SNOBOL, LISP, Prolog, APL and PL/1. Students complete applications projects chosen specifically to exhibit the power and limitations of languages presented. (LA)

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 311 Software Design and Development 3 s.h.**

Topics selected from the following: the software life cycle, software cost estimation, hierarchical modularity, module cohesion, module size, programming teams, walkthroughs, structured coding, testing, programming style, user documentation, and technical documentation. Includes practical experience in applying software design and development techniques to a moderately large program.

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 321 Numerical Computing 3 s.h.**

Computational methods for continuous mathematical structures. Convergence of sequences and series, truncation error, roundoff error and error propagation. Methods, both direct and iterative, for the solution of various problems in linear algebra and analysis. Possible topics include algebraic and transcendental equations, systems of linear equations, interpolation, differentiation, integration, and eigen-value problems. (LA)

*Prerequisites:* CSCI 116 "C" or better, and MATH 276.

**CSCI 322 Combinatorial Computing 3 s.h.**

Computational methods for discrete mathematical structures. Topics include representation of integers, sets, and graphs; counting and enumeration techniques; sorting and searching methods; and graph algorithms. (LA)

*Prerequisite:* CSCI 203 "C" or better and MATH 205.

**CSCI 323 Modeling and Simulation 3 s.h.**

Deterministic and probabilistic models of complex systems, discrete and continuous, and simulation of the system by computer implementation of the model. (LA)

*Prerequisites:* CSCI 116 "C" or better, MATH 276, and STAT 261.

**CSCI 324 Artificial Intelligence 3 s.h.**

A survey of important areas of artificial intelligence: expert systems, natural language processing, and artificial neural networks. Common algorithms will be covered as needed. Projects will be assigned corresponding to the three areas surveyed.

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 341 Compiler Construction 3 s.h.**

Program translation is examined, including assemblers, macro-processors, and compilers. Students will program as a team to design and code a compiler. Different compiler types (recursive descent, precedence parsing, etc.) are examined.

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 342 Data Base Systems Design 3 s.h.**

This course surveys the fundamental concepts, principles and methodologies necessary for designing, using and implementing relational database management systems and database applications. The topics include file system, external storage system, index structures, popular database architectures, database modeling, database design, meta data dependency analysis, meta data normalization, advanced SQL features and practical database application implementation techniques. (LA)

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 343 Operating Systems 3 s.h.**

An introduction to operating systems, the programs that act as interfaces between computers and users. Topics selected from the following: I/O and interrupt structure; memory management, virtual memory, paging and segmentation; process management, scheduling and semaphores; concurrent processes, synchronization and deadlock avoidance; resource allocation, queueing and job activation/deactivation; protection, access to objects and access rules.

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 344 Introduction to Computer Communications 3 s.h.**

This course will provide coverage of many aspects of computer networking. Course will focus on Local Area Networks (LANs). Students will learn network protocols and examine several networks (ETHERNET).

*Prerequisite:* CSCI 203 "C" or better.

**CSCI 345 Internet Programming 3 s.h.**

This course explores techniques and tools used to write Internet software. Topics include dynamic client and server programming, database integration, data modeling, data rendering, markup languages, and e-commerce. Several programming assignments will provide students with a first hand experience in designing and developing Internet software that is used in the burgeoning world of electronic commerce today. (LA)

*Prerequisites:* CSCI 203 "C" or better.

**CSCI 394 Special Topics in Computer Science 1-3 s.h.**

Topics in upper-level computer science chosen by instructor. (LA)

*Prerequisite:* dependent on topic.

**CSCI 397 Internship—Computer Science 1-15 s.h.**

Computer science internship experiences in business, industry, and government agencies (including, for example, Corning, Allied, NY Telephone, City of Oneonta, SUNY Oneonta Computer Services).

*Prerequisites:* JrS or SrS and permission of faculty sponsor.

**CSCI 399 Independent Study in Computer Science 1-3 s.h.**

Individual studies or research activities carried out under the direction of appropriate departmental faculty. (LA)

*Prerequisites:* JrS or SrS and permission of department.

*Note:* The following courses may be offered on an individual enrollment basis.

CSCI 113 FORTRAN Programming  
CSCI 213 Computer Languages  
CSCI 230 Introduction to Microcomputers  
MATH 124 Mathematics of Finance  
STAT 161 Introduction to Probability

## Music

*Professors:* Barstow, Nepkie; *Associate Professor:* Legname (Chair), Prins, Wall; *Assistant Professors:* Carter, Licata, Newton, Pignato, Roman, Scafide; *Lecturers:* Aldridge, Balins, Falbush, Thomas

*Note: Institutional Member of the National Association of Schools of Music.*

### Introduction

The Music Department offers courses in five general categories: Music Industry, Music History and Literature, Music Theory, Music Performance, and Individual Studies. Courses are available to all qualified students, with Music majors having first priority for courses required in their respective curriculums.

### Degrees

Bachelor of Arts

### Major

Music Industry

Music

### Minors

Music Literature

Music Theory

Audio Arts Production

Music Performance

### Music Facilities

The Fine Arts Center is the hub of musical activity on the College at Oneonta campus. Facilities and equipment include over 40 Steinway and Baldwin grand and studio pianos, a 16-station digital keyboard audio/MIDI lab, a 24-station theory/MIDI lab, individual practice rooms, teaching studios, rehearsal rooms for large and small ensembles, and modern classrooms with sound and presentation systems.

The newly constructed Fine Arts Center Music Wing features six discreet rehearsal and recording spaces. Those facilities, along with our large recording studio and two smaller studios, provide students with state-of-the-art spaces appropriate for all manner of recording activities. All rooms are connected with a fiber optics system allowing video and audio connectivity throughout the building. Concerts are presented in the newly constructed Fine Arts Center recital hall, the William Cole Recital Hall, Goodrich Theatre, Hamblin Arena Theatre, and the Hunt Union Ballroom.

### Requirements for the Music Industry Major

*Music Industry:* requires 34 s.h. in music courses, a 3 s.h. internship, and an additional 18 s.h. of related course work in Economics and Business, and Communication Arts.

### Requirements for the Music Major

*Music:* requires 36 s.h. of credit equally divided among Music History and Literature, Music Theory, and Music Performance. Additional music credits, totaling up to 60 s.h., may be taken with advisement to establish an area of specialization.

### Requirements for the Minors

*Music Literature:* 24 s.h. distributed among courses in Music Theory, Music Performance, and Music History and Literature.

*Music Theory:* 24 s.h. of course work in Music Performance, Music History and Literature, Music Theory, plus selections in Music.

*Audio Arts Production:* 24 s.h. of course work.

*Music Performance:* 19-26 s.h. of course work.

### Special Requirements and Restrictions

1. Enrollment in any music ensemble or in applied music study requires a performance audition.

2. A Theory Placement Test must be completed prior to initial enrollment in any Music Theory course beyond MUSC 139.
3. A performance audition is required for admission to the traditional Liberal Arts Music Major. No audition is required for admission to the Music Industry Major, nor to any of the music minors.
4. Students wishing to enter one of the music major or minor programs should consult the Music Department Chair to obtain information and assistance.
5. Students may not use more than 60 s.h. of music credits toward the total 122 s.h. required for graduation.

### To All Transfer Students

Most Music credits from other schools, including music theory, literature, and performance credits, will transfer and be counted toward completion of a Music degree at Oneonta. Contact the Music Department for further information.

### Music Major Requirements

(Performance audition required for this major)

*Study within the major field:*

Music history: MUSC 307, 308, 309, 310	12 s.h.
Music theory: MUSC 249, 250, 353, 354	12 s.h.
Music performance, by advisement: MUSC 280; MUSC 170 and/or 270; plus performance electives	12 s.h.
<b>Total</b>	<b>36 s.h.</b>

*Up to 60 s.h. in Music electives may be applied toward the degree. MUSC 350 and 351 are particularly appropriate for this major.*

### Music Performance Minor Requirements

Aural Skills: MUSC 270	2 s.h.
Music Performance:	
MUSC 170 (1 semester)	2 s.h.
MUSC 270 (2 semesters)	4-6 s.h.
MUSC 280 (4 semesters)	8-12 s.h.
<i>(must perform in at least 3 different ensembles)</i>	
Music Elective choose from:	3 s.h.
MUSC 139*, 221, 230, 247*, 249*, 270, 350, 351	
<b>Total</b>	<b>19-26 s.h.</b>

*\*May NOT be used as an elective by Music Industry majors.*

### Music Theory Minor Requirements

Music theory: MUSC 249, 250, 353, 354	12 s.h.
Music history and literature: chosen by advisement	6 s.h.
Music performance: choose from MUSC 170, 270, 280	3 s.h.
Music elective: chosen by advisement (MUSC 350 or 351 are particularly appropriate)	3 s.h.
<b>Total</b>	<b>24 s.h.</b>

### Music Industry Major Requirements

(No performance audition required)

*Study within the major field:*

Music theory: MUSC 139, and MUSC 247-248 or 249-250	9 s.h.
Music history & literature: MUSC 100 or 106, 223 and 3 s.h. by advisement	9 s.h.
Applied music (by advisement; see notes below): MUSC 170, 215, 216, 268, 270, 280, 370, 380	9 s.h.
Music industry: MUSC 108, 208, 287, 318, 388, and 3 s.h. of selected electives	18 s.h.
Internship: MUSC 397	3 s.h.
Music Elective (by advisement)	3 s.h.
<b>Total</b>	<b>51 s.h.</b>

## Notes:

1. Students must complete not less than two semesters of the same instrument/ensemble.
2. When using MUSC 280 to fulfill Applied Music requirement, a student may count no more than one semester of a faculty-supervised ensemble. All others must be faculty-directed.

## Courses in related fields:

Speech Communications and Theater: SPCH 220 or 227, 100	3 s.h.
Economics and Business: BUS 111, LAW 222, ECON 110 or 111	9 s.h.
Choose any 2 of the following 3 options: 1) ACCT 100 2) MGMT 241 3) MKTG 261	6 s.h.
Computer Literacy Requirement: CSCI 100 or INTD 106, 107, 108	3 s.h.
Suggested Music Electives: MUSC 104, 121, 126, 170, 192, 209, 229, 242, 244, 270, 292, 294, 350, 392, 393	

Non-music courses in Speech, Theater, Business, Economics, Computer Science, Philosophy, and Journalism are recommended with advisement.

*Note: Majors outside of the Division of Economics and Business (DEB) may earn only one minor from the DEB. College policy prohibits students majoring in programs outside the DEB from earning more than 30 s.h. from the DEB.*

**Audio Production Minor Requirements**

Audio Arts Production: MUSC 192, 292, 392, 393	12 s.h.
MUSC 227 Studio Assistant I	3 s.h.
MUSC 327 Studio Assistant II	3 s.h.
Physics: Choose from PHYS 100 or 103	3 s.h.
Elective: chosen by advisement	3 s.h.
<b>Total</b>	<b>24 s.h.</b>

**Music Literature Minor Requirements**

Music theory: MUSC 249, 250	6 s.h.
Music performance: choose from MUSC 170, 270, 280	6 s.h.
Music history and literature: chosen by advisement	12 s.h.
<b>Total</b>	<b>24 s.h.</b>

**Music History and Literature Courses**

**MUSC 100 Music for Listeners 3 s.h.**  
This course Introduces trends in "classical" music in Western civilization from the Middle Ages through the present and emphasizes the relationship between great works of music and other events in history and the arts. Concentrated listening is encouraged to increase music perception and enjoyment. Students will be asked to identify and classify various styles of music by recognition of instruments, styles and forms, as well as basic rhythmic, melodic and harmonic concepts. (LA, HW2)

**MUSC 106 Learning About Music 3 s.h.**  
A lecture/demonstration course in which a number of different speakers or performing artists offer presentations on music topics in which they have special interest or expertise. Offers musical experiences ranging from classical Western art music to ethnomusicological examples, traditional folk forms, and contemporary music. (LA, AA2)

**MUSC 121 Jazz 3 s.h.**  
A survey of basic jazz literature including study of styles of outstanding performers. Emphasizes concepts of improvisation and

aural recognition of the sonorities of dance bands and modern small jazz groups. (LA, AA2)

**MUSC 126 The American Musical Theater 3 s.h.**  
Study of the origins, development, and current practices of the American music theater, with emphasis on structure, staging, and performance style. Examination of scripts, music, and production approaches of such artists as Richard Rodgers, Oscar Hammerstein II, Irving Berlin, George Gershwin, Stephen Sondheim, Jule Styne, Alan Jay Lerner, Frederick Loewe, and Cole Porter. (LA, AA2)  
*Cross-listed as THTR 102.*

**MUSC 194 Special Topics in Music 1-3 s.h.**  
Introductory study of a special topic in the music field not covered in other courses. Reading and listening laboratory assignments required. May be repeated with different topics. (LA)

**MUSC 242 Music Cultures of the World 3 s.h.**  
In addition to discussing theoretical elements of the music of various cultures, discussions and readings will promote consideration of the social, historical, religious and economic constructs in which these musics exist. The course will consist of class lectures/discussions, musical demonstrations and hands-on application of several elements of the music studied. This course is offered only one semester each academic year. (LA)  
*Cross-listed as ALS 242.*  
*Prerequisite: SoS.*

**MUSC 294 Special Topics in Music 1-3 s.h.**  
In-depth study of specific musical subject. Reading and listening laboratory assignments required. May be repeated with different topics. (LA)  
*Prerequisites: 3 s.h. of music at 100-level and permission of instructor.*

**MUSC 307 Western Music to 1750: Part I 3 s.h.**  
An in-depth study and analysis of the musical styles and various genres of music of composers from Gregorian chant to the music of Palestrina, including the influence of the cultural background and heritage of ancient music (China, Mediterranean, India) on the music. (LA)  
*Prerequisite: MUSC 249.*

**MUSC 308 Western Music to 1750: Part II 3 s.h.**  
Continuation of Music 307, from the sixteenth century through the Baroque, centering on the stylistic changes and additional genres of music of representative composers. (LA)  
*Prerequisite: MUSC 307.*

**MUSC 309 Western Music Since 1750: Part I 3 s.h.**  
An in-depth study of the major composers and analysis of styles and genres of music from the Rococo through the music of Brahms, including the assimilation and influence of indigenous folk elements into the music. (LA)  
*Prerequisite: MUSC 249.*

**MUSC 310 Western Music Since 1750: Part II 3 s.h.**  
Continuation of Music 309 from Romanticism to the present, including a comparative study of the music of Africa and Asia and their contributions to western culture. (LA)  
*Prerequisite: MUSC 249.*

**MUSC 394 Special Topics in Music 1-3 s.h.**  
Group studies of a selected topic in the music field. (LA)  
*Prerequisites: JrS, 6 s.h. AAC (3 s.h. at 200-level), and permission of instructor.*

**MUSC 398 Seminar in Music Literature 3 s.h.**  
Concentrated study of a specific aspect of the literature of music. *Prerequisite: 6 s.h. of 300-level Music Literature courses. (LA)*

## Music Theory Courses

*Note: Before initial enrollment in theory courses, students should arrange to take a departmental placement exam.*

**MUSC 135 Theory for Guitarist 3 s.h.**  
A study of the fundamentals of music theory as applied to the guitar. Topics covered will be note reading, intervals, chords, scales, composition, analysis, improvisation and musical form. Not recommended for beginning guitarists. (LA)

**MUSC 139 Basic Musicianship 3 s.h.**  
Covers fundamentals of music notation, elementary note reading, basic concepts of rhythm and pitch, and the early stages of ear training. Intended for those with little formal study in music. (LA)

**MUSC 247 Survey of Music Theory I 3 s.h.**  
Reviews rudiments, including terminology, notation, rhythm and meter, and scales and intervals. Studies harmony, beginning with triads and working with more complex structures. Goal is to learn to read, write, and interpret lead sheets. (LA, AA2)  
*Prerequisite: MUSC 139 or appropriate score on Theory Placement Test.*

**MUSC 248 Survey of Music Theory II 3 s.h.**  
Continuation of MUSC 247, covering contemporary popular harmonic progressions, lead sheets, and improvisatory techniques. Also includes elementary orchestration. (LA)  
*Prerequisite: MUSC 247.*

**MUSC 249 Music Theory I 3 s.h.**  
Studies technical aspects of Western music, including evolution of melodic-rhythmic-harmonic language of tonal music; analysis and restructuring of source materials; realization of figured bass; sight-singing; and keyboard applications. (LA, AA2)

**MUSC 250 Music Theory II 3 s.h.**  
A continuation of Theory I, with vocabulary expanded to include ninth, 11th, and 13th chords. Further work in harmonic functions encompasses modulatory progression. Uses basic elements of form and orchestration. Expands scope of ear training and keyboard work. (LA)  
*Prerequisite: MUSC 249 or equivalent.*

**MUSC 353 Music Theory III 3 s.h.**  
A continuation of previous work, dealing primarily with music of the late 19th and 20th centuries. Covers chromatic elements such as Augmented sixth and "artificial" structures. Emphasizes analytical procedures, both in detail, and in longer spans. Some original composition is done within the specified language. (LA)  
*Prerequisite: MUSC 250 or equivalent.*

**MUSC 354 Music Theory IV 3 s.h.**  
Varied topics based on student and instructor interests. Topics may include 20th century harmony; 12-tone, and electronic music; techniques of pretonal music; creative compositional work; and research in acoustics. May be repeated for credit. (LA)  
*Prerequisite: MUSC 353 or equivalent.*

## Applied Music and Performance Courses

**MUSC 170 Applied Music (Studio Lessons) 1-3 s.h.**  
A study of vocal or instrumental music to develop musicianship and performance skills and to acquaint the student with repertoire. Instruction consists of studio or class study, with independent practice required. Credit depends on work load. Recital performances may be required. May be repeated for credit. (LA)  
*Prerequisite: permission of instructor.*

**MUSC 270 Advanced Applied Music 1-3 s.h.**  
Advanced individual or class study of vocal or instrumental repertoire. Particular emphasis placed on stylistic and artistic in-

terpretation of music, based on mature musicianship and knowledge of correct performance practice. May be repeated for credit. (LA)  
*Prerequisites: audition and permission of instructor.*

**MUSC 215 Jazz Improvisation 3 s.h.**  
This course will focus on methods and techniques of modern jazz interpretation and improvisation. Students will theoretically analyze and perform a broad selection of 20th century jazz repertoire. Emphasis will be placed on ensemble work, solo development (improvisation), and concert performance on and off campus.  
*Prerequisites: vocal or instrumental performance, theory I background and/or instructor permission is required.*

**MUSC 216 Pop and Jazz Piano Styles 3 s.h.**  
An opportunity for pianists to explore their own personal style of non-classical piano playing. Our work will include technical exercises, scales and harmonic exercises in all 23 keys. Students will be encouraged to develop and refine their own repertoire and techniques. A basic knowledge of chords and a commitment to regular practice is necessary. All styles welcome.  
*Prerequisite: permission of instructor.*

**MUSC 268 Performance Practice Workshop 3 s.h.**  
The lecture/workshop class teaches students to combine vocal and dramatic training in order to effectively interpret and perform roles in all forms of music drama. Through musical scene study and individual coaching, students will explore the use of diction, deportment, characterization, and various vocal styles necessary for the present day "singing-actor." Students will have the opportunity to explore repertoire from opera, operetta, musical theater, and stand-alone pieces such as cabaret songs, as well as their own original compositions. The semester's work will culminate in a performance of a program of scenes and songs before an invited audience. (LA)

**MUSC 280 Music Ensemble 1-3 s.h.**  
A study of selected musical works through large and small ensembles, both vocal and instrumental. Designed to provide opportunities for students to study interpretation for the chosen medium through performance. Generally includes the following ensembles: Percussion, Brass, Guitar, Jazz, Rock, String, and Woodwind as well as the Concert Choir, Concert Band, Chamber Singers, Chamber Orchestra, Guitar Orchestra, World Percussion and Catskill Symphony. May be repeated for credit. (LA)  
*Prerequisites: audition and permission of instructor.*

**MUSC 370 Advanced Applied Music 1-3 s.h.**  
Same as MUSC 270, except *Prerequisites: SrS, or preparing for recital, with permission of instructor.* (LA)

**MUSC 371 Applied Conducting 1-3 s.h.**  
The study of scores and conducting techniques. Instruction will be by private studio study with independent practice required. Advanced students may be permitted to work with Music Department ensembles as time and skill are appropriate. (LA)  
*Prerequisites: MUSC 354.*

**MUSC 380 Music Ensemble 0-3 s.h.**  
Same as MUSC 280 except *Prerequisites: for unusually advanced students; determined by audition with instructor.* (LA)

## Individual Studies in Music Courses

*Independent study, teaching assistantships, and internships can be arranged for qualified students subject to availability of suitable faculty supervisors. Normally requires up to a semester of advanced planning.*

*Students interested in honors work in music should consult the Music Department chair.*



**MUSC 299 Independent Study in Music 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in music. May be continued in successive semesters. (LA)

*Prerequisites:* SoS and permission of instructor, department chair, and academic dean.

**MUSC 395 Teaching Assistantship 1-6 s.h.**

Provides college-level teaching experience for students who are exceptionally well-qualified to undertake appropriate responsibilities. Assistant works directly under the supervision of a Music Department faculty member. May earn up to 12 s.h. credit and may not assist for the same course more than twice.

*Prerequisites:* competence in the subject area, recommendation of faculty sponsor, and approval of department chair.

**MUSC 397 Music Internships 1-15 s.h.**

Supervised applied work experiences in music or in a music/entertainment industry related field with an appropriate organization or agency. Internship goals include the application of classroom theories to practical and professional work experience, preparation for entry-level employment or graduate school.

*Prerequisites:* JrS and CWE and College minimum Internship Requirements; in addition, music department courses appropriate to the Internship.

**MUSC 399 Advanced Independent Study 1-6 s.h.**

Same as MUSC 299 except *Prerequisites:* JrS and permission of instructor, department chair, and academic dean.

**Music Industry Courses****MUSC 104 Principles of Audio Production 3 s.h.**

A comprehensive study of modern recording theory and audio engineering techniques including the basic principles of multi-track recording, mixing, and postproduction. Computer-based digital recording equipment is used to demonstrate modern recording theory and practice. There will be an emphasis on the general use of computer technology in the music industry. Not for students pursuing Audio Arts Production Minor.

**MUSC 108 Music and the Marketplace 3 s.h.**

A survey of the modern music industry, with particular emphasis on the recording and publishing business. Subjects studied include artist management and promotion, copyright law, artist and songwriter agreements, not-for-profit arts management, and the music business in radio, TV, and films. Lecture/discussion format, with frequent guest lecturers including music business lawyers, managers, and executives. Requires no previous music study nor note-reading skills. (LA)

**MUSC 192 Audio Arts Production I 3 s.h.**

An introduction to audio engineering techniques including the basic principles of acoustics, psycho-acoustics, multi-track recording, mixing and post-production of creative work. Computer based and analog recording equipment is used to demonstrate modern recording theory and practice. (LA, AA2)

**MUSC 208 Contemporary Issues in the Music Industry 2-3 s.h.**

A study of how contemporary issues in the music and entertainment industry are affected by intellectual property law and business traditions. The marketing and merchandising of creative product are discussed, including artist representation, record promotion, distribution and retailing, publishing and the use of broadcast media. (LA)

**MUSC 209 Record Labels in Pop Culture 3 s.h.**

A survey course exploring several record labels started in the 20th century and the impact they had on the music industry, popular culture and society. The course will cover the histories of these record labels, their founders, important artists and releases,

executives and record producers. Some of the topics include labels such as Gennett, Sun, Def Jam, Elektra, Interscope, Motown, Blue Note and Chess. In addition the course will survey the current record label climate and structure and how to release your own recordings and start an independent / Do It Yourself record label. (LA)

*Prerequisite:* MUSC 108 and/or permission of instructor.

**MUSC 221 Contemporary Songwriting 3 s.h.**

This is an introductory course in the theory of contemporary songwriting with an emphasis on application of materials through creative writing, composing and performance. Traditional approaches to lyric and music writing will be utilized. (LA)

*Prerequisite:* SoS.

**MUSC 223 History of Rock Music 3 s.h.**

A survey and analysis of rock music from the pre-50's to the present. Artists studied include Bill Haley, Elvis Presley, Chuck Berry, the Beatles, the Rolling Stones, Stevie Wonder, Elton John, and others. Also covers sub-styles of rock music, including rockabilly, soul, acid rock, southern rock, country-western, hard rock, and new wave. (LA, AA2)

*Prerequisites:* SoS and a broad background in listening to rock music.

**MUSC 225 Progressive Rock Music 3 s.h.**

This course will discuss the influence progressive rock has on rock, pop, musical theatre and later classical compositions through the concepts of classical music structures (sonata form, rondo, thematic transformation, opera, etc.) and how these structures are "reworked" by rock musicians who understand their functions. In addition, the course will provide an understanding of the relationship and interrelationship of these seemingly diverse styles of music and how they function as, not only entertainment forms, but interpreters of human emotion and thought. (LA)

*Prerequisite:* SoS.

**MUSC 227 Studio Assistant I 2 s.h.**

Assist beginning Audio Production Minor students with theoretical and technical issues in the recording studios. Maintain proper studio decorum, oversee studio equipment operation and maintenance and assist students in the performance of their class projects. Assistants are also required to attend regularly scheduled special instructional and training sessions focusing on professional studio procedure and trouble-shooting. This course is repeatable for a maximum of 6 semester hours.

*Prerequisites:* MUSC 192 and MUSC 292.

**MUSC 229 Concert Producing 3 s.h.**

An in-depth study of the theoretical and practical aspects of presenting contemporary arts and entertainment performances. Topics include talent acquisition, contracts and riders, production, venues, budgeting, ticket services, promotion/marketing/publicity, routing and contemporary concert industry. Included will be a view of a concert event from all angles: musician, local media, promoter, venue, talent agent, artist manager, record company and attendees to name a few. (LA)

*Prerequisite:* MUSC 108.

**MUSC 230 Advanced Songwriting 3 s.h.**

An in-depth exploration of the process of writing music and/or lyrics. The class will focus on original compositional work that students will complete each week, along with analysis of the melodies, lyrics and chord structures of these works. All styles welcome. Only for committed, experienced songwriters.

*Prerequisite:* permission of instructor.

**MUSC 244 Commerce and Consumerism in Music 3 s.h.**

This course will give students an understanding of the artistic and business relationships between artists, labels and other major stakeholders in the industry and enable students to trace the

relationships and prepare pitch sheets and other promotional materials for each of the constituencies studied. The course will focus on: the relationships between artists, A&R, promotion, and distribution divisions of major labels and the consumer; flow charts tracing the creative processes involved in moving a song from its initial audition to its presentation as a sound recording, and how these processes affect consumer behavior; developing their own flow charts along with appropriate promotional materials both for normal and for alternative means of distribution to consumers of recorded music requiring customized or specialized service; and examining the media industries' effect on music that has been culturally revolutionary: Jazz, Hip Hop, Rock, Punk, etc. (LA)

*Prerequisite:* MUSC 108 or MUSC 208.

**MUSC 265 Music for Film 3 s.h.**

An overview of contemporary music composition for film and media. Theoretical and aesthetic aspects of producing music for feature films, television, advertising, and multi-media will be presented and applied in individual and group projects as well as in critical writing. Current legal and business aspects of film music will be surveyed through selected in-class screenings and listening assignments. (LA)

*Prerequisite:* SoS.

**MUSC 255 Film Scoring 3 s.h.**

A seminar introducing students to the process of composing and producing music for film and other contemporary multi-media. The entire process from initial conception through the recording process and post-production will be covered. Students will be introduced to the mechanics of audio and music post-production, as well as aesthetics and musical aspects related to contemporary multi-media. Relevant music and film industry topics will be included. Basic music notation and keyboard skills are required. (LA)

*Prerequisite:* SoS.

**MUSC 287 Music Industry Communication 3 s.h.**

Course gives a theoretical and conceptual preparation for the Music Industry major capstone experience of internship. Research using both traditional and electronic means of gathering information; and oral and written presentations involving letters of inquiry and interest, negotiations, interviews and reports will be assigned. Required for all Music Industry majors. (LA)

*Prerequisite:* SoS.

**MUSC 292 Audio Arts Production II 3 s.h.**

This course covers advanced theory and techniques of MIDI applications and sequencers using Digital Performer and Pro Tools software. Audio for video techniques, and synchronization are discussed along with Internet applications and streaming audio. (LA)

*Prerequisites:* SoS, Music 139, Beginning Piano, or permission of instructor.

**MUSC 318 Music Marketing and Merchandising 3 s.h.**

A study of consumer behavior in response to various marketing and merchandising techniques. Included in the study will be the effects of business organization, ethics, perception of value, advertising, communications skills, store design, methods of display, color, shapes and sound in the music products environment.

*Prerequisites:* JrS and 6 s.h. from courses required in the Music Industry Major, including MUSC 108.

**MUSC 327 Studio Assistant II 1-4 s.h.**

Assist advanced Audio Production Minor students in the set-up, proper positioning and maintenance of audio production equipment for their class projects. Assistants are also required to attend regularly scheduled special instructional and training sessions to further their knowledge and skills in professional studio recording and production procedures, and equipment mainten-

ance and operation. This course is repeatable for a maximum of 6 semester hours.

*Prerequisites:* MUSC 227.

**MUSC 388 Legal Issues of the Music Industry 3 s.h.**

This course has been designed to help students learn about basic legal and business practices and concepts, ethics, resources and critical understanding of the institutions and values of the music and entertainment industry. Students are strongly advised to complete LAW 222 (Business Law) before enrolling in this course. (LA, WS2)

*Prerequisite:* successful completion of 6 s.h. in Music course work, including MUSC 108.

**MUSC 392 Audio Arts Production III 3 s.h.**

A study of advanced theory and techniques of digital audio in recording, production, and mastering. The use of Pro Tools for professional digital recording and post-production will be studied as well as perceptual coding, data reduction, storage media and file formats. (LA)

*Prerequisites:* SoS, MUSC 192 and MUSC 292 or permission of instructor.

**MUSC 393 Audio Arts Production IV 3 s.h.**

Advanced Digital Audio theory and techniques, editing, mastering, and post-production. Introduction to sound design theory, and computer languages for electronic music: Csound, and MAX-MSP. Tunable-Walls technology in theory and practice; use of Pressure Zone Controllers in recording sessions. (LA)

*Prerequisites:* JrS and MUSC 392.

**MUSC 397 Internship in Music 1-15 s.h.**

See Individual Studies in Music section.

*Note:* The following courses may be offered on an individual enrollment basis.

**MUSC 206 20th-Century Music**

**MUSC 350 Orchestration**

**MUSC 351 Counterpoint**

**MUSC 371 Applied Conducting**

## Philosophy

*Distinguished Teaching Professors:* Malhotra, *Professor:* Green; *Associate Professor:* Köddermann; *Assistant Professors:* Keegan, Koch (Chair), Stradella

### Degrees

Bachelor of Arts  
Bachelor of Science

### Major

Philosophy

### Minor

Philosophy

### General Characteristics

The Philosophy Department plays a significant and vital role within the College community. Faculty represent diverse interests and viewpoints, including Eastern as well as Western thought. In addition to traditional classroom instruction, philosophy encourages independent study and small upper-division seminars.

The Department pursues three primary, interrelated goals. First, the Department provides a rigorous major, enabling students to compete for admission to the best graduate schools in the country. Second, the Department offers a flexible minor to complement any major. Third, the Department offers courses of general interest and appeal to the College at large.

In addition, the Department considers: 1) a philosophy major is ideal for pre-law students; 2) philosophy combines well with other disciplines for students who desire a double major; and 3) philosophy provides an intellectually-stimulating basis for a traditional liberal arts education.

### Awards and Honors

Philosophy attracts some of our institution's best students. As bright, inquisitive, and articulate individuals they make their presence felt throughout the campus community. Because excellence and achievement take many different forms, the Philosophy Department sponsors a wide variety of student awards.

Philosophy majors and minors who maintain a high grade point average (3.5+) while also participating in community service activities organized by the Center for Social Responsibility are eligible for a special scholarship during their Junior and Senior years: the Ashok Kumar Malhotra Seva Award. "Seva" is Hindi for "compassionate service."

The following four awards provide special recognition for seniors who major in Philosophy.

*Academic Achievement Award:* presented to the senior who most clearly exemplifies the standards and ideals of the department.

*Socratic Society Awards:* presented to seniors who maintain a Philosophy GPA of at least 3.7.

*Oneonta Philosophy Studies Book Awards:* presented to seniors who maintain a Philosophy GPA of at least 3.4 but less than 3.7.

*Ninash Foundation East-West Awards:* presented to seniors who demonstrate sustained excellence in the study of Asian and Comparative Philosophy.

Some of the department's most distinctive awards are reserved for those who participate in the annual Oneonta Undergraduate Philosophy Conference, an event that attracts students from a broad array of prestigious institutions throughout North America.

*President's Awards* honor student presentations that most clearly exemplify the standards and ideals of the conference. Criteria include, but are not necessarily limited to: philosophical content, exposition and expression, creativity and insight, and quality of presentation.

*Ninash Foundation East-West Awards* honor student presentations that exhibit special expertise and understanding of Asian and Comparative Philosophy.

*Matthew Grappone Prizes* honor student presentations that exhibit special expertise and insight in the Philosophy of Science.

*Dominick Roda Awards* honor discussants who present exceptionally insightful, cogent, and thought-provoking analyses of other student's papers.

*Spirit of Conference Awards* honor students who contribute to the conference in diverse, sometimes unexpected ways. Special consideration is given to contributions that enhance the academic, intellectual, and positive social atmosphere of the conference.

Named in honor of an alumna who helped found the conference, *Kerri Lynn Nicholas Heart and Soul Awards* provide special recognition to those who have made truly exceptional, lasting contributions to the conference.

*Publication in the Conference Proceedings:* selected student papers are published, along with the keynote addresses, by Oneonta Philosophy Studies.

### Philosophy Major Requirements

Theory of Knowledge: PHIL 201 or 211	3 s.h.
Theory of Being: PHIL 202, 220, or 221	3 s.h.
Theory of Value: PHIL 102 or 107	3 s.h.
Logic: PHIL 103 or 210	3 s.h.
Senior Thesis: PHIL 390	3 s.h.
Philosophy selections	15 s.h.
Students with a double major need only 12 s.h. of philosophy selections.	
<hr/> Total 30 s.h.	

### Philosophy Minor Requirements

Theory of Being: PHIL 202, 220, or 221	3 s.h.
Theory of Value: PHIL 102 or 107	3 s.h.
Logic: PHIL 103 or 210	3 s.h.
Philosophy selections	9 s.h.
<hr/> Total 18 s.h.	

### Philosophy Courses

**PHIL 101 Introduction to Philosophy 3 s.h.**  
Provides an overview of philosophy and its relation to other fields of study. (LA, AH2)

**PHIL 102 Ethics 3 s.h.**  
Examines moral values in relation to human behavior. An account of the three basic aspects of moral thinking (descriptive, normative, and critical). The status and justification of moral judgments and the meaning of ethical terms such as virtue, duty, good, happiness, and right. (LA, AH2, WS2)

**PHIL 103 Critical Thinking 3 s.h.**  
Studies forms of valid reasoning and examines fallacies that arise from language use. Considers deductive and inductive inferences. Analyzes propositions, validity, invalidity, analogy, and hypotheses. (LA, AH2, WS2)

**PHIL 104 Philosophical Ideas in Imaginative Literature 3 s.h.**  
An examination of literary expression of philosophical ideas. The human condition, man's relationship to himself, to others, to the world; happiness, freedom, time, transcendence, love, death, absurdity. (LA, AH2)

**PHIL 105 Business Ethics 3 s.h.**  
The relation of economic values to other values such as health, environmental quality, freedom, justice, equality, self-realization, and the quality of work. (LA, AH2)

**PHIL 107 Philosophies of Art 3 s.h.**

Traditional and contemporary theories of art and aesthetic experience. Problems of description, meaning, interpretation, and evaluation in the arts. (LA, AH2)

**PHIL 115 Survey of World Religions 3 s.h.**

A critical survey of the world's major religions including Hinduism, Buddhism, Taoism, Confucianism, Christianity, Judaism, and Islam. Both the philosophical and socio-cultural manifestations of these religions will be studied. Particular attention will be given to the basic tenets, history, values, and impact of each religion on the development of the major world civilization. (LA, AH2)

Cross-listed as RELG 115.

**PHIL 160 Urban Philosophical Dilemmas 3 s.h.**

This course is designed to answer questions relevant to urban America, questions that have been largely ignored by academic philosophers. For instance: Is it morally wrong to snitch on your friends? If you're from "the hood" (whatever that might be), is it morally/politically/socially wrong to want to leave it? What are the epistemological assumptions of keepin' it real (or is this just an empty rhetorical phrase)? If you're out to get bling bling, are you contributing to the capitalist system that often oppresses the traditionally underrepresented? At what point do artists and musicians stop being gritty and raw and start being parodies and stereotypes? (LA, AH2, OS2)

Cross-Listed as: ALS 160.

**PHIL 194 Special Topics in Philosophy 1-6 s.h.**

A study of a significant figure or issue of sufficient philosophical importance not regularly offered, but for which there exists sufficient interest among the students or for which a determination is needed with respect to whether such a study is to be included among the regular offerings of the department. (LA)

**PHIL 201 Theories of Knowledge 3 s.h.**

Analysis of the epistemic theories of Plato, Hume, Kant, and Goodman. Concepts include belief, truth, justification, perception, and knowledge. (LA, WS2)

Prerequisite: 6 s.h. PHIL.

**PHIL 202 Metaphysics 3 s.h.**

Examination of metaphysical concepts and systems, both Eastern and Western, classical and contemporary. Topics include the structure and composition of reality, historical change, quality, love, technology, values, and modern science. (LA, WS2)

Prerequisite: 3 s.h. PHIL.

**PHIL 204 The Literature and Philosophy of Alienation 3 s.h.**

Study of the intellectual bases of alienation in philosophy and literature. Marx, Nietzsche, Kierkegaard, Sartre, Camus, and Beckett are among the writers considered. (LA, AH2)

Prerequisite: SoS.

**PHIL 205 Philosophy and Psychology of Yoga 3 s.h.**

An analysis of the philosophical basis, psychological content and practical method of Patanjali's Yoga. Discussion centers on the meaning, aim, method, accomplishment of Yoga, as well as on the practice of physical, breathing, and psychological exercises and on the three stages of concentration. (LA, AH2)

Prerequisite: SoS.

**PHIL 206 Philosophy of Life and Death 3 s.h.**

Philosophical examination of life and death. Topics include the meaning of life, the nature of death, the morality of suicide, the ethics of euthanasia, the rights of the terminally ill, and the possibility of life after death. (LA, WS2)

Prerequisite: 3 s.h. PHIL.

**PHIL 210 Symbolic Logic 3 s.h.**

Considers the principles and techniques of modern logic. The development of standard notation and techniques used in determining validity and invalidity of arguments. The study of basic logical concepts and truth functions to develop quantification theory and proof of "natural deduction." (LA, AH2)

Prerequisite: SoS.

**PHIL 211 Philosophy of Science 3 s.h.**

Philosophical examination of the methods, structure, theories, and presuppositions of modern science. Topics include objectivity, explanation, prediction, revolution, progress, and the proper relation of science and religion. (LA, WS2)

Prerequisite: 3 s.h. PHIL or science.

**PHIL 212 Social and Political Philosophy 3 s.h.**

Analyzes fundamental social and political concepts, including justice, state, equality, opportunity, rights, obligations, sovereignty, and freedom. (LA, HW2)

Prerequisite: SoS.

**PHIL 213 Philosophy of History and Culture 3 s.h.**

The philosophical study of civilization, both past and present. Topics include the nature of history, the structure of historical and cultural change, the applicability and limitations of the scientific method, the nature and possibility of objectivity, and the role and significance of the individual. (LA)

Prerequisite: 3 s.h. PHIL, HIST or ANTH.

**PHIL 214 Philosophy of Religion 3 s.h.**

Philosophical study of both Eastern and Western religions. Examines epistemic and metaphysical presuppositions of religions, including the influence of modern science. Analysis of belief, truth, symbolism, and the limits of language. (LA, WS2)

Prerequisite: 3 s.h. PHIL.

**PHIL 220 History of Philosophy I: Ancient Philosophical Thought 3 s.h.**

An historical consideration of the most significant philosophies in Western Civilization, from Thales to St. Augustine. (LA, HW2)

**PHIL 221 History of Philosophy II: Modern Philosophical Thought 3 s.h.**

An historical consideration of the most significant philosophies in Western Civilization, from Aquinas to Kant. (LA, HW2, WS2)

**PHIL 223 Anarchism, Statism, Tradition and Revolution in the 19th Century 3 s.h.**

An examination of philosophical and social issues that followed post-Kantian idealism. Includes examination of anarchism, Social Darwinism, Socialism, Positivism, and Utilitarianism. Selections from Kropotkin, Spencer, Marx, Comte, and J.S. Mill are included. (LA, WS2)

**PHIL 230 Environmental Ethics 3 s.h.**

Application of ethical concepts to current environmental problems. Issues include the defense of the environment and difficulties involved in changing people's attitudes toward nature. Concepts include human responsibility, animal rights, value-neutral science, the role of technology, sustainability, law, politics, beauty, and the role of religion. (LA, AH2, OS2)

Prerequisite: SoS.

**PHIL 231 Media Ethics 3 s.h.**

Application of ethical concepts to issues surrounding contemporary media and its use, especially TV and video. Questions concern the portrayal of violence, sex, crime, and truth in advertising. Students will be challenged to acquire theoretical knowledge concerning ethics and a sensitivity for the application of that knowledge. Literature, textbook assignments, case studies and video presentations. Students will be encouraged to explore

connections between modern mass-media and the moral standards of the society in which we live. (LA, AH2, OS2)

*Prerequisite:* SoS.

### **PHIL 232 Philosophy of Law 3 s.h.**

Legally interested students are introduced to an overview of the theoretical questions involved in the study of the philosophy of law. Legal and philosophical thought are intertwined, yet the rules for responsible application of the law remain disputable. Questions of foundation in the Western tradition range from Thomas Aquinas' development of a Just War theory until H.L.A. Hart's distinction between moral and legal standards, and question of Globalization, Social Justice and Interpretation. Students will develop independent reasoning skills and understand the foundations of current legal debates. The course will explore different legal schools of thought from Plato until the present, and compare with non-Western legal traditions (tribal/Islamic). In doing so, it lays the foundation for those students of the liberal arts who wish to pursue a further career in legal (or copy-right related), political, sociological, philosophical studies or criminal justice. Especially interesting for, but not limited to, students already involved in pre-law studies. The course is reading, speech and writing intensive. (LA)

*Prerequisites:* PHIL 103 or PHIL 234, SoS.

### **PHIL 235 Existentialism 3 s.h.**

Analysis and evaluation of existentialism, with emphasis on the writings of Kierkegaard, Husserl, Heidegger, Sartre, Camus, and Merleau-Ponty. (LA, AH2)

*Prerequisite:* 3 s.h. PHIL.

### **PHIL 240 American Philosophy 3 s.h.**

Explores dominant themes in American philosophical tradition. Considers religious, political, and literary phases respectively exemplified by Jonathan Edwards, Thomas Jefferson, and R.W. Emerson; and the development of pragmatism, as exemplified by Pierce, James, and Dewey. (LA, AH2)

*Prerequisite:* 3 s.h. PHIL.

### **PHIL 250 Hinduism, Buddhism, and Taoism 3 s.h.**

Survey of ancient Indian and Chinese thought including the Vedas, Upanishads, Bhagavad Gita, Samkhya, Yoga, Buddhism, Confucianism, and Taoism. (LA, HO2)

### **PHIL 251 Mysticism and Meditation in India and Chinese Tradition 3 s.h.**

Explores mystical patterns of thought in the Indian and Chinese tradition including: Ramakrishna, Vivekananda, Tagore, Gandhi, and Ghose together with recent Hindu movements in the West. (LA, HO2)

### **PHIL 258 Latin American Political Theory 3 s.h.**

This course is a survey of the various political ideologies associated with Latin America. We will begin with the colonization of the Americas by the Europeans and end with the Liberation Theology movement in the 1990's. The course will place great significance on the Latin American struggle for recognition (and freedom) from Europe, as well as the United States. We will also spend considerable time considering issues such as colonialism (and post-colonialism), the slave trade, the decimation of the native populations, the various Christian missionary creeds, and the impact of the Europeans on the environment. (LA, HO2, WS2)

*Cross-Listed as:* ALS 258.

*Prerequisite:* SoS.

### **PHIL 259 Citizenship, Democracy, and Identity 3 s.h.**

This course considers the relationship between citizenship, democracy, and identity. We will examine what constitutes citizenship and how it is shaped by race, but also ethnicity, gender, class, and religion; how identity is constituted and shaped by race

and these other contingent and non-contingent factors; and how citizenship and identity intersect in a democracy through forms of legitimate political representation, means of communication and participation, protest, pluralism, multiculturalism, identity politics, and voting. This course is encouraged for those considering careers in public affairs, international relations, social work, journalism, law, business, or education. (LA, AH2, WS2)

*Cross-listed as:* ALS 259.

*Prerequisite:* SoS.

### **PHIL 260 Philosophy of Protest 3 s.h.**

This course is meant to examine the philosophical issues involved in the process of protest. Primarily, we will look at the development of a theory of righteous protest that coincides with the rise of democratic governance during the Enlightenment. This then gives rise to the idea of civil disobedience as the proper method for legitimate protest, as opposed to the destructive and damaging means of armed rebellion, as witnessed mainly in the French Revolution. But historical events like John Brown's raid and Nat Turner's rebellion complicate matters. (LA, AH2, OS2)

*Cross-Listed as:* ALS 260.

*Prerequisite:* SoS.

### **PHIL 294 Special Topics in Philosophy 1-6 s.h.**

Same as PHIL 194 but with upper-level requirements. (LA)

### **PHIL 299 Independent Study in Philosophy 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chairman and instructor. (LA)

*Prerequisite:* 6 s.h. PHIL.

### **PHIL 380 Philosophy Conference 1-6 s.h.**

Participation in a small group which, under faculty sponsorship and guidance, plans and hosts an Undergraduate Philosophy Conference. Students must demonstrate ability to accept substantial responsibility, work independently, and participate in a shared decision-making process. Specific activities include budgeting, scheduling, arranging facilities and publicity, maintaining a web site, corresponding with participants, evaluating submissions, and editing papers for publication in a volume of selected proceedings. Individual registration requires approval of the instructor and department chair. May be repeated for credit. (OS2)

### **PHIL 390 Senior Thesis 1-6 s.h.**

Intensive, independent study under the direction of one or more faculty sponsors. Intended as a capstone experience for philosophy majors. Typically culminates in a polished 30-40 page philosophical essay. Individual registration, which may span two semesters, requires approval of the faculty sponsor(s) and department chair. (LA, WS2)

### **PHIL 395 Teaching Assistantship 1-6 s.h.**

Provides teaching experience for students majoring in Philosophy. Students work directly under a faculty member. Activities include discussing goals and procedures with instructor, grading quizzes and written assignments, conducting class sessions, and providing tutorial services. May be repeated for credit with approval of departmental chair.

*Prerequisites:* 6 s.h. PHIL (including the course for which the student will assist), consent of instructor and department chair.

### **PHIL 399 Independent Study in Philosophy 1-6 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor. (LA)

*Prerequisite:* 9 s.h. PHIL.

*Note:* The following course may be offered on an individual enrollment basis.

### **PHIL 234 Contemporary Analytic Philosophy**

## Physical Education

Assistant Professors: Freeman (Interim Chair), Marchand; Lecturer: Popovici

### Purpose

The Physical Education Department offers a broad spectrum of courses for professional preparation in outdoor leadership, health and fitness, personal training, sports management and high school coaching, as well as courses in health, fitness, lifetime sports, aquatics, and dance. The department has several minors and certifications in addition to courses in theory and skill development.

### Facilities

Open to all students, faculty and staff, the instructional and recreational facilities include computer enhanced classrooms, a free weight room, fitness centers, dance studios, pool, racquetball courts, wrestling room, gymnasiums, locker rooms and shower facilities, tennis courts, indoor and outdoor running tracks, and outdoor fields.

### Minors

Dance  
Health and Wellness  
Outdoor Education  
Personal Training  
Sports Management

### Requirements for Minors

The Physical Education minors are open to all undergraduates. College rules pertaining to curriculum majors also apply to curriculum minors. Students should especially note that only 6 s.h. may overlap between your major and the minor. Each minor has specific requirements, so students planning to complete these minors should declare their intentions at an early point to facilitate advisement. Forms for this purpose are available in the Physical Education Main Office, Chase P.E. Building Room 200.

Minors Coordinator: Leslie Davidson, 218A Alumni Field House - Dance; Christopher Popovici, 219 Chase P.E. Building - Health & Wellness, Personal Fitness; Genevieve Marchand, 205 Chase PE Building - Outdoor Education, Sports Management

### Certifications

N.Y.S. Coaching Certification Program: available for those who wish to coach N.Y.S. interscholastic athletic activities. Detailed information is available in the Physical Education Department, Chase PE Building Room 200.

American Red Cross: many Red Cross certifications are offered, including CPR, Lifeguarding, Water Safety Instructor and others.

American Council on Exercise (ACE) Personal Trainer: the national certification exam is open to all students and is generally offered on campus in April or May. This certification is particularly valuable to those enrolled in the Personal Training Minor. Students may prepare for this exam on their own or by enrolling in PHED 335 Principles of Personal Training.

### Special Notes

All courses may be taken as electives to meet graduation requirements as determined by the selected major(s) and/or minor(s), however only a maximum of 12 s.h. of PHED activity credit may count toward the 122 s.h. required for graduation. Courses which carry activity credit are designated with (PACT) after the course description.

### Dance Minor Requirements

- A. Core Theory Requirements:** 9 s.h.
- |          |                            |
|----------|----------------------------|
| THTR 104 | Survey of Dance in America |
| PHED 239 | Biomechanics of Dance*     |

PHED 237 Choreography - the Art & Process\*

~or~

THTR 218 Dance for Musical Theatre\*

\* Prerequisites are required. Check with your department advisor and the Undergraduate Catalog for specifics.

#### B. Performance Requirements:

I. PHED 132	Ballet I ~or~	3 s.h.
PHED 232	Ballet II†	

II. Students must complete two courses, each a different dance style:	8-9 s.h.
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PHED 131	Modern Dance I ~or~
PHED 231	Modern Dance II†
PHED 133	Beginning Ballroom Dance ~or~
PHED 234	Advanced Ballroom Dance†
PHED 135	Folk Dance
PHED 136	Tap Dance I ~or~
PHED 236	Tap Dance II†
PHED 139	Jazz Dance I

†Students who have extensive Ballet, Modern Dance, Ballroom Dance, or Tap Dance experience may be able to have the prerequisite waived by instructor permission.

#### C. Dance Production:

THTR 397	Theatre Internship*	3 s.h.
		<hr/> Total 20-21 s.h.

#### Notes:

1. Theatre Majors: you must take THTR 218 for the Dance Minor's Core Theory Requirements. If a student completes PHED 237 and then changes to a Theatre Major, PHED 237 will be accepted as meeting the choreography requirement.

### Health and Wellness Minor Requirements

**A. Core Requirements:** 12 s.h.

PHED 202	Current Health Issues and Problems
PHED 330	Fitness-Lifestyle Components*
NUTR 140	Nutrition ~or~ NUTR 142 Nutrition in Everyday Life
BIOL 202	Introduction to Anatomy and Physiology*

**B. Related Course Work Selections (Choose ONE course from EACH Category):** 6 s.h.

I. NUTR 241	Nutrition for Fitness & Sports*
NUTR 247	Nutrition Across the Lifespan*
NUTR 249	Current Issues in Nutrition*
II. PHED 204	Stress Management*
PHED 248	Exercise Psychology*
SOCL 233	Aging, Generations, and Society*
SOCL 257	Sociology of Health and Illness*
PHIL 206	Philosophy of Life and Death*
FAMS 266	Adult Family Members Transition*
ANTH 236	Medical Anthropology*
PSYC 345	Psychology of Adulthood and Aging*

**C. Internship (This course requires formal approval from the Minor Coordinator before enrolling.)**

PHED 397	Internship in Physical Education*	3 s.h.
		<hr/> Total 21 s.h.

\*Prerequisites are required. Check with your department advisor and the Undergraduate Catalog for specifics.

### Outdoor Education Minor Requirements

**Core Requirements:**

PHED 109	Intro to Outdoor Programming	15 s.h.
PHED 125	Hiking/Backpacking	
PHED 176	Wilderness Navigation	
PHED 275	Facilitating Challenge Experiences*	

ENVS 110 or PHIL 230

**Related Course Work:**

- A. At least three (3) courses must be completed from this section, with a minimum of one (1) from each category. A minimum of 4 s.h. must be completed. 4-9 s.h.

**Land**

PHED 186	Beginning Mountain Biking
PHED 192	Basic Rock Climbing
PHED 223	Trail Design and Construction*
PHED 227	Long Distance Backpacking*

**Water**

PHED 120	Basic Canoeing
PHED 121	River Canoeing
PHED 127	Kayak Touring
PHED 128	Introduction to Kayaking
PHED 129	Whitewater Kayaking
PHED 226	Canoe Camping
PHED 118	SCUBA Diving

**Winter**

PHED 170	Beginning Skiing/Snowboarding
PHED 172	Cross Country Skiing/Snowshoeing
PHED 225	Winter Camping

B. PHED 340	Outdoor Leadership Practicum	4 s.h.
		Total 23-29 s.h.

**Personal Training Minor Requirements****A. Core Requirements:** 19 s.h.

NUTR 140	Nutrition ~or~
NUTR 142	Nutrition in Everyday Life
BIOL 202	Into to Human Anatomy & Physiology*
BIOL 231	Physiology of Exercise*
PHED 255	Kinesiology*
PHED 335	Principles of Personal Training*
PHED 336	Personal Training II*

**B. Related Course Work Selections:****I. Choose one (1) of the following:** 3 s.h.

PHED 202	Current Health Problems and Issues
PHED 204	Stress Management*
PHED 229	Yoga Exercises for Fitness and Health*
PHED 248	Exercise Psychology*
PHED 330	Fitness-Lifestyle Components*
NUTR 241	Nutrition for Fitness & Sports*
NUTR 247	Nutrition Across the Lifespan*
NUTR 249	Current Issues in Nutrition*

**II. (This course requires formal approval from the Minor Coordinator before enrolling.)**

PHED 397	Internship in Physical Education*	3 s.h.
		Total 25 s.h.

\* Prerequisites are required. Check with your department advisor and the Undergraduate Catalog for specifics.

**Sports Management Minor Requirements****Core Requirements:** 16 s.h.

ECON 110	Principles of Economics or
ECON 111	Principles of Microeconomics
MGMT 241	Fundamentals of Management*
PHED 306	Philosophy, Principles & Organization of Athletics in Education*
PHED 321	Health Sciences Applied to Coaching*
PHED 207	Theories & Techniques of Coaching

**Related Course Work (Choose ONE course from EACH category):** 9 s.h.

- I. PHED 280 Women in Sport\*  
PHED 303 Sport and American Society\*

AHIS 258 Athletics, Society &amp; History\*

II. LAW 222 Business Law\*

MKTG 261 Marketing\*

MGMT 341 Human Resource Management\*

III. These courses may be taken for minor credit only

AFTER formal approval is given by the Minor Coordinator.

PHED 295 Teaching Assistantship in Physical Education\*

PHED 397 Internship in Physical Education\*

Total 25 s.h.

\*Prerequisites are required. Check with your department advisor and the Undergraduate Catalog for specifics.

**Notes:**

1. Although not required, students enrolled in this minor are strongly urged to take course work in computer technology to prepare them for the demands of the workplace.
2. Students completing this minor will have completed the core courses for the N.Y.S. Coaching License.
3. College policy prohibits students majoring in programs outside the Division of Economics and Business (DEB) from earning more than 30 s.h. from the DEB. Therefore, students should exercise great caution in combining this minor with certain majors (i.e., Music Industry, Food Service and Restaurant Administration, and Computer Science/Business Option) or minors (Business Communication, Accounting, Finance, Economics, Marketing, Business or International Business).

**N.Y.S. Coaching Certification Requirements****Course Work:**

PHED 306	Philosophy, Principles and Organization of Athletics in Education	3 s.h.
PHED 321	Health Science Applied to Coaching	4 s.h.
PHED 207	Theories and Techniques of Coaching	3 s.h.
(This course must be completed for each sport being coached)		

**First Aid and CPR Certification:**

PHED 126	CPR/AED for the Professional Rescuer	1 s.h.
PHED 210	Emergency Care and Prevention	3 s.h.
PHED 216	American Red Cross Lifeguarding	4 s.h.
(This course fulfills both the First Aid and CPR requirements)		

**Workshops:**

Child Abuse Recognition and Reporting (available online)  
School Violence Intervention and Prevention (available online)

Complete information and details on the application process are available in the Physical Education Main Office, Chase P.E. 200.

**Physical Education Courses****PHED 100 Personal Health 3 s.h.**

Presentation of personal health problems, applying the scientific research and knowledge in the health sciences to everyday living, including the study of stimulants and depressants. Encourages self-evaluation and seeks to promote a scientific attitude in the approach to the solution of individual health problems.

**PHED 106 Health Through Physical Activity 3 s.h.**

The course includes the following areas of study: principles of physical conditioning, how the body adjusts to the stresses of physical activity, what should be done to develop a satisfactory level of health and fitness, physical activity as preventive medicine. Laboratory experiences included.

**PHED 109 Introduction to Outdoor Programming 3 s.h.**

This course seeks to introduce the foundations necessary to understand the development, trends and current issues of outdoor recreation and education programming in our modern world. Specifically, this course will define the four uses of outdoor pro-

gramming (recreation, education, therapeutic and developmental) and the career opportunities and requirements related to each field. History of the outdoor recreation movement, contemporary growth, and essential theories of outdoor education will be discussed. (LA)

**PHED 111 Beginning Swimming 2 s.h.**

Swimming instruction for those who want to be a safe and skillful swimmer in deep water. A passing standard must be achieved in the crawl. (PACT)

**PHED 117 Beginning Springboard Diving 1 s.h.**

A beginning diving course that will include the fundamental skills and techniques of springboard diving. (PACT)

**PHED 118 Scuba Diving 3 s.h.**

Elementary use of self-contained underwater breathing apparatus. Care of equipment and safety procedures involved. Fee required.

*Prerequisite: Ability to swim 200 yards and tread water for 10 minutes.*

**PHED 120 Basic Canoeing 1 s.h.**

Instruction in the basic strokes used for flat water canoeing and associated equipment, safety, water and weather conditions. Culminated by an all day trip on area lakes and rivers. (PACT)

*Prerequisite: Ability to swim.*

**PHED 121 River Canoeing 1 s.h.**

Instruction in the basic skills necessary for river canoeing. Extensive time spent on the evaluation of various river situations and on the development of the skills necessary to handle each. Weather and water conditions will also be discussed as to how they relate to canoe safety. (PACT)

*Prerequisite: Ability to swim.*

**PHED 122 Beginning Fly Fishing 2 s.h.**

This course is designed primarily to serve as an introduction to fly casting, fly fishing and fly tying. Students will be offered the opportunity to learn and perform the basic fundamental techniques of fishing with a fly rod while using a fly they created. A New York State fishing license is required.

**PHED 125 Hiking/Backpacking 3 s.h.**

An in-depth study of hiking and backpacking theory and technique. Ecological theory, trip planning, and several trip experiences included.

*Prerequisite: excellent physical conditioning for hiking. Body conditioning and/or outdoor jogging courses recommended to obtain the physical condition necessary.*

**PHED 126 CPR/AED for Professional Rescuer 1 s.h.**

An emergency lifesaving procedure utilizing theory and techniques of artificial circulation and artificial breathing as an attempt to prevent biological death. American Red Cross certification. Fee required.

**PHED 128 Introduction to Kayaking 1 s.h.**

The goal of this course is to familiarize students with the equipment, skills and related safety knowledge required to properly paddle a kayak. Ability to swim required. (PACT)

**PHED 129 Whitewater Kayaking 1 s.h.**

Students will learn about the equipment, skills, and safety knowledge needed for kayaking on moving water and whitewater. Course will include practical experiences on local rivers and area whitewater locations. Ability to swim required. (PACT)

**PHED 130 Creative Movement 3 s.h.**

A study of structured movement patterns, dance forms and easy flow combinations including Pilates and Yoga, and the use of these methods to develop physical fitness.

**PHED 131 Modern Dance I 3 s.h.**

Study and practice of dance techniques, movement components, composition and basic elements of choreographer. Consideration of dance as a creative art experience and its relation to other performing arts.

**PHED 132 Ballet I 3 s.h.**

Students will learn the basic elements of classical ballet. Steps covered will include floor work, balance work, turns and leaps. Students will also work on a piece of appropriate choreography.

**PHED 133 Ballroom Dance I 3 s.h.**

A course designed to present a range of dances, recreational and social in nature that are performed by mixed couples in a wide variety of atmospheres.

**PHED 135 World Dance 3 s.h.**

While learning a wide variety of national dances from around the world, students will also learn about the background of these dances and some history of their countries of origin. World dances are designed to be simple and easily done by all levels of experience and all ages and are usually rhythmic, fun, and done as a group.

**PHED 136 Tap Dance I 3 s.h.**

Students will learn basic tap dance terminology, develop their motor coordination and rhythm, and learn tap technique with an emphasis on musicality.

**PHED 139 Jazz Dance I 3 s.h.**

A comprehensive examination of Jazz dance emphasizing both traditional styles and current pop-cultural trends. A progression that incorporates ballet placement, isolation work, rhythmic dynamics, and the influence of the Horton "line" into warm-up, across-the-floor, and movement phrase combinations.

**PHED 143 Beginning Badminton 1 s.h.**

Instruction in fundamental badminton rules, strokes, game strategy, safety, and selection and care of equipment. (PACT)

**PHED 144 Beginning Volleyball 1 s.h.**

Instruction in fundamental volleyball rules, skills, game strategy, safety and history. (PACT)

**PHED 145 Beginning Racquetball 1 s.h.**

Instruction in fundamental racquetball rules, strokes, game strategy, and safety precautions. (PACT)

**PHED 148 Beginning Golf 1 s.h.**

Indoor instruction and practice of basic golf skills including evaluation, rules, etiquette, and strategy. (PACT)

**PHED 149 Beginning Basketball 1 s.h.**

Instruction in fundamental basketball rules, skills, game strategies and safety. (PACT)

**PHED 150 Self Defense for Women 3 s.h.**

Students will be informed of the numerous ways they or members of their family may be criminally threatened. Students will learn a variety of physical and non-physical techniques that can be used to avoid or respond to such situations. Judo and karate techniques of throwing and striking an attacker and dealing with physical force will be taught.

*Cross-listed as WMST 150.*

**PHED 153 Beginning Karate 3 s.h.**

Course designed for the student with no experience in Karate. History, formalities involving stances, blocks, strikes, kicks, and combinations of above. Techniques and skills stressed with complete participation necessary.



**PHED 157 Healthy Ways to Weight Loss for Women 3 s.h.**

This course is designed to give women the knowledge and tools necessary to create positive change. Sensible exercise programs will be explored along with healthy eating plans for life-long bodyweight/body fat reduction, tailored to the special needs of women. (LA)

**PHED 158 Outdoor Jogging 1 s.h.**

A course designed to provide intense physical conditioning through the activity of outdoor jogging. Principles of cardio-respiratory conditioning will be taught. Students will run during each class meeting. (PACT)

**PHED 159 Body Conditioning 2 s.h.**

An activity course designed to promote physical fitness and an understanding of the basic physiological changes that take place in the trained individual. Exercises and activities presented to improve form and figure. (PACT)

**PHED 160 Foil Fencing 2 s.h.**

History, terminology, strategy, officiating, bouting, techniques and cultural significance of foil fencing. (PACT)

**PHED 168 Beginning Tennis 1 s.h.**

An activity course stressing game fundamentals, rules, strategy, techniques of the forehand, backhand, and service. Consideration is also given to selection of equipment, court etiquette, and recreational values of tennis. (PACT)

**PHED 170 Beginning Skiing/Snowboarding 1 s.h.**

This course is for beginning skiers/snowboarders. Study of equipment, conditioning exercises, and safety training for sport. All beginning skills are taught which will contribute to recreational skiing and snowboarding. Fee. (PACT)

**PHED 172 X-Country Skiing/Snowshoeing 1 s.h.**

An introduction to the equipment and techniques of cross country skiing and snowshoeing. This course will require outdoor participation, using campus fields, College Camp and local parks and state forests. (PACT)

**PHED 174 General Horsemanship 2 s.h.**

Elementary riding instruction and development of the understanding of the horse. Theoretical and practical work on the care of the horse and equipment. (PACT)

**PHED 175 Camp Cooking and Nutrition 1 s.h.**

Students will learn how to prepare enjoyable, nutritious meals using single burner stoves, campfires, and other methods of outdoor cooking.

**PHED 176 Wilderness Navigation 3 s.h.**

An orienteering course teaching the use of map, compass and route-finding techniques for the purpose of becoming skillful, knowledgeable and confident in finding one's way. No previous experience/knowledge required. Extended field trips will be taken in order to practice skills.

**PHED 177 Basic Weight Training 2 s.h.**

A progressive resistance exercise program that fosters development of muscular endurance and strength. Instruction in various techniques used in designing a personal program. (PACT)

**PHED 181 Team Sports 2 s.h.**

An activity course teaching the rules, individual skills, and team techniques in a variety of contemporary sports. (Selection of activities vary, but may include indoor, outdoor, and water sports, depending on season and facilities.) (PACT)

**PHED 186 Beginning Mountain Biking 1 s.h.**

Designed to teach the basic skills that are essential to be able to safely and successfully enjoy the sport of mountain biking. Stu-

dents will become aware of the proper fit of helmets and bikes, gear selection, RPM and frame configurations, single track techniques of climbing and downhill riding, and an appreciation of cardiovascular fitness and health through mountain biking. (PACT)

**PHED 192 Rock Climbing 2 s.h.**

This is an introductory rock climbing course that will address rock climbing techniques as well as the skill necessary to manage all safety systems involved with a top rope rock climbing program. (PACT)

**PHED 194 Special Topics in Physical Education 1-4 s.h.**

Study of an area not covered by regular course offerings. Offered according to interest of instructor, requests by students, and availability of instructor. Special costs will depend on topic being offered. Registration restrictions will depend on topic being offered.

**PHED 200 Physical Education for the Elementary School 3 s.h.**

A study of the theory and methodology of elementary school physical education, including participation of elementary activities and teaching of elementary physical education and activities. May include teaching actual elementary physical education classes.

*Prerequisite:* SoS.

**PHED 201 Learning through Dance 3 s.h.**

Integrating dance into the classroom helps to develop coordination, control, discipline, and imagination as well as encouraging student engagement and participation. This course will help students successfully incorporate dance as a complement to any lesson plan and learn to communicate to children in a creative way which is neither spoken nor written.

*Prerequisite:* SoS.

**PHED 202 Current Health Problems and Issues 3 s.h.**

An investigation of important health problems and issues in modern American society. (LA)

**PHED 203 Current Adolescent Health Issues 3 s.h.**

This course will explore a range of mental and physical health issues that are of special concern to adolescents today. It will also identify risk and protective factors and treatment options. Consideration is given to racial/ethnic, socioeconomic and sexual diversity. Journaling and informed discussion are essential components of this course. (LA)

*Prerequisite:* SoS.

**PHED 204 Stress Management 3 s.h.**

This course will study the multiple components of stress, including the physical, psychological, sociological, and spiritual aspects. It will identify the clear connection between stress and the onset of disease and introduce several coping strategies and innovative relaxation techniques. (LA)

*Prerequisite:* SoS.

**PHED 205 The Media and College Sports 3 s.h.**

A study of the media and its direct relationship with college athletics. Will study the similarities and differences between print and broadcasting, newspaper and magazines, and advertising and public relations.

*Prerequisite:* COMP 100.

**PHED 207 Theory and Techniques of Coaching-Soccer, Volleyball, Softball, Tennis, Baseball, Basketball, Swimming, Wrestling, Lacrosse, Track & Field, Cross Country, Field Hockey 3 s.h.**

History, objectives, rules, teaching methods, performance skills, technical information (offense, defense, strategy, etc.), care and fitting of equipment training techniques. Officiating for the des-

ignated sport. Possible expenses for transportation for scouting purposes.

*Prerequisite:* SoS or permission of instructor.

**PHED 210 Emergency Care and Prevention 3 s.h.**

Discussion and practice of techniques necessary for the evaluation and care of common injuries and sudden illness. Designed to certify students for American Red Cross "Responding to Emergencies." Special emphasis is placed on avoidance and care of injuries associated with recreational sports and activities. Fee required.

**PHED 215 Water Safety Swimming Instructor 3 s.h.**

The course trains instructor candidates to teach a number of water safety and swimming courses. Individuals meeting American Red Cross standards are qualified to teach ARC progressive swim course, infant, and preschool aquatics program, Longfellow educational programs as well as basic water safety and emergency water safety courses. Fee required.

*Prerequisites:* 17 years of age, demonstrated swimmer level skills.

**PHED 216 American Red Cross Lifeguarding 4 s.h.**

Individuals will learn that their primary concern is for the safety of others. The course includes lifesaving skills required by individuals to develop effective lifeguard systems at swimming pools and non-surf, open water beaches. Learning how to recognize potentially dangerous situations, establish and carry out emergency plans, as well as administrative duties are some topics covered. Fee required.

*Prerequisite:* Successful completion of swimming test. Details available in the Physical Education Office.

**PHED 218 Open Water Diver Certification 1 s.h.**

Students will apply skills and knowledge learned in confined water to open water diving. Successful completion will result in PADI Open Water Diver Certification. The course includes a review of confined water skills and an introduction to boat diving. Students will also learn to identify local marine life. Added emphasis is given to self rescue and safe diving techniques in open water. Special cost: the course will be taught both locally and in the Caribbean. Cost will vary according to course location and facility fees. (PACT)

*Prerequisite:* PHED 118.

**PHED 223 Trail Design and Construction 3 s.h.**

A comprehensive course teaching the fine art of singletrack trail design, construction and maintenance. Instruction will include both classroom lectures and practical field activities.

*Prerequisite:* SoS.

**PHED 225 Winter Camping 2 s.h.**

The course focuses on the specialized skills necessary for winter camping. Previous camping experience is required.

*Prerequisite:* PHED 124 or PHED 125.

**PHED 227 Long Distance Backpacking 3 s.h.**

This course is designed to give the student practical experience in long term, lightweight backpacking. Course will include classroom instruction followed by an extended (5-7 or more nights) back country excursion. Special Costs: possible park entrance fees or camping fees.

*Prerequisites:* SoS, PHED 125.

**PHED 229 Yoga Exercises for Fitness and Health 3 s.h.**

This course will instruct students in the practice of Yoga as a user-friendly fitness oriented program and will provide them with the basic skills needed to conduct a Yoga fitness session for others.

*Prerequisite:* SoS.

**PHED 231 Modern Dance II 3 s.h.**

Students will learn the history and styles of different modern dance techniques. They will also be responsible for achieving movement studies and understanding the meaning of work ethic. Students will also choreograph a piece of work of their own.

*Prerequisite:* PHED 131.

**PHED 232 Ballet II 3 s.h.**

Students will learn intermediate and advanced ballet techniques and improve their stretch, alignment, strength, and control. The history and origins of Ballet will be taught. Students will choreograph a piece of their own and will participate in a live dance production.

*Prerequisite:* PHED 132.

**PHED 236 Tap Dance II 3 s.h.**

Students will learn intermediate and advanced tap techniques and increase their speed and agility. Course will include the history and origins of Tap Dance. Students will choreograph a piece of their own and will participate in a live dance production.

*Prerequisite:* PHED 136.

**PHED 237 Choreography – The Art and Process 3 s.h.**

This course will cover the creative process of developing dances from practical as well as theoretical perspectives. Students will be able to create comprehensive dance statements through understanding the use of space, time, and the dynamics of movement. The effective use of props, costuming, sets, lighting and music as elements in choreographic design will be a focus. This course is designed for students in the dance minor program.

*Prerequisites:* SoS; PHED 131 or PHED 132 or PHED 136 or PHED 139.

**PHED 239 Biomechanics of Dance 3 s.h.**

This course will provide dancers with a better understanding of how their bodies function and how important their bodies are to their art. Basic anatomy, kinesiology, physiology, and injury prevention and treatment will be taught, as well as how health and wellness affect personal performance.

*Prerequisite:* BIOL 100 or BIOL 180.

**PHED 247 Sport Psychology 3 s.h.**

This psychology of sport is the study of the interaction between psychological constructs and processes and optimal performance in athletes and athletic competition. Because this multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and development psychology as well as exercise physiology, sport sociology, and motor learning. This course is ideal for students who wish to (a) pursue graduate studies in sport psychology, (b) work in the Sports Management field, and/or (c) earn a New York State Coaching Certificate. (LA)

*Cross-listed as PSYC 247.*

*Prerequisite:* SoS and PSYC 100.

**PHED 248 Exercise Psychology 3 s.h.**

The psychology of exercise and physical activity is the study of the interaction between psychological variables and performance in sport, exercise, and physical activity. Because this multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and developmental psychology as well as exercise physiology, sport sociology, and motor learning. This course is ideal for students who wish to (a) work with individuals in the health and wellness industry, (b) pursue a career in personal training, and/or (c) earn a New York Coaching Certificate. (LA)

*Prerequisites:* PSYC 100, SoS.

**PHED 254 Intermediate Karate 3 s.h.**

Continued study in traditional Japanese Karate upon successful completion of PHED 153 Beginning Karate. Designed to increase

the students' proficiency in the performance of the blocks, strikes, kicks, and stances of Hayashi-Ha Shito-Ryu style of Karate. Further development in the learning of and execution of the formal Katas. Additional study into the history and philosophy of Karate.  
*Prerequisite: PHED 153.*

**PHED 255 Kinesiology 3 s.h.**

Kinesiology is the study of the structure and function of biological systems by means of the methods of mechanics, and in particular to this course, within the realm of physical activity. The goal of the field is to better understand factors related to the improvement of human performance and technique by examining basic laws of physics applied to the human skeletal and muscular systems during movement. (LA)

*Prerequisites: BIOL 202 or BIOL 205, SoS.*

**PHED 260 Epee Fencing 2 s.h.**

Theory and practice of epee fencing. Course places emphasis on competitive fencing with the goal of attending regional competitions. (PACT)

*Prerequisite: PHED 160.*

**PHED 261 Saber Fencing 2 s.h.**

This course provides training in fencing with the saber, a light-weight weapon which is equivalent to the classic cavalry saber and the naval cutlass. The course will cover the history, theories, and techniques of fencing with a saber. (PACT)

*Prerequisite: PHED 160.*

**PHED 273 Advanced Skiing/Snowboarding 1 s.h.**

The course deals with the following skills and techniques: parallel skiing, edge set, shortswing skills. The student will gain experience in handling steep terrain, ice conditions, and deep snow. Fee. (PACT)

*Prerequisite: PHED 170.*

**PHED 275 Facilitating Challenge Experiences 3 s.h.**

This course will focus on group facilitation techniques and the understanding of group dynamics, experiential lesson design and judgment-based decisions. Philosophy of leadership styles and history of experiential education will be discussed in relation to outdoor education. Students are expected to examine their own leadership and participation style through a variety of challenge experiences. This course is mainly taught at College Camp, both indoor and outdoor (i.e., challenge course, overnight trips, etc.).

*Prerequisite: SoS.*

**PHED 280 Women in Sports 3 s.h.**

This course is a survey of American women's experience from the 1860's to the present. History, philosophy, and gender theory will be discussed along with current issues such as Title IX, women as sports professionals, the media and its influence, and governance of competitive sports. (LA)

*Cross-listed as WMST 280.*

*Prerequisite: SoS.*

**PHED 287 Intermediate Tennis 1 s.h.**

A review of the basic skills of tennis, the forehand, backhand, and serve. The more advanced strokes, net volley, overhead, lob, and passing shots, will be emphasized by instruction, drills, and competition. Strategy for singles and doubles play. (PACT)

*Prerequisite: PHED 168.*

**PHED 294 Special Topics in Physical Education 1-4 s.h.**

Study of an area not covered by regular course offerings. Offered according to interest of instructor, requests by students, and availability of instructor. Special costs will depend on topic being offered. Sophomore status; other restrictions will depend on topic being offered.

*Prerequisite: SoS.*

**PHED 295 Teaching Assistantship in Physical Education 1-3 s.h.**

Designed to provide college level experience in any of the following: coaching, athletic administration, intramural/recreation administration, athletic training, and teaching physical education classes. The course is for students experienced in one of the above areas. Responsibilities, amount of credit, and grading criteria will be agreed to prior to the beginning of the course. The assistant will work closely with the instructor. A student may earn 1 to 3 s.h. of credit during a single assistantship depending upon specific responsibilities and demands. Students must be recommended by a department faculty member and have completed the appropriate course work required for the assistantship.

**PHED 299 Independent Study 1-3 s.h.**

Directed work in specialized topics in physical education under regular staff supervision.

*Prerequisite: SoS.*

**PHED 303 Sport and American Society 3 s.h.**

A study of the significance and meaning of sport in contemporary American life. Topics will include an examination of sport as an institution in relation to other institutions such as politics, economics, and the media. Other areas of study include sport as a socialization process, women in sport, youth sport, the roles of the spectator, coach, and athlete, and behavioral factors such as aggression, motivation, and anxiety. (LA)

*Prerequisite: JrS.*

**PHED 306 Philosophy, Principles and Organization of Athletics in Education 3 s.h.**

A review of basic philosophy, principles and organization of athletics as an integral part of the total educational experience. Understanding of local, state, and national regulations and recommendations related to athletics, legal considerations, personal standards for and responsibilities of the coach.

*Prerequisite: JrS.*

**PHED 321 Health Science Applied to Coaching 4 s.h.**

Selected principles and concepts in physiology of exercise, kinesiology, psychology related to coaching. Also emphasis placed on the mechanics, recognition, prevention and proper care of athletic injuries. Course is designed to meet coaching registration requirements for non-physical education majors. (LA)

*Prerequisite: JrS.*

**PHED 330 Fitness-Lifestyle Components 3 s.h.**

A study of the components of fitness incorporating the principles and theories of anatomy, physiology of exercise, and human responses to movement. Students will be required to develop their own lifestyle fitness program integrating movement, nutrition, and behavior modification. The topics to be discussed are exercise, stress management, caloric expenditure, aging, life extension, relaxation, and aerobic effects on the human body. (LA)

*Prerequisite: JrS.*

**PHED 335 Principles of Personal Training 4 s.h.**

This course will provide students with the necessary knowledge and skills to become a Personal Trainer, as well as help prepare them for the A.C.E. (American Council on Exercise) national certification exam.

*Prerequisite: JrS.*

**PHED 336 Personal Training II 3 s.h.**

This course provides an understanding of the knowledge necessary to develop safe and effective exercise programs for clients with a variety of health challenges.

*Prerequisite: PHED 335.*

**PHED 340 Outdoor Leadership Practicum 4 s.h.**

This leadership based course will focus on developing knowledge of the theories, judgment, risk management and planning skills necessary to lead outdoor education programming. The curriculum focuses on developing experiential educational skills to be an efficient, safe, and ethical leader in outdoor education. Students will be immersed throughout the semester in the development and partaking of two wilderness expeditions, including one winter environment and one summer environment expedition. Students will expand snow, water, rock and/or land skills in relation to the areas in which they will be traveling. Students may incur expenses for travel, food, and equipment.

*Prerequisites:* SoS and PHED 125.

**PHED 394 Special Topics in Physical Education 1-4 s.h.**

Study of an area not covered by regular course offerings. Offered according to interest of instructor, requests by students, and availability of instructor. Special costs will depend on topic being offered. Junior status; other restrictions will depend on topic being offered.

*Prerequisite:* JrS.

**PHED 397 Physical Education Internship 1-15 s.h.**

Designed to allow students to obtain credits for a meaningful experience in physical education, health and wellness, sports management, coaching, athletic administration, intramural/recreation administration, and/or athletic training. Students who are placed in field agencies will be placed on the basis of their interests and approval of sponsoring faculty and field agency personnel. On-campus internships are also available. (LA)

*Prerequisite:* JrS.

**PHED 399 Independent Study in Physical Education 1-3 s.h.**

Directed work in specialized topics in physical education under regular staff supervision.

*Note: The following courses may be offered on an individual enrollment basis or sporadically.*

- PHED 123 Project Adventure**
- PHED 124 Camping Skills and Techniques**
- PHED 127 Kayak Touring**
- PHED 155 Healthy Ways to Weight Loss for Men**
- PHED 178 Powerlifting Techniques**
- PHED 190 Introduction to Winter Recreation Activities**
- PHED 208 Soccer Refereeing**
- PHED 212 Therapeutic Physical Activities of the World**
- PHED 213 Advanced Swimming**
- PHED 217 Lifeguard Training Instructor**
- PHED 226 Canoe Camping**
- PHED 233 Compositional Modern Dance**
- PHED 234 Ballroom Dance II**
- PHED 244 Advanced Badminton**
- PHED 249 Advanced Golf**
- PHED 286 Advanced Mountain Biking**
- PHED 288 Intermediate Horsemanship**
- PHED 318 Advanced SCUBA Science**

## Physics and Astronomy

Associate Professors: Faux, French, Gallagher (Chair), Labroo, Mahanta; Assistant Professor: Smolinski  
Web address: <http://www.oneonta.edu/academics/physics>

### Purpose

The Physics and Astronomy Department strives to develop students' understanding of the principles, applications, analysis, and experimental/observational/computational techniques of physics and astronomy. Students in the programs acquire a strong foundation for further study, as well as learn to appreciate physics and astronomy as significant components of our culture.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Majors

Physics, Option A  
Physics, Option B

### Minors

Physics  
Astronomy  
Energy

### Concentration/Track

In Astronomy as part of Physics, Option A Major

### Requirements for the Majors

*Prerequisites:* a strong background in high school physics and chemistry, and sufficient high school mathematics to enter the College's calculus sequence are normally assumed in order to complete the requirements for graduation within four years.

*Physics, Option A:* for students anticipating graduate study or careers in physics or astronomy. Requires 38 s.h. of physics courses, including general physics, mechanics, electricity and magnetism, quantum physics, electronics or optics and lasers, and 9 s.h. of selected courses in physics or astronomy. Related course requirements include 18 s.h. in mathematics and 8 s.h. in chemistry. An astronomy track, which prepares students for graduate work in Astronomy or Astrophysics, is available under this option.

*Physics, Option B:* intended for students who desire a strong background in physics coordinated with course work from other academic areas, leading to a career or graduate work in a field other than physics. Physics and engineering is the most common combination. The 29 s.h. of required physics courses include general physics, mechanics, electricity and magnetism, choice of electronics or optics and lasers, and 3 s.h. of selected physics courses. The unique feature of Physics, Option B, is the selection of 18 s.h. of upper-level courses in any other academic area, subject to approval of a faculty committee. There are also 15 s.h. in mathematics required.

### Requirements for Minors

*Prerequisites:* sufficient high school mathematics to enter the College's calculus sequence is strongly recommended.

*Physics Minor:* 18 s.h., including PHYS 203, 204, 205, and 287 plus 6 s.h. of selected physics courses.

*Astronomy Minor:* 12 s.h. of astronomy courses and 6-8 s.h. of general physics. One semester of calculus is recommended.

*Energy Minor:* 18-20 s.h., including GEOL 230 and PHYS 308 (required), plus four courses chosen from the following list: PHYS 320, PHYS 205/287, PHYS 318, CHEM 214, CHEM 221 or 226, CHEM 351, ESCI 290, GEOL 382, and GEOL 380. The four courses must be from departments other than your own major department. Two different departments must be represented.

Special Topics courses offered in the sciences may be substituted for one of the electives, if the content is appropriate, and with the permission of the Physics and Astronomy Department Chair

### Facilities and Special Offerings

*Astronomy:* an astronomy track is available under the Option A Physics Major for students with a strong interest in Astronomy. This track prepares students for graduate work in Astronomy or Astrophysics. Facilities include two major telescopes housed in observatory domes, seven separately-housed telescopes, computer-imaging equipment, complete darkroom facilities, and a planetarium.

*3-2 Engineering Program:* see the chapter, "Academic Programs and Degrees" on page 23 for information.

*Facilities:* The department has well-equipped physics laboratories and excellent astronomy observational facilities. Our facilities include three laboratories for introductory physics and astronomy courses, one computer-based laboratory for introductory and upper-level courses, four laboratories for upper-level courses which include specialized capabilities in optics, atomic and nuclear physics, electronics, and photonics/holography. In addition, our research facilities include a magnetic observatory, infrared laser lab, magnetism and magnetic materials lab, advanced mechanics lab, and a thin films/high vacuum lab. These facilities are supported by a darkroom, a machine shop, and a planetarium. There is a strong research and related-program emphasis and support structure within the department. Physics and Astronomy majors are encouraged to seek out research areas of interest early in their careers while at Oneonta.

### Physics Major Option A Requirements

*Study within the major field:*

PHYS 203, 204, 205, 287, 310, 313, 333, (335 or 340), 382	29 s.h.
Selections in physics and astronomy from approved list	9 s.h.
<hr/> Total 38 s.h.	

*Courses in related areas:*

MATH 173, 174, 276, 277, 384	18 s.h.
CHEM 111, 112	8 s.h.
<hr/> Total 26 s.h.	

### Physics Major Option B Requirements

*Study within the major field:*

PHYS 203, 204, 205, 287, 310, 333, 382 and either 335 or 340	26 s.h.
Selections in physics and astronomy from approved list	3 s.h.
<hr/> Total 29 s.h.	

*Courses in related area:*

MATH 173, 174, 276, 277	15 s.h.
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*Related Work in Special Option:*

Selection of upper-level courses approved by Physics and Astronomy Department Option B Committee	18 s.h.
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## Physics and Astronomy Courses

### Astronomy Courses

**ASTR 108 Descriptive Astronomy 3 s.h.**  
Survey study of our solar system, stars, the Galaxy, other galaxies, and the universe; methods and problems of astronomy. Does not include laboratory. Not open to students enrolled in or who have completed ASTR 110. (LA, N2)

**ASTR 110 Introductory Astronomy 3 s.h.**

Survey study of our solar system, stars, the Galaxy, other galaxies, and the universe; methods, instruments and problems of astronomy; field and laboratory experience. Not open to students enrolled in or who have completed ASTR 108. (LA, NL2)

**ASTR 112 Search for Extraterrestrial Intelligence 3 s.h.**

Study of basic physical principles involved in questions of extra-terrestrial life: its existence, potential abundance throughout the universe, and the likelihood of physical or indirect contact (interstellar travel/remote communications). (LA)

**ASTR 115 Big Bang: The Creation and Evolution of the Universe 3 s.h.**

Scientific study of the creation and evolution of the universe (cosmology). Intended primarily for non-science majors. Not open to students who have completed ASTR 270 or 271. (LA)

**ASTR 194 Selected Topics 1-3 s.h.**

Selected topics of current interest in astronomy.  
*Prerequisite: permission of department.*

**ASTR 220 Archeoastronomy 3 s.h.**

Celestial objects, the sky, and their roles in diverse early cultures worldwide. Modern archeoastronomy's search for connections between the sky and societies' constructions. (LA)  
*Prerequisites: competence in geometry and trigonometry.*

**ASTR 270 Our Solar System 3 s.h.**

The sky as earth-related to time and geographic location; the motions and physical properties of the members of our solar system; theories about the origin of the solar system; methods of obtaining and interpreting astronomical data; field and laboratory experience. (LA)  
*Prerequisite: PHYS 103 or 203 completed or concurrent.*

**ASTR 271 Stars and Galaxies 3 s.h.**

Studies distances, motions, physical characteristics, and origins/evolutions of stars, nebulae, galaxies, and the universe. Includes field and laboratory experience. (LA)  
*Prerequisite: PHYS 104 or 204 completed or concurrent.*

**ASTR 294 Selected Topics 1-3 s.h.**

Selected topics of current interest in astronomy.  
*Prerequisite: 3 s.h. ASTR*

**ASTR 299 Independent Study in Astronomy 1-3 s.h.**

Independent studies under faculty supervision.  
*Prerequisites: SoS and 3 s.h. ASTR.*

**ASTR 360 Observational Methods 3 s.h.**

Introduces modern astronomical instrumentation and its historical role in expanding our knowledge about the universe. Topics include spatial reference systems and astronomical coordinate systems, temporal reference systems, astronomical databases/sky surveys/star charts/celestial catalogs, radiation and photon theory as pertinent to imagine, terrestrial versus space-based observing, astronomical telescopes, CCDs and other detectors, astronomical imaging, astrometry, photometry, and spectroscopy. Includes laboratory. (LA)  
*Prerequisites: ASTR 270 and ASTR 271.*

**ASTR 376 Topics in Modern Astronomy 3 s.h.**

Selected topics in areas of Astronomy in which recent significant developments have occurred. Emphasizes observational, instrumental, and theoretical aspects of interpreting information about the solar system and universe. (LA)  
*Prerequisites: ASTR 270 and 271.*

**ASTR 394 Selected Topics 1-3 s.h.**

Selected topics of current interest in the astronomy field.  
*Prerequisites: ASTR 270 and 271.*

**ASTR 399 Independent Study in Astronomy 1-3 s.h.**

Independent studies under faculty supervision.  
*Prerequisites: ASTR 270 and 271.*

**Engineering Courses****ENGR 110 Introduction to Engineering 1 s.h.**

This course is designed to give students some understanding of the role of engineering in today's society, and of engineering as a professional career. Some specific topics will be: the development of engineering and its historic contributions to society; modern engineering topics; skills needed by engineers; similarities and differences between science and engineering. Skills such as spatial relations and sketching will be developed. Basic computer skills (word processing and other communications uses) and mathematical skills will be reviewed. Technical writing will be introduced. In addition, there will be frequent discussion of the challenges facing first-year students in the 3-2 engineering program. Recommended for all physics majors and first-year students interested in the 3-2 engineering program.  
*Prerequisite: PHYS 203 or concurrent.*

**ENGR 214 Statics 4 s.h.**

Forces, moments, and couples using vector approach; equilibrium; equivalent force system; friction; force analysis of trusses. Normal and shear stresses; stress-strain relations; shear and bending moment in beams; stress analysis on computer by using finite element software.  
*Prerequisites: PHYS 203 and MATH 276 completed or concurrent.*

**ENGR 310 Analytical Mechanics/Dynamics 4 s.h.**

Vector operations; kinematics and dynamics of a particle; the harmonic oscillator; conservative force fields; systems of particles; energy and momentum methods; noninertial reference systems; introduction to dynamics of rigid bodies; motion analysis using software.  
Cross-listed with PHYS 310.  
*Prerequisites: PHYS 203; MATH 277 completed or concurrent.*

**ENGR 313 Engineering CAD/CAM 2 s.h.**

Reviews techniques for geometric constructions and introduces routines for scaling, manipulating, and labeling through computer programming and use of software. Incorporates engineering applications into drawings and introduces manufacturing techniques.  
*Prerequisites: CSCI 113 or 114 or 116, and 4 s.h. of 200- or 300-level ENGR courses.*

**ENGR 315 Strength of Materials 4 s.h.**

Mechanical properties of engineering materials, deformation, stress, and strain. Poisson's ratio; combined biaxial stresses and strains; torsion; shear force and bending moment; stresses and deflections in beams; column analysis; fundamentals of finite element method and stress analysis on computer by using finite element software.  
*Prerequisites: ENGR 214; MATH 277 completed or concurrent.*

**ENGR 335 Electronics/Circuits I 4 s.h.**

Analysis of linear, lumped parameter electrical systems, including study of DC circuits and problems involving transients. Operational amplifiers. Introduction to semiconductors, diodes, transistors, and digital gates. Laboratory experience, including writing technical reports.  
Cross-listed with PHYS 335.  
*Prerequisites: PHYS 204; MATH 276 completed or concurrent.*

**ENGR 338 Electric Circuits II 4 s.h.**

Continuation of ENGR 335 with review of transistor circuits and study of AC circuits, including Sinusoidal Steady-State Analysis,

Balanced Three-Phase Circuits, Mutual Inductance, Laplace Transforms, and Filtering Circuits. Laboratory experience.

*Prerequisite:* ENGR 335 or PHYS 335; MATH 277 completed or concurrent.

**ENGR 399 Independent Study in Engineering 1-3 s.h.**  
Independent studies under faculty supervision.

*Prerequisites:* JrS, 8 s.h. 300-level ENGR courses; permission of ENGR coordinator and instructor.

## Physics Courses

**PHYS 100 Introductory Physics 3 s.h.**  
The fundamental concepts of physics at an introductory, conceptual level without the rigor of mathematics. Topics selected from: motion, force, mechanical work, energy, heat, waves, electricity, magnetism, optics, atomic and quantum physics, nuclear energy, and relativity. Emphasizes verbal reasoning and understanding through text and laboratory work. (LA, NL2)

**PHYS 101 Modern Physical Science 3 s.h.**  
Emphasizes the scientific method as illustrated by a handful of breakthroughs achieved throughout the history of physics. These ideas will be supplemented with a study of some everyday topics and their scientific, sociological, and/or political implications. The student will become conversant in a broad range of scientific issues. Although analytical concepts will come up often, advanced math will not be the focus. Not open to students who have had PHYS 103 or 203. (LA, N2)

**PHYS 103 General Physics I (Non-Calculus) 4 s.h.**  
A study of motion, force, work, and mechanical energy; fluids; heat. Includes laboratory. Competence in high school algebra, plane geometry, and plane trigonometry is assumed. Includes laboratory. (LA, NL2)

**PHYS 104 General Physics II (Non-Calculus) 4 s.h.**  
Continuation of PHYS 103, covering electrostatics; circuit elements, and their behavior; simple DC circuits; magnetism; wave motion; geometric and physical optics. Includes laboratory. (LA)  
*Prerequisite:* PHYS 103.

**PHYS 108 Energy and Society 3 s.h.**  
Survey of fundamental principles of mechanics, thermodynamics, electricity and magnetism, atomic and subatomic physics as they apply to the harvest, production and transmission of energy and the impact of our energy consumption. Historical trends and current tendencies in energy production and consumption will be reviewed. Viability and promise of alternative energy sources will be discussed. (LA, N2)

**PHYS 109 Lasers, Rockets, and Spaceships 3 s.h.**  
Introduction of some physics principles through the realms of fascinating topics such as Laser: a special kind of light with extraordinary characteristics, the flight process of usual and unusual air crafts, rockets and satellites, spaceships for space travel, the space station. The principles studied would involve characteristics of ordinary and special light, the earth's atmosphere and motion through air, motion in the vacuum of space and the effect of radiation and micro-particles in space, Newton's and Kepler's laws of motion, gravity and micro-gravity, principles of space travel, solar and nuclear energy concepts. There will be hands-on and video demonstrations and computer simulations, but no laboratory work will be included. (LA, N2)

**PHYS 112 The Physics of Sports 3 s.h.**  
The fundamental physical concepts of kinematics, force, torque, momentum, work, energy, and power are applied to a variety of sports. Students are asked to recommend their favorite sports for study. The course includes indoor and outdoor laboratory exer-

cises as well as theoretical and computer-aided problem solving. Some facility with algebra and geometry is assumed. (NL2)

**PHYS 113 The Physics of Sound 3 s.h.**  
The course emphasizes the scientific method as it applies to the study of the physical principles used in describing sound waves. Topics include introductory mechanics, oscillations, waves and wave properties, resonance, sound wave production, decibels, the ear, musical instruments, and harmonic structure. If time permits, tuning systems, room modes, sound recording, bode plots, and/or sound electronics may be introduced. Competence in high school algebra is assumed. Includes laboratory. (LA, NL2)

**PHYS 140 Light and Color 3 s.h.**  
An introductory one semester course for non-science majors. Its purpose is to introduce the concepts of modern and classical optics which allows one to understand the interplay between light and color in nature and in our society. The student will also gain knowledge about the scientific method through various investigations that ultimately led to the explanation of the physical nature of light. The subject matter will include classical and modern theories of light, colorimetry, application of color concepts, geometrical and physical optics, vision optics and light and color in nature. Other basic concepts of physics such as the quantum model and the electromagnetic model are also included to provide the required foundation. Emphasis is placed on application of these principles to contemporary topics such as compact disks, lasers, holography, fiber optics and other areas of modern communication. There are no prerequisites for this course. However, it is expected that the student have a working knowledge of high school algebra and geometry. (LA, N2)

**PHYS 194 Selected Topics in Physics 1-3 s.h.**  
Selected topics of current interest in the field of physics. (LA)  
*Prerequisites:* Permission of instructor and department.

**PHYS 203 General Physics I 4 s.h.**  
A study of mechanics, fluids, and heat, using vector algebra and calculus. Includes laboratory. Intended primarily for physics, chemistry, meteorology, math, and engineering majors. (LA, NL2)  
*Prerequisite:* MATH 173 completed or concurrent.

**PHYS 204 General Physics II 4 s.h.**  
Continuation of PHYS 203, covering electricity and magnetism, DC and AC circuits, wave motion, and geometrical and physical optics. Includes laboratory. (LA)  
*Prerequisites:* PHYS 203; MATH 174 completed or concurrent.

**PHYS 205 General Physics III 3 s.h.**  
Continuation of PHYS 204, introducing the special theory of relativity, quantum concepts, atomic physics, and the Schrodinger equation. (LA)  
*Prerequisites:* PHYS 204 or PHYS 104 and MATH 174.  
*Corequisite:* PHYS 287.

**PHYS 206 Physics Classroom/Laboratory Assistant Training 1-3 s.h.**  
Orientation and practical experience in assisting in undergraduate physics laboratories. Works closely with professor in charge on a weekly basis to gain experience in instructional and content aspects of physics.  
*Prerequisites:* PHYS 204 completed or concurrent, recommendation of instructors in PHYS 203 and PHYS 204, and permission of instructor.

**PHYS 214 Vibrations and Waves 3 s.h.**  
This course offers a coherent and detailed description of the physics of vibrations and waves. Particular emphasis is on the applications to other branches of science and engineering. Topics include damped and forced oscillations, transverse and longitu-

dinal wave motion, electromagnetic waves and Fourier methods. (LA)

*Prerequisite:* PHYS 204

*Corequisite:* MATH 276

**PHYS 287 Intermediate Physics Laboratory 1 s.h.**

Laboratory investigations selected from Mechanics, Atomic and Nuclear Physics, and Electricity and Magnetism. Emphasis on experimental techniques and design, error analysis, and mathematical modeling of data. (LA)

*Corequisite:* PHYS 205.

**PHYS 294 Selected Topics 1-3 s.h.**

Selected topics of current interest in the physics field.

*Prerequisites:* SoS, 6 s.h. in PHYS, and permission of instructor and department.

**PHYS 299 Independent Study 1-3 s.h.**

Independent studies under faculty supervision.

*Prerequisites:* SoS, 3 s.h. PHYS, and permission of instructor and department.

**PHYS 301 Computational Physics 3 s.h.**

This course is designed to show how computers can be used to solve problems in physics. Basic methods of problem solving and data analysis will be introduced. Students will practice these skills in the context of classical and modern problems in a selection of the following areas of physics: mechanics, electricity and magnetism, harmonic motion, chaos, waves, random systems, thermodynamics, and statistical mechanics. In addition to writing their own computer programs in Basic, students will become familiar with Maple, Excel, and Interactive Physics. (LA)

*Prerequisites:* PHYS 204; MATH 174.

**PHYS 308 Alternative Energy 3 s.h.**

Capstone course that applies the principles of chemistry, physics, and earth sciences to the understanding of contemporary alternative energy sources. The course will examine the scientific principles underlying these alternative energy sources, the current usage of these resources as well as the economic and social trade-offs of their usage. This course is intended for upper-level science, engineering and mathematics majors with the appropriate course work. (LA)

*Prerequisites:* CHEM 112, and PHYS 104 and MATH 174 or PHYS 204, JrS.

**PHYS 310 Analytical Mechanics/Dynamics 4 s.h.**

Vector operations; kinematics and dynamics of a particle; the harmonic oscillator; conservative force fields; systems of particles; energy and momentum methods; noninertial reference systems; introduction to dynamics of rigid bodies; motion analysis using software.

*Cross-listed as* ENGR 310.

*Prerequisites:* PHYS 203; MATH 277 completed or concurrent.

**PHYS 313 Quantum Physics 3 s.h.**

Introduction to the basic theory of quantum physics, including the Schrodinger equation and its solution for various forms of the potential function. Application of Schrodinger theory to atoms. (LA)

*Prerequisites:* PHYS 205; MATH 277 completed or concurrent.

**PHYS 315 Laboratory and Demonstration Apparatus 2 s.h.**

The selection, preparation, maintenance, and proper use of laboratory equipment and supplies in physics; practice in developing demonstrations and presentations of topics; and planning of lab exercises. Field trips may be required in which students share costs. (LA)

*Prerequisites:* JrS, 6 s.h. PHYS or permission of department.

**PHYS 318 Intro to Solid State Physics 3 s.h.**

This course provides an introduction to the physical properties of solids, which are of extraordinary importance in the modern world. Topics to be treated include the classification of solids and crystal structures, and an introduction to their electronic, vibrational, thermal, optical, magnetic, and dielectric properties. (LA)

*Prerequisite:* Jr/Sr only; PHYS 205.

**PHYS 320 Thermodynamics and Heat Transfer 4 s.h.**

This course introduces the fundamentals and the laws of thermodynamics and heat transfer, properties of liquids and gases, an elementary kinetic theory of gases, the equation of state for ideal gas and mixture of ideal gases, power cycles, modes of heat transfer, and alternative energy sources. (LA)

*Prerequisites:* PHYS 104 and MATH 174, or PHYS 204.

**PHYS 333 Intermediate Electricity and Magnetism I 3 s.h.**

Fundamentals of static electric and magnetic fields employing elementary vector calculus; DC and AC circuits; derivation of Maxwell's Equations and study of the nature of electromagnetic waves. (LA)

*Prerequisites:* PHYS 204; MATH 276.

**PHYS 335 Electronics/Circuits I 4 s.h.**

Analysis of linear, lumped parameter circuits, including DC circuits and problems involving transients. Operational amplifiers. Introduction to semiconductors, diodes, transistors, and digital gates. Laboratory experience, including writing technical reports.

*Cross-listed as* ENGR 335.

*Prerequisites:* PHYS 204; MATH 276 completed or concurrent.

**PHYS 340 Optics and Lasers 4 s.h.**

Mirrors, thin and thick lenses, lens aberrations; interference and diffraction; and polarization. Electromagnetic theory, optical and electronic properties of materials. Exposition modes and applications of lasers. Holography. (LA)

*Prerequisite:* PHYS 205 completed or concurrent; MATH 276 completed or concurrent.

**PHYS 356 Introduction to Relativity 3 s.h.**

Galilean transformation; the postulates of the Special Theory of Relativity (STR); Space-Time, Space-Time Diagrams, Simultaneity, Lorentz transformation; Four-Vectors and an introduction to tensors; STR as applied to mechanics, electricity and magnetism. Introduction to the General Theory of Relativity and Cosmology including "Black Holes." (LA)

*Prerequisite:* PHYS 205 and (MATH 276 completed or concurrent).

**PHYS 382 Advanced Physics Laboratory 3 s.h.**

In depth laboratory investigations selected from Electricity & Magnetism, Optics, Thermodynamics, Atomic & Nuclear Physics. Emphasis is on advanced laboratory techniques and data analysis. Presentation of results in the form of written reports and oral presentations is required. (LA, WS2)

*Prerequisite:* Physics 205 and PHYS 287.

**PHYS 386 Capstone in Physics 3 s.h.**

Senior-level project developed and implemented in close consultation with a supervising faculty member. The project will result in a final product which must include a written component that demonstrates the student's ability to understand, integrate, and use the knowledge and skills required for undergraduate-level physics. (LA)

*Prerequisites:* SrS and permission of department.

**PHYS 394 Selected Topics 1-3 s.h.**

Selected topics of current interest in the field of physics.

*Prerequisites:* JrS, 8 s.h. 200-level Physics, and permission of department and instructor.



**PHYS 397 Internship in Physics 1-15 s.h.**

The course is designed so that students may obtain credit for work in a practical field in which physics is used, such as engineering or applied physics. Students must meet with the faculty sponsor and internship coordinator before the internship to determine the requirements of each individual program. Students will receive credit at a rate of one s.h. per 40 hours of participation.

*Prerequisites: JrS; permission of instructor, and passed the College Writing Exam.*

**PHYS 399 Independent Study in Physics 1-3 s.h.**

Independent studies under faculty supervision.

*Prerequisites: JrS, 8 s.h. 200-level Physics, and permission of department and instructor.*

*Note: The following courses may be offered on an individual enrollment basis.*

**ASTR 273 Planetarium Operation**

**PHYS 240 Environmental Physics**

**PHYS 275 Introductory Biophysics**

**PHYS 311 Intermediate Mechanics II**

**PHYS 334 Intermediate Electricity and Magnetism II**

**PHYS 336 Pulse and Digital Electronics**

## Political Science

Associate Professor: Barberio, Compton, Day, Wilkerson; Assistant Professors: Heindl, Keel

### Objectives

To provide both introductory and advanced levels of instruction in government and politics by employing the comparative, behavioral, philosophical, and institutional approaches to the discipline.

To encourage interest in the analysis of political phenomena from both the scientific and philosophical standpoints.

To foster the idea that "political thinking" based on factual information and disciplined analysis is desirable.

To encourage informed, responsible citizenship.

To provide undergraduate preparation for professional careers in public service.

### Degrees

Bachelor of Arts

Bachelor of Science

### Major

Political Science

International Development Studies

Dual Majors may combine Political Science with a variety of other majors, including Secondary Social Studies Education.

### Minor

Political Science

## Political Science Major Requirements

Required courses:

POLS 121	3 s.h.
POLS 171	3 s.h.
POLS 200	3 s.h.
3 s.h. in each of the following fields:	12 s.h.
Political Theory	
American Government and Politics	
Comparative Government	
International Relations	
300-level Capstone experience	3 s.h.
200 and/or 300 level electives in Political Science	9 s.h.
<b>Total</b>	<b>33 s.h.</b>

Notes: 1) Internships (POLS 297) may count as a maximum of 3 s.h. toward completion of the major. 2) Students are strongly encouraged to take STAT 101 to fulfill their M2 General Education requirement.

## International Development Studies Major Requirements

Required courses:

POLS 171	3 s.h.
ECON 110	3 s.h.
ACCT 100	3 s.h.
HIST 120 or ANTH 100	3 s.h.
Foreign Language or Statistical/Analytical Tools*	
9sh of Foreign Language or	
6sh of Foreign Language and one of the following	9 s.h.
courses: STAT 101, MATH 104, PHIL 103, POLS 200	
Select one course from each of the four categories	12 s.h.
POLS 230 or POLS 260	
POLS 284 or POLS 283 or ECON 284	
COMM 244 or COMM 254	
ALS 273 or WMST 130	

Upper Division Electives - must be from at least two subject areas\* 6 s.h.

ALS/FREN 210, ALS/HIST 215, ALS/HIST 274, ALS 251, ANTH 227, ANTH 228, ANTH 229, ANTH 236, ECON 210, ECON 260, ECON 261, ECON 335, GEOG 210, GEOG 220, GEOG 225, GEOG 238, POLS 260, POLS 280, SOCL 231, SOCL 243, SOCL 243, SOCL 261, SOCL 262, SOCL 305

Capstone Seminar 3 s.h.  
POLS 368

**Total 42 s.h.**

\*Notes: 1) Student cannot test out of the foreign language requirement; however, students may test into a higher level foreign language course. Students must take all 6 or 9 foreign language credits in the same language unless the student has successfully completed 3 s.h. at the 300 level in one language and wishes to begin studying a new language. 2) Upper level social science electives selected with careful planning with the advisor. Usually electives should be in the social sciences, humanities, or business economics. Up to 6 s.h. can be from an approved internship or study abroad.

## Political Science Minor Requirements

Required courses:

POLS 121	3 s.h.
POLS 171	3 s.h.
One course in each of at least two subfields	6 s.h.
Selections from advanced Political Science courses	6 s.h.
<b>Total</b>	<b>18 s.h.</b>

Note: Internships (POLS 297) may count as a maximum of 3 s.h. toward completion of the minor.

## Special Programs: Internships

The Political Science Department participates in high quality Public Affairs Internships which enable students to elaborate upon and apply campus-based learning, while exploring potential careers. Full-time, internships are available with New York State government in Albany via the Assembly and the Senate. The College at Oneonta cosponsors the latter. Washington, D.C. based internships in all branches of the Federal government are available via Oneonta's participation in SUNY Brockport's Washington Semester Program.

In addition to professional level governmental experience, interns complete an academic component (seminar, readings, journal, research paper, etc.). Albany-based interns are paid a stipend. Students in all academic majors are encouraged to participate, provided they meet both College and program eligibility requirements. Fifteen credits may be earned through Political Science 397. Additionally, limited opportunities exist for part-time governmental internships in the Oneonta area. Contact Dr. Brett Heindl, Political Science.

## Political Science Introductory Courses

**POLS 101 Understanding Political Ideas 3 s.h.**

This course is an introduction to political theory for majors and non-majors. Particular emphasis will be given to core concepts relevant to question of political life such as power, freedom, obligation, rights, and to essential themes such as democracy, representation, citizenship, and the proper relationship of the individual to the state. Through reading primary and secondary texts, we will examine modern and contemporary political ideologies such as liberalism, conservatism, socialism, communism, fascism, radical Islamism, and those arising from liberation and ecological movements. (LA)

**POLS 121 U.S. Government 3 s.h.**

An introductory overview of American national government: constitutionalism, federalism, Congress, Presidency, bureaucracy, political parties, judiciary, public policy, elections, public opinion, and political behavior. Recommended for students who want a basic general course in American government or who plan to take 200-level POLS courses. Required for the political science major. (LA, HA2)

**POLS 171 Comparative and International Politics 3 s.h.**

This course provides an introduction to the common terms and concepts required for understanding international relations and politics in developed and developing nations. Tailored for new majors and non-majors, this course familiarizes students about the comparative analysis of political systems and the study of international politics by exploring topics such as authoritarianism, democratization, elections, human rights, political economy, realism, functionalism, international law, international organization, deterrence, balance of power politics and diplomacy. Required for the political science major. (LA, HO2)

**Political Theory Courses****POLS 201 Classical and Medieval Political Thought 3 s.h.**

An investigation of the political and philosophic thought of ancient Greece and Rome, as well as of pre-modern Europe, with attention paid to the theoretical innovations of key theorists, the historical contexts in which those thinkers developed their arguments, and the broader political and moral significance of their works. The course will focus particularly on participatory democratic politics in the ancient Athenian polis and the responses of Plato and Aristotle to democracy. Roman politics and Christian political theology will also be examined, as will attempts by late Roman and medieval thinkers to synthesize classical and Christian principles. Thinkers examined may include Plato, Aristotle, Cicero, Augustine, Aquinas, Pizan, and philosophical innovations and traditions. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 202 Modern Political Thought 3 s.h.**

A selective survey of the history of European political thought from the Renaissance to the latter half of the nineteenth century, focusing on several influential political and philosophical treatises, the historical contexts in which those works were written, and the continuing relevance of their arguments. The course will focus, first, on early modern attempts to present rational political and moral alternatives to traditional forms of rule; and, second, on late modern political and moral responses to the unfolding of competitive market societies during the age of revolutions. Thinkers examined may include Machiavelli, Locke, Rousseau, Bentham, Constant, Kant, Tristan, Marx, and J.S. Mill. This course, along with POLS 201, will provide a broad survey of major western political and philosophical innovations and traditions. (LA, HW2)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 203 American Political Thought 3 s.h.**

Theories and ideas behind American political institutions, processes, and public policies. Includes puritanism, liberalism, conservatism, populism, progressivism, pragmatism, social Darwinism, capitalism, socialism, and democracy. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 206 Contemporary Political Thought 3 s.h.**

An examination of political and philosophical currents of thought in the 20th and 21st centuries, their relationships to modern Western traditions, and their significance for contemporary political debates. Topics to be examined may include totalitarianism, anti-colonialism, liberalism, neo-conservatism, feminism, communitarianism, deliberative democracy, post-modernism, globalization, post-colonialism, and multiculturalism. Prior completion of POLS 201 or POLS 202 is recommended. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 211 Contemporary Black Social and Political Thought 3 s.h.**

A survey of the political and social theories underpinning the struggle for liberation, legitimacy, and upliftment in the African Diaspora, primarily the U.S. This course will examine such political and social issues as nationalism and separatism, the concept of race and identity, the problems of political representation, the notion of black authenticity and solidarity, the unsettled issues of colorism, interracial dialogue and relationships, reparations and social justice, and the influences of Marxism, Christian Socialism, and the growing black conservative movement. Readings will include selections from Du Bois, Alain Locke, Frantz Fanon, King, Cornel West, M.E. Dyson, Lani Guinier, and others. (LA, AH2)

*Cross-listed as ALS 211.*

*Prerequisite:* SoS.

**POLS 294T Special Topics in Political Theory 1-12 s.h.**

Analysis of specific topics and/or developments within the sub-field of political theory. Precise topic and instructor vary and are announced prior to preregistration. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**American Politics Courses****POLS 218 American Social Welfare Policies and Politics 3 s.h.**

Course examines the development of the social welfare policy in the United States; identifies political processes and participants involved in policymaking; analyzes the efficacy of retirement, unemployment, disability, healthcare, housing, and anti-poverty programs; focuses on national policy, but includes state and local examples; considers scholarly approaches and public debates. (LA)

*Prerequisites:* SoS or 3 s.h. POLS.

**POLS 219 Social Movements in U.S. Politics 3 s.h.**

An examination of the role played by social movements in the American political system. Analyzes the organization, goals, strategy, and tactics employed by past and contemporary American social movements with a focus on protest and other extraordinary forms of political participation. Social movements are studied to better understand their interaction with political institutions, public policy, and American political culture. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 222 Governing New York State 3 s.h.**

Studies the structure and functions of American state governments; the American pattern of local government; relationship of local to state government and of both to the Federal government. Special emphasis is placed upon New York State and local government.

*Prerequisite:* SoS or 3 s.h. POLS. (LA)

**POLS 223 U.S. Congress 3 s.h.**

Analyzes Congressional elections; formal authority and informal power structures within Congress; the dynamics of the legislative process; and legislators' roles. Congress is studied within the context of the larger American political process, especially its relationship to the Presidency, and its role in public policy making. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 224 U.S. Presidency 3 s.h.**

Explores the office and role of the presidency, its impact on domestic and foreign policies, relations with other political institutions, and traces the historical development of the office. Analyzes presidential elections and the nature of presidential power. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 225 Political Parties and Elections 3 s.h.**

The course examines the theoretical and tangible impacts of political parties and elections on American democracy. American political parties are explored in terms of their roles in contesting elections, shaping government, and influencing and being influenced by the electorate. Topics may include the following: party ideology, voting behavior, the mechanics of elections, the impact of interest groups on electoral politics, and the role of third parties and independent candidacies in the American political system. (LA)

*Prerequisite:* SoS or 3 s.h. of POLS.

**POLS 226 Political Participation 3 s.h.**

Studies American politics by focusing upon the political behavior of citizens, e.g., who participates in politics, how they participate, and what motivates them to participate. Examines social, psychological and cultural variables which effect political participation. Focuses upon voting behavior and political socialization, i.e., how political attitudes and behavior patterns are learned. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 230 Introduction to American Public Administration 3 s.h.**

Examines the role of public bureaucracies, primarily national, within the American political system from public management, political science, and citizen perspectives. Focuses on links between the politics and the administration. Topics include administrative responsibility, accountability and representation; organization and culture; common criticisms of bureaucracy; reforms and management techniques; budgeting and human resources management; policy implementation and program evaluation. Includes hands-on exercises and simulations to connect theory and practice and build skills. (LA)

*Prerequisite:* SoS or 3 s.h. of POLS.

**POLS 235 Environmental Politics and Policy 3 s.h.**

Course examines the political processes and participants involved in environmental policymaking in the U.S.; integrates environmental science and political analysis in policy areas including public lands, waste management, energy, water resources, pollution control and biodiversity; analyzes regulation, cooperation and market-based approaches to policy implementation; focuses on national policy, but includes New York State examples and global issues as appropriate. This course will be offered each spring semester. (LA, S2)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 236 U.S. Public Policy 3 s.h.**

The course investigates the nature of policy issues and models of policy making in the contemporary U.S. with a special emphasis on the political aspects of policy and policy making. Recent and ongoing issue areas—such as education, environment, taxation, health, energy, labor, natural resources, welfare, race relations, and criminal justice—are highlighted. (LA)

*Prerequisite:* SoS.

**POLS 241 American Constitutional Development 3 s.h.**

A study of the U.S. Constitution and its changing interpretations. Covers the development of Constitutional law, important Supreme Court decisions that have affected the law, and the Constitution today. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 243 Civil Rights and Liberties 3 s.h.**

Studies the Constitutional development of the concepts of civil rights and civil liberties. While major emphasis is on decisions of the Supreme Court, philosophical, and sociological aspects are also analyzed. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 245 Law, Courts and Politics 3 s.h.**

An examination of the nexus between the legal order and the political system in the U.S.; the nature of law and the adversary process; judicial behavior; impact of group pressures on judicial decisions, legalism as an instrument of political authority; and influence of the organized bar. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 294A Special Topics in American Government and Politics 1-12 s.h.**

Analysis of specific topics and/or developments within the sub-field of American government and politics. Precise topic and instructor vary and are announced prior to preregistration. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**Comparative Politics Courses****POLS 250 Southeast Asian Politics 3 s.h.**

Course explores the political development of the Southeast Asian region by focusing on several countries such as Thailand, Singapore, Malaysia, Indonesia, Vietnam, Myanmar, and the Philippines in a comparative manner. Special attention to the linkages between economic and political development in a nation-building context. Themes covered include decolonization, nationalism, democratization, ethnic conflict, human rights, and political culture. This course will be offered in alternate years. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 251 China, Japan, & Korea Politics 3 s.h.**

Course explores the political development of China, Japan, and the Koreans in a comparative manner. Focus is on the concept of nation-building by examining the linkages between politics and economics in a historical context that emphasizes changing political culture and society brought about by rapid economic modernization. Students will study the cultural and economic underpinnings of state legitimacy and the development of democracy and its impediments. This course will be offered in alternate years. (LA, HO2)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 261 European Politics 3 s.h.**

A comparative study of selected political systems of Europe with special attention given to the institutions of parliamentary government, the European Union, democratic and economic transitions, security cooperation, and other contemporary issues. (LA)

*Prerequisite:* SoS or 3 s.h. of POLS.

**POLS 265 African Politics 3 s.h.**

This is a comparative political study of Africa south of the Sahara. Special emphasis is placed on the unique problems connected with the independence and post-independence period of a number of new African states. Political problems of the emerging nations, especially the role of the multinational corporations, will be discussed. (LA, HO2)

*Cross-listed as ALS 265.*

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 277 Immigration and Citizenship 3 s.h.**

Explores the causes and consequences of international migration, how governments regulate it, and how it transforms our ideas or citizenship. Migrants contribute to their native and adopted lands, but also exacerbate inequality, enflame nationalist sentiments, and carry with them values and attitudes that may threaten existing sociocultural and political orders. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

**POLS 294C Special Topics in Comparative Government 1-12 s.h.**

Analysis of specific topics and/or developments within the sub-field of comparative government. Precise topic and instructor vary and are announced prior to preregistration. (LA)

*Prerequisite:* SoS or 3 s.h. POLS.

## International Relations Courses

### **POLS 280 Model UN 3 s.h.**

Students will prepare to represent a country at a National Model United Nations Conference. The course focuses on the preparation for the simulation through readings, discussion, and role-playing. Students will learn about the country's foreign and domestic policies, the international system of diplomacy, and the issues confronting the United Nations. The highlight of the course is a field trip to the conference site and interaction with university and college students from throughout the country and world, at student cost. The course may be repeated once for credit. (LA)  
*Prerequisite:* permission of instructor.

### **POLS 283 International Political Economy 3 s.h.**

A systematic and in-depth analysis of international political economy focusing on both state and non-state actors. Special emphases on multinational corporations in terms of their operating methods, goals and impact; multilateral organizations including the WTO, IMF, and GATT; and issues of government control. Examines issues of sovereignty, free trade, currency devaluations, labor unions, and the environment from several theoretical perspectives. (LA)  
*Cross-listed as ALS 283.*  
*Prerequisite:* SoS or 3 s.h. POLS.

### **POLS 284 The Formulation and Execution of U.S. Foreign Policy 3 s.h.**

Examines contemporary issues and the process of foreign policy-making. Considers conflicts between bureaucracies, functions of the President, and Congressional interests in light of efforts to coordinate policies. Defines long-range foreign policy objectives considering the cultural characteristics and natural resource needs of the American political system. (LA)  
*Prerequisite:* SoS or 3 s.h. POLS.

### **POLS 288 International Human Rights 3 s.h.**

Explores the practical and philosophical questions surrounding civil, political, social, economic, and environmental rights, religious freedom, and minority rights. It explores the contemporary practice of human rights in policy-making and law, with special emphasis on the role of politics and power in their interpretation, implementation, and enforcement. (LA)  
*Prerequisite:* SoS or 3 s.h. POLS.

### **POLS 293 Transforming Africa: SADC Simulation 3 s.h.**

The Model SADC-PF (Southern African Development Community - Parliamentary Forum) seeks to encourage students to engage in the contemporary debates and issues within Southern Africa and develop research and oratory skills through experiential hands-on learning. During the semester, students study issues, country positions, and procedures and processes germane to SADC-PF in preparation for the conference simulation. All students prepare and submit country position papers on assigned issues. Students collaborate on reports and resolutions using negotiation and research skills and knowledge acquired during the simulation. (LA)  
*Cross-listed as ALS 293 and SOCL 293.*  
*Prerequisite:* SoS.

### **POLS 294I Special Topics in International Relations 1-12 s.h.**

Analysis of specific topics and/or developments within the sub-field of international relations. Precise topic and instructor vary and are announced prior to preregistration. (LA)  
*Prerequisite:* S.o.S or 3 s.h. of POLS.

## Other 200-level Courses

### **POLS 200 Approaches to Political Science 3 s.h.**

Designed to provide students with an understanding of the fundamentals of both the philosophy and the practice of political

science research. The first portion of the course will focus on how political scientists develop research questions, design and conduct projects, and evaluate their findings. Topics will include: the use of evidence in political writing, fallacy in argument, the distinction between empirical and normative arguments, and the "scientific" study of politics. The second portion of the course will focus on the description and analysis of quantitative data. Students will analyze data using statistical software. (LA, S2)  
*Prerequisite:* SoS or 3 s.h. POLS.

### **POLS 215 Gender Politics 3 s.h.**

Examines how politics and government affect women and women's interests, as well as how women affect government and politics. Topics include political culture and definitions of female roles; views of women in political theory; female political participation and protest movements; women and the law; and public policy and women. Offered every third or fourth semester. (LA)  
*Cross-listed as WMST 215.*  
*Prerequisite:* SoS or 3 s.h. POLS.

### **POLS 278 Prisons and Prisoners in American Society 1 s.h.**

Study of prisons and prisoners through selected readings and visits to one or more prisons in New York State. (LA)  
*Cross-listed as PSYC 278 and SOCL 278.*  
*Prerequisite:* SrS, at least two introductory courses in POLS, SOCL, and PSYC, and permission of instructor.

### **POLS 295 Teaching Assistantship in Political Science 1-3 s.h.**

Provides teaching experience for departmental majors by working directly under the tutelage of a faculty member. Activities may include the following: discussing course and lecture goals and procedures with instructor, assistance in designing assignments, assist faculty in conducting class sessions, and providing tutoring. May be repeated for a total of 3 semester hours. Credit can not be counted toward major.  
*Prerequisites:* JrS, 9 s.h. upper level POLS coursework, POLS major, instructor and department chair approval, 3.00 gpa in major.

### **POLS 296 Research Assistantship 1-3 s.h.**

Provides research experience for departmental majors by working directly under the tutelage of a faculty member. Activities may include the following: discussing research, performing basic bibliographic and data collection and analysis, reading and discussing faculty manuscript prior to submission for publication, and organization of research material (e.g. filling). May be repeated for a total of 3 s.h. Credit can not be counted toward major.  
*Prerequisites:* 9 s.h. upper level POLS coursework, POLS major, instructor and department chair approval, 3.00 gpa in major.

### **POLS 297 Internship in Public Affairs 1-15 s.h.**

Public affairs internship programs enable students to deepen and apply their understanding of politics and policy, develop professional skills, and explore career opportunities. Internships for credit require academic work, which may include seminars, readings, journal entries and a final report or paper, in addition to professional duties at the placement site. Full-time, full-semester internships in New York State government and in Washington, D.C. are available each semester. Part-time local and regional internships are also available. Sites can include local governments, political campaigns, law offices, and non-profit organizations. Students in all academic majors are encouraged to participate, provided they meet both College and program eligibility requirements. Students wishing to fulfill major capstone requirements through internships must also register for 3 credits of POLS 399 Independent Study and write a major research paper under the supervision of the department internship coordinator.  
*Prerequisites:* JrS, passed CWE, minimum GPA specified by particular program, and permission of the instructor. (LA)

## Capstone Courses and Experiences

### **POLS 329 Public Policy Analysis 3 s.h.**

Analyzes American public policymaking implementation and oversight processes. Examines models and methods of policy analysis and program evaluation, from theoretical and applied perspectives. Case studies may be drawn from criminal justice, health, welfare, education, taxation, trade, energy, environment, immigration, and foreign policy areas. Students will select a policy area and specific public problem for analysis and write a research paper. (LA, S2, WS2)

*Prerequisites: JrS and passed CWE, 3 s.h. 200-level POLS course.*

### **POLS 331 American Public Management 3 s.h.**

Course focuses upon two interrelated public management topics, budgeting and human resources. Both the political and managerial dimensions of each are analyzed. Reforms are described and evaluated, as are the roles played by legislatures and chief executives. (LA)

*Prerequisite: JrS or permission of instructor.*

### **POLS 368 Political Development: Problems of Nation-Building 3 s.h.**

An intensive study of political development in the developing world focusing on issues of civil society, state legitimacy, and political economy. Comparative examination of themes, including traditionalism and modernization, political culture, ethnic divisions, and economic development. (LA, WS2)

*Cross-listed as ALS 368.*

*Prerequisites: JrS, passed CWE.*

### **POLS 394 Special Topics in Political Science 3 s.h.**

Intensive analysis of very specific topics and/or developments within a sub-field of political science. Precise topic and instructor varies and is announced prior to preregistration. (LA, WS2)

*Prerequisites: JrS and 6 s.h. (200-level) POLS.*

### **POLS 398 Seminar in Political Science 3 s.h.**

A limited enrollment seminar focusing on a specific pre-announced topic within a sub-field of political science. Working from a common core of readings, each student completes a specific research project to be presented and discussed in seminar meetings. (LA, WS2)

*Prerequisites: JrS and passed CWE.*

### **POLS 399 Independent Study in Political Science 1-6 s.h.**

Individualized studies of specific topics via independent reading, research, and writing, under the direction of a faculty mentor. (LA)

*Prerequisites: JrS, 6 s.h. (200-level) POLS and permission of both the Political Science Department Chair and instructor.*

*Note: The following courses may be offered on an individual enrollment basis or occasionally..*

**POLS 260 Comparative Public Administration and Policy**

**POLS 267 Latin American Politics**

**POLS 279 Religion and Politics**

**POLS 292 American Military in Peace and War**

**POLS 371 Political Ideas and Behavior in Literature**

**POLS 382 International Organization and Law**

## Professional Studies Program

### Professional Studies Courses

#### **PROF 090 Individualized Development 0 s.h.**

A five-week mini-course providing individualized instruction in a full spectrum of reading strategies, study skills and developmental math skills. Students will meet with a professional tutor for one hour of instruction weekly.

#### **PROF 100 Survey of Career Fields 1 s.h.**

Exploration of career fields and the world of work. Includes use of Career Library Resources, Interest Inventories, interactive computer guidance system DISCOVER, and informational interviews. Available to freshmen and sophomores only.

#### **PROF 103 Careers and Alternatives 3 s.h.**

Students learn all aspects of researching careers and employment opportunities, developing resumes, interview skills and graduate school applications. Students provide assistance to peers through the Career Development Center. Available to highly motivated and self-directed students.

#### **PROF 110/COMP 110 ESL Writing and Reading 6 s.h.**

Integrated writing and reading for English as a second language student. Designed to assist international students with limited English fluency to gain skills in writing, reading, and speaking English. Open only to freshmen based on placement test results.

#### **PROF 111 College Reading Strategies 3 s.h.**

Students will explore, practice and develop the engaged critical reading strategies necessary for in-depth study in the disciplines. Within the environment of a supportive reading circle, readers will have the opportunity to work with a variety of texts, including short stories, poems, articles, novels, internet sources, and college textbooks.

#### **PROF 112 Study Skills: Resource Management 1 s.h.**

Professional Studies 112 is both a self-reflective and a strategic course that allows students to assess their own strengths and weaknesses in areas of motivation, learning preferences, and resource management, as well as to develop strategies for utilizing areas of strength in order to develop areas of weakness. The course targets fundamental areas of student learning which, unexplored and undeveloped, tend to cause the greatest levels of academic difficulty. Topics covered include motivations, time management, multiple intelligences, stress management, concentration, memory techniques, task analysis, and grade tracking. (LA)

#### **PROF 113 Study Skills: Textbook Reading 1 s.h.**

Through reflection upon the premises of college learning, and through guided practice of established methods, students will learn to identify organizational patterns and emphasis cues in college texts and will learn to use paragraph reading tools effectively. Students will also develop a systematic, well-organized approach to effective note-taking. Topics covered will include identifying main ideas, major/minor details, patterns of organization, SQ3R, Cornell note-taking, and schematic mapping. (LA)

#### **PROF 114 Study Skills: Test Taking Strategies 1 s.h.**

Even students who work very hard to prepare for an exam often leave the test feeling that they have studied the wrong things or that their performance has not truly reflected the level at which they have learned. Prof 114 is designed to address various areas of student test taking skills. Topics covered will include task analysis, memory strategies, organization, effective reviewing, Bloom's taxonomy, mock tests, test analysis, essay test terminology, and how to "cram" effectively. (LA)

#### **PROF 120 College Learning Strategies 3 s.h.**

Helps students to develop a range of skills that support academic success in college courses. Topics include understanding learning styles and learning processes, creating effective learning environments (motivation, time management, organization and self-management), and mastering specific learning tools (critical reading, problem-solving strategies, writing and speaking effectively). (WS2)

#### **PROF 125 Emergency Medical Technician Basic Training 4 s.h.**

Provides basic education in emergency medical technology for ambulance attendants. Course content based on the National Highway Safety Bureau Program "Standard No. 11" and guidelines prepared by the Committee on Emergency Medical Services of the National Academy of Sciences. Enrollment restricted to ambulance/emergency squad personnel, emergency room personnel, U.S. Ski Patrol personnel, and others involved in emergency care.

#### **PROF 150 Writing for Success 3 s.h.**

This course provides help to sophomore, junior or senior level students who need to practice upper-level writing tasks. Students will revisit writing skills to apply in upper-level and more pressurized writing situations, such as upper-division essay examinations, standardized graduate examinations, essays, papers, theses, and the College Writing Examination. This course focuses on the advanced mastery of writing task analysis, thesis-driven organization, and concise development. This course also revisits typically problematic grammar, syntax, and punctuation conventions and builds more refined language use.

#### **PROF 209 Peer Counseling Training 3 s.h.**

Prepares upperclassmen to work with students in the Educational Opportunity Program. Introduces interpersonal skills; familiarizes students with academic adjustment counseling; reviews College regulations and procedures; and provides opportunity for personal growth.

*Prerequisite: permission of instructor.*

#### **PROF 210 Peer Counseling Practicum 3 s.h.**

Training in the techniques and procedures needed to provide academic and adjustment counseling to "disadvantaged" college students. Enrolled students work with five students under close supervision. Enrollment limited.

*Prerequisites: PROF 209, 2.7 GPA, enrollment in Educational Opportunity Program, and permission of instructor.*

#### **PROF 211 Seminar in Peer Tutorial 3 s.h.**

Provides students with a practical understanding of learning processes, learning styles, and tutorial techniques. Goal is to train students to work as tutors and mentors. Students performing well in course are eligible for work as teaching assistants (for INTD 110) or tutorial center assistants (with Educational Opportunity Program).

#### **PROF 221 Becoming a Master Tutor I 1 s.h.**

This discussion and practice mini-course is designed to prepare students to tutor their peers effectively. Topics of study are the tutor's role, tutorial ethics, issues of student diversity, interpersonal communication strategies, understanding learning disabilities, and an array of strategies for supporting student development of academic

skills such as time management, reading, note-taking, and preparing for tests. This course is for tutors employed by or seeking employment by the Center for Academic Development and Enrichment. Students should enroll for as many Becoming Master Tutor mini-courses in a semester as possible (but only one at a time) to complete the series PROF 221, 222, 223 within one or two semesters.

**PROF 222 Becoming a Master Tutor II 1 s.h.**

This discussion and practice mini-course is designed to prepare students to tutor their peers effectively. Topics of study include personality theory, multiple intelligences, and metacognition. Student tutors will also explore intermediate strategies for support of reading, note-taking, interpersonal communications, and individualized study techniques for students with learning disabilities. This course is for tutors employed by or seeking employment by the Center for Academic Development and Enrichment. Students should enroll for as many Becoming a Master Tutor mini-courses in a semester as possible (but only one at a time) to complete the series PROF 221, 222 and 223 within one or two semesters.

**PROF 223 Becoming a Master Tutor III 1 s.h.**

This discussion and practice mini-course is designed to prepare students to tutor their peers effectively. Topics of study are the reading and writing processes, metacognition, critical thinking, task analysis, critical reading strategies, the process of revision, and proofreading strategies. This course is for tutors employed by or seeking employment by the Center for Academic Development and enrichment. Students should enroll for as many Becoming a Master Tutor mini-course in a semester as possible (but only one at a time) to complete the series PROF 221, 222 and 223 within one or two semesters.

**PROF 224 Community Experience Internships 1-15 s.h.**

Provides students with full-time field experience related to their career interests. College supervisor, cooperating agency, and student jointly determine specific objectives of the experience and method of evaluation.

*Prerequisites: See college-wide minimum requirements; 12 s.h. of coursework in major, 2.5 cumulative GPA, and permission of instructor.*

**PROF 226 Basic Police Officers' Course 12 s.h.**

Provides basic education for police officers in training. Course content is based on the standards for the Otsego County Law Enforcement Academy. Enrollment restricted to persons accepted to the Otsego County Law Enforcement Academy.

**PROF 289 Program Assistantship 1-3 s.h.**

Designed for students who have successfully completed PROF 100. Students assume the role of group leader for PROF 100. Students meet regularly with professional staff members.



## Psychology

*Professor:* Bielert; *Associate Professors:* Christie, O'Shea (Chair); *Assistant Professors:* Brown, Zians; *Lecturers:* Bercovitz, Miller, Ranbom

### Objectives

The objectives of the Department of Psychology are threefold:

1) to give our majors who intend to pursue a professional career in psychology a thorough background in the discipline and to prepare them for admittance to graduate school; 2) to give all of our majors a grounding in the science and practice of psychology, and the tools to pursue a variety of career choices; and 3) to give non-majors an appreciation of psychology as a basic and applied science.

### Degrees

Bachelor of Arts  
Bachelor of Science

### Requirements for the Major

Students majoring in Psychology must take a minimum of 34 s.h. of psychology courses, and 15 s.h. of related coursework. There are four groups of requirements.

1. The Core Requirements include six courses that every major must take: Introductory Psychology (100), Research Methods I (221), Research Methods II (222), Developmental Psychology (240), Introduction to Social Psychology (260), and Personality Theory (270).
2. The Area Requirement includes seven courses covering traditional research areas in psychology; the major must take one of these courses.
3. The 300-Level Requirement includes 12 advanced courses; the major must take two of these.
4. The Related Coursework Requirement includes approximately 25 courses, divided into 3 categories; the major must take one course in each category. (*Note: These courses also fulfill General Education Requirements.*) In addition, there are several elective courses available. The Department strongly suggests that courses be planned in consultation with the student's advisor.

### Special Programs or Facilities

The Psychology Department has a strong commitment to research involving faculty working together with students, and maintains laboratories equipped for research in areas such as social psychology, sensation, perception, cognition, learning, and memory. Many of our majors present their work at student and professional conferences, and share authorship of research articles published in professional journals.

To help students develop a wide range of research and interpersonal skills, the Department offers a variety of independent study, teaching assistantship, and field experience (internship) opportunities. The faculty encourage and support participation in these activities.

### Psychology Major Requirements

*Study within the major field:*

#### Required Courses

All of the following courses must be taken:

PSYC 100, 221, 222, 240, 260, 270 19 s.h.

#### Area Requirement<sup>1</sup>

One course must be taken from the following:

PSYC 230, 231, 232, 233, 234, 324, 326 3 s.h.

#### 300-level Requirement<sup>1,2</sup>

Two 300-level PSYC courses must be taken.

Note that PSYC 324 & 326 satisfy both the Area 6 s.h.

and 300-level requirements; PSYC 399 does not satisfy the 300-level requirement.

#### Elective Courses<sup>1</sup>

All PSYC 200- and 300-level courses can be taken to achieve the 34 s.h. minimum in Psychology. Students may take a maximum of 45 (B.A.) or 60 (B.S.) s.h.

Total 34 s.h.

#### Related Coursework:

##### Mathematics Requirement

MATH 104 or any course fulfilling the GEN ED M2 attribute with the exception of STAT 101 3 s.h.

##### Statistics & Computer Science

3 s.h. from the following:

All STAT and CSCI courses; PSYC 110, 310 3 s.h.

##### Cultural Diversity

One course must be taken from the following:

ALS 100, 266, 273, 361; INTD 115/PHIL 3 s.h.

115/RELG 115; ANTH 120, 214, 221; COMM 241, 254; FAMS 160, 361; AHIS 284; LING 201;

PSYC 243/WMST 130, 243

Total Additional 6-9 s.h.

#### Other Requirements:

1. An average of "C" (2.0) must be obtained for those Psychology courses counted toward major course requirements. (This is a College rule.)
2. A grade of "C" or better is required in PSYC 100, 221, 222, and any 200-level course that is a prerequisite for a 300-level course.

**Note: Students may attempt PSYC 221 and 222 only twice.**

### Psychology Courses

#### PSYC 100 Introductory Psychology 3 s.h.

A comprehensive overview of psychology, including: methods, physiological, developmental, sensation and perception, learning, cognitive, motivation and emotion, personality, psychopathology, psychotherapy, social, and applied. (LA, S2)

#### PSYC 110 Statistics in Psychology 3 s.h.

Descriptive and inferential statistical methods as they apply to psychological research. Covers measures of central tendency and variability, sampling, confidence intervals, theory and practice of hypothesis testing, correlation and regression, t-tests and Analysis of Variance.

#### PSYC 202 Careers in Psychology 3 s.h.

This student-led seminar will explore options for careers in psychology, both for those planning for graduate school and for those planning to seek employment directly after college. Participants will investigate career options for psychology majors, career requirements, personal career interests, and ways to prepare for careers, get a job, find graduate schools in psychology, prepare for graduate school, apply to graduate school, and other related topics. Each student will prepare an individual portfolio for future use.

*Prerequisite:* "C" or better in PSYC 100.

#### PSYC 204 Industrial/Organizational Psychology 3 s.h.

The psychological bases of behavior in business, industry, and institutions. Principles and methods in selecting, training, motivating, counseling, and retaining personnel. Study of the patterns of conflict and cooperation within management and between management and employees. (LA)

*Prerequisite:* "C" or better in PSYC 100 and PSYC 110 or STAT 101 or PSYC 221.

**PSYC 221 Research Methods in Psychology I 3 s.h.**

A survey of the basic elements of psychological research, including research design, measurement, data analysis and interpretation, and ethics. The course will cover the logic of scientific inquiry, correlational and experimental research, basic measurement concepts, the application of descriptive and inferential statistics, hypothesis testing, correlation, and simple between-groups experimental research designs. Students will learn to read and interpret psychological research literature, and prepare to do original research. (LA)

*Prerequisites:* PSYC 100 "C" or better.

**PSYC 222 Research Methods in Psychology II 4 s.h.**

A 4-credit, small format laboratory course in which students will design and run research projects, culminating in a multi-draft formal APA style research report. Research designs to be covered will include a review and extension of two group designs, within-subject and between-group designs, designs with more than two levels of a single independent variable, factorial designs with two or more independent variables, designs involving multiple dependent variables, and a range of quasi-experimental designs. Related statistical concepts will include t-tests, one-way analysis of variance (ANOVA), two-way ANOVAS, multiple regression and effect-size statistics. (LA)

*Prerequisites:* PSYC 100 "C" or better and PSYC 221 "C" or better and CWE.

**PSYC 230 Primate Behavior 3 s.h.**

An introduction to the study of nonhuman primate behavior, biology, and ecology, with broad coverage from prosimians to apes. Topics include classification, evolution, communication, social organization, and cognition. Includes laboratory and field studies of selected species. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 231 Cognitive Psychology 3 s.h.**

Exploration of current theories of cognition; analysis of relationship between language, motivation, perception, memory, problem-solving, and cognition. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 232 Sensation and Perception 3 s.h.**

The physiology of sensation, psychophysics, processing visual and auditory information, illusions, and the relation of culture to perception. Students conduct a variety of demonstrations to illustrate different topics. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 233 Psychology of Memory 3 s.h.**

Covers the field of human memory, including theoretical models and empirical research. Different schools of thought are examined, including subdivisions of mainstream experimental psychology and the contrasting Genevan approach. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 234 Psychology of Learning 3 s.h.**

A review of the classical features of learning theory and an examination of the current status of learning and memory. Emphasizes recent developments in memory, including cognitive, human information processing, and physiological models. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 235 Abnormal and Traumatic Memory 3 s.h.**

The course covers human memory when it malfunctions. Problems described range from the amnesias (loss of long-term memory and the causes and outcomes of this condition), to loss of specific semantic memory (such as memory for particular concepts), and other distortions of normal memory function. Also covered are the effects of stress and shock on memory, and pathological outcomes that can (but do not normally) occur with age. (LA)

*Prerequisite:* PSYC 100 "C" or better.

**PSYC 237 Introduction to Neuropsychology 3 s.h.**

Introduction to neuropsychology focuses on ten core areas of brain organization and function, including neuroanatomy, executive function, emotional processing, memory, cognitive styles, addiction, eating regulation, Autism, wisdom, and Traumatic Brain injury. In addition, there will be discussion of published clinical cases, as well as cases from the instructor's clinical experience, all relating to the ten core areas of brain function.

*Prerequisite:* PSYC 100 with a "C" or better.

**PSYC 240 Developmental Psychology 3 s.h.**

This course is a survey of developmental events and issues, spanning the periods of prenatal life, infancy, early childhood, and middle childhood. Theories and methods of developmental psychology are included. Issues of cultural and ethnic diversity are emphasized, as they inform developmental processes. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 243 Psychology of Women 3 s.h.**

A feminist perspective is used to explore the influence of social and psychological factors in shaping women's attitudes and behavior and in shaping the attitudes and behavior of people toward women. The role played by psychology in creating scientific myths about women and, more recently, psychology's interest in correcting these misconceptions, are examined. Topic areas include sex-role stereotyping and androgyny, traditional and non-traditional roles of women, women and mental health issues, sexuality, culture and language, and health. (LA)

*Cross-listed as* WMST 243.

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 247 Sport Psychology 3 s.h.**

This psychology of sport is the study of the interaction between psychological constructs and processes and optimal performance in athletes and athletic competition. Because this multifaceted field continues to evolve, it assumes many of its theories and concepts from general, social, personality, and development psychology as well as exercise physiology, sport sociology, and motor learning. This course is ideal for students who wish to (a) pursue graduate studies in sport psychology, (b) work in the Sports Management field, and/or (c) earn a New York State Coaching Certificate. (LA)

*Cross-listed as* PHED 247.

*Prerequisite:* SoS and PSYC 100.

**PSYC 252 Health Psychology 3 s.h.**

Course will explore various behavioral health risks. It will enhance the student's ability to look more closely at what stress is and how it affects them. Health psychology addresses healthy living, both proactive and reactive. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 254 Disaster Psychology 3 s.h.**

This course will examine mental health reactions during and after a disaster. Psychologically based theories and research, as well as firsthand reports following disasters such as Hurricane Katrina, will be addressed. The practicum will also address Critical Incident Stress Management (CISM) and relevant human behaviors during and after a disaster. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 255 Psychology of Family Violence 3 s.h.**

This course will cover the etiology, assessment, and treatment models of various types of family violence, Intimate Partner Violence (IPV), dating violence, physical, emotional, and sexual child abuse, and elder abuse will be explored, as well as current empirical research concerning the most effective treatment of perpetrators of family violence: What really works? Lectures, study and discussions will focus on risk factors, PTSD, intergenerational

violence transmission and cognitive behavioral treatment for both victims and perpetrators of family violence. (LA)

*Prerequisite:* PSYC 100 with a "C" or better.

**PSYC 257 Psychology of Human Sexuality 3 s.h.**

An overview of human sexual behavior. Topics include sex and gender, biological factors, sexual development, interpersonal relationships, intimacy and love, communication, sexual orientation, pregnancy and birth, contraception, abortion, sexual dysfunction, sexual diseases, sexual exploitation, legal and ethical issues. Gender differences and sex role behavior will be discussed, with special attention to the question of whether male and female behaviors differ, and how best to explain such differences. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 260 Introduction to Social Psychology 3 s.h.**

An introduction to the problems, theories, methods, and research findings of social psychology. Topics include attitudes and behavior, social influence, interpersonal processes, and group dynamics. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 264 Topics in Social Psychology: Belief and Commitment in Groups 3 s.h.**

Covers dramatic cases of the power of groups to induce radical changes in the belief systems of individuals. Considers numerous theoretical perspectives and a social-psychological model of conversion. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 267 Psychological Perspectives on Advertising 3 s.h.**

Applies psychological theories and research to the nature and effects of advertising. Intended for students of all backgrounds. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 270 Personality Theory 3 s.h.**

Reviews major theories of personality along with criticisms of them. Each theory is presented with major supportive and non-supportive experimentation. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 272 Psychology of Sleep and Dreams 3 s.h.**

Reviews the psychophysiological research of sleep on animals and humans. Reviews the major theories and techniques for interpreting dreams. Requires students to maintain a dream diary and to share some of their dream content in classroom discussions. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 278 Prisons & Prisoners in American Society 1 s.h.**

Study of prisons and prisoners through selected readings and visits to one or more prisons in New York State. (LA)

Cross-listed as POLS 278 and SOCL 278.

*Prerequisites:* SrS, PSYC 100, and at least one introductory course in POLS or SOCL.

**PSYC 279 Psychology of Drug Use and Abuse 3 s.h.**

A contemporary approach to drug and alcohol use and abuse. Topics include psychoactive properties of licit and illicit substances; tolerance, habituation, dependence, and addiction; personality characteristics of drug users/abusers; prevention and treatment programs. Also explores dietary supplements and herbs as used in society today. Course requires active participation in discussions. (LA)

*Prerequisite:* "C" or better in PSYC 100.

**PSYC 294 Special Topics—Psychology 1-6 s.h.**

Contemporary and controversial topics in psychology. Topics and instructors are announced prior to preregistration. (LA)

*Prerequisite:* "C" or better in PSYC 100, permission of instructor.

**PSYC 295 Teaching Assistantship in Psychology 1-3 s.h.**

Provides teaching experience for students majoring in Psychology. Assistant works directly under the guidance of a faculty member. Pass/Fail only.

*Prerequisites:* JrS or SrS; a minimum of 18 s.h. in PSYC, and permission of instructor and department chair.

**PSYC 297 Internship in Psychology 1-15 s.h.**

Provides psychology majors with a supervised learning experience in an applied setting (e.g., hospital intake, crisis counseling). Faculty members or external agencies supervise work. There are also regular meetings between the student, the supervisor, and the faculty sponsor. Pass/Fail only.

*Prerequisites:* JrS or SrS, PSYC majors with a minimum of 18 s.h. in PSYC, and written permission.

**PSYC 299 Independent Study in Psychology 1-3 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. Pass/Fail option. (LA)

*Prerequisites:* Admission by consent of department chair and instructor involved and "C" or better in PSYC 100.

**PSYC 301 History and Systems in Psychology 3 s.h.**

The purpose of the course is to acquaint the serious psychology major with the trends and issues which have shaped the development of psychological thinking from ancient to modern times. The relationship of this development to issues in philosophy and the history of science will be considered along with an examination of current systems and theories in psychology. (LA)

*Prerequisites:* JrS, a "C" or better in PSYC 100 and PSYC 221.

**PSYC 310 Statistics in Psychology II 3 s.h.**

Advanced methods for psychological and educational research, including analysis of variance and covariance, factorial designs, multiple range techniques, multiple regression, theory and interpretation of orthogonally-rotated factor analysis, and selected nonparametric tests.

*Prerequisites:* "C" or better in PSYC 100, and 221 & 222 or STAT 101.

**PSYC 322 Advanced Research in Psychology 3-4 s.h.**

Explores one or more contemporary research areas in psychology, such as learning, perception, memory, social psychology, or developmental psychology. Students typically participate in all phases of ongoing research projects. A working knowledge of experimental and statistical techniques is assumed. (LA)

*Prerequisite:* "C" or better in PSYC 100, 221 and 222.

**PSYC 324 Physiological Psychology 3 s.h.**

Analysis of behavior in terms of basic physiological mechanisms. Topics include basic neuroanatomy and neuron functioning, the senses, hunger and thirst, emotions and learning, and memory. Laboratory portion does not use live animals. (LA)

*Prerequisite:* "C" or better in PSYC 100 and 221.

**PSYC 326 Comparative Psychology 3 s.h.**

A study of the behavior of organisms in controlled experimental conditions and in their natural environment. Emphasizes similarities and differences at varying levels of the phylogenetic scale. (LA)

*Prerequisite:* "C" or better in PSYC 100 and 221.

**PSYC 335 Behavior Modification 3 s.h.**

A survey of techniques for control and manipulation of human behavior. Emphasizes application of conditioning theory and the experimental analysis of behavior to psychotherapy, the classroom, and propaganda. Ethical problems are considered. (LA)

*Prerequisite:* "C" or better in PSYC 100 and 221.

**PSYC 339 Field Course Primate Behavior 6 s.h.**

This course provides students with an understanding of primate behavior and conservation in a field setting. It will be conducted at El Zota Field Station in Costa Rica. Students will learn field techniques in primate behavior and ecology, and design and carry out their own independent research projects. Lecture topics will cover the behavior and ecology of Old and New World primates from an evolutionary perspective. Select lecture topics include primate sociality, feeding ecology, mating systems, and conservation. Enrollment is limited (25 students maximum) and additional costs apply.

*Cross-listed as ANTH 339.*

*Prerequisite: ANTH 130.*

**PSYC 345 Psychology of Adulthood and Aging 3 s.h.**

The study of adult development and change, with particular focus on the last third of life. Topics include challenges and changes in the areas of biology, cognition, memory, work and leisure, personality, mental health, families, and relationships. (LA)

*Prerequisites: "C" or better in PSYC 100, and PSYC 221, or SOCL 209.*

**PSYC 360 Advanced Topics in Social Psychology 3 s.h.**

An intensive treatment of several classic or contemporary areas of social psychology. Includes topics such as social perception, social cognition, attitude formation and change, prejudice, interpersonal relationships, aggression, and pro-social behavior. (LA)

*Prerequisite: "C" or better in PSYC 100 and 221, and 260.*

**PSYC 365 Applied Social Psychology 3 s.h.**

The application of social psychological theories, methods, principles, and/or research findings to social problems. Covers physical health and health care; prevention of mental illness and coordination of resources for mental health; the legal system. (LA)

*Prerequisite: "C" or better in PSYC 100 and 221, and 260.*

**PSYC 373 Psychotherapy and Behavior Change 3 s.h.**

Surveys approaches to psychotherapy and behavior change. Lectures and taped demonstrations of psychoanalytic, Adlerian, Gestalt, client-centered, rational-emotive, existential, Jungian, and behavioral and cognitive-behavioral approaches are presented. (LA)

*Prerequisite: "C" or better in all: PSYC 100, 221, and 270.*

**PSYC 374 Abnormal Psychology 3 s.h.**

Covers the causes of personality maladjustments, varieties of adjustive responses, neuroses, and syndromes of various psychoses. (LA)

*Prerequisite: "C" or better in all: PSYC 100, 221, and 270.*

**PSYC 384 Human Factors/Engineering Psychology 3 s.h.**

This course is an introduction to the field of Human Factors/Engineering Psychology. The field of Human Factors/Engineering Psychology is dedicated to exploring contexts in which a human interacts with a device or tool of any kind (e.g. a cell phone, computer, automobile, etc.). The course reviews the manner by which psychologists apply theory, principles, and the scientific method in order to optimize human well-being and performance in such a context. In short, the course is meant to provide a deeper understanding of terms such as "user friendly" and represents an applied approach to psychology. Due to the nature of the course content, students are expected to demonstrate their understanding of the material through both traditional assessments and applied projects. This course might be of particular interest to Psychology, Computer Art, and Computer Science majors, as well as students participating in the pre-professional Engineering program. (LA)

*Prerequisite: JrS; and "C" or better in PSYC 100 and 221.*

**PSYC 394 Special Topics in Psychology 3 s.h.**

This upper-division course explores contemporary and emerging topics in psychology, at a more advanced level than PSYC 294. Topics and instructors announced prior to preregistration. (LA)

*Prerequisites: "C" or better in PSYC 100 and PSYC 221.*

**PSYC 398 Senior Seminar 3 s.h.**

Group discussions and independent research allow students to synthesize the approaches, problems, themes, concepts, and methods of psychology. (LA)

*Prerequisites: JrS, "C" or better in PSYC 100 and 221.*

**PSYC 399 Independent Study in Psychology 1-3 s.h.**

Individual studies under faculty supervision. Pass/Fail option. (LA)

*Prerequisites: Admission by consent of department chair and instructor involved, "C" or better in both PSYC 100 and 221.*

**INTD 214 Aggression in Man and Animals 3 s.h.**

The study of the concepts of aggression as developed in the fields of anthropology, biology and psychology. A major emphasis of the course is the integration of concepts from these areas, resulting in a more complete, broader understanding of aggression. Topics discussed include evolution of aggression, effects of natural selection, warfare, modeling, ritualization, physiology, socialization of violence, effects on social structure, and case studies.

*Prerequisites: An introductory course in PSYC, BIOL or ANTH.*

## Religious Studies Program

*Faculty:* Farber, Finin, Freeman, LaFrance, Lowe, Malhotra, Meanor, Mills, Morgan-Zayachek, Mohammed, O'Mara

### Objectives

The interdepartmental minor in Religious Studies provides an opportunity to study religion from a variety of perspectives. The emphasis in the program is comparative, stressing cultural, philosophical, historical, literary, and aesthetic dimensions of religion. Students are introduced to the major world religions and encouraged to explore different topics through a variety of courses offered in eleven different disciplines. As an extension of the Religious Studies Program, the minor provides opportunities to take part in a rich series of lectures by scholars of international renown, forums on religion, and public symposia and panels.

In addition to providing personal growth for students who have an intrinsic interest in the academic study of religion, the minor may help students to pursue advanced studies in religion or to enter related careers in counseling, social work, or in religious institutions.

### Minor

Interdepartmental Minor in Religious Studies

### Requirements for the Minor

The Religious Studies minor requires 18 s.h. of course work in at least three different departments. Students can choose from approved courses in Religious Studies, Anthropology, Art, History, Literature, Music, Philosophy, Political Science, Psychology, Sociology, and Women's and Gender Studies.

### Religious Studies Minor Requirements

#### Required Course:

ANTH/PHIL/RELG 115 3 s.h.

#### Core Courses:

##### Select two from:

ANTH 211, 213; GEOG 231; PHIL 214; POLS 279; RELG 201, 202, 211, 212, 213; SOCL 230; WLIT 231 6 s.h.

#### Topics in Religious Studies:

##### Select two from:

ARTH 212; EHIS 210, 235; WHIS 281; INTD 220; PHIL 250, 251; PSYC 264; SOCL 229; WLIT 260, 280; or courses not selected from above may be applied here 6 s.h.

#### Electives:

##### Select one from:

ANTH 210, 219; ARTH 109, 213, 214; ALIT 255; AHIS 240; WHIS 215, MUSC 307; PHIL 102, 205, 206; WMST 214; or courses not selected from above may be applied here 3 s.h.

*Note: Special Topics Courses may be applied as approved.*

### Religious Studies Courses

*Note: Because of the special nature of interdepartmental programs, descriptions of required courses may be found within their respective departments' listings. The following courses may also be applied as core courses in the Religious Studies Minor:*

#### RELG 115 Survey of World Religions 3 s.h.

A critical survey of the world's major religions, including Hinduism, Buddhism, Taoism, Confucianism, Christianity, Judaism, and Islam. Studies both the philosophical bases and sociocultural manifestations of these religions. Particular attention given to basic tenets, history, values, and impact of each religion on the development of major civilizations. (LA)

Cross-listed as PHIL 115.

#### RELG 201 Religious Experience 3 s.h.

This course will explore some of the varieties of religious experience found in world cultural traditions. Through a religious studies approach, different forms of religious experiences will be addressed including conversion, possession states, mysticism, visions, hallucinogenic experiences, and religious healing. Students should leave the class with a greater appreciation of the sacred as a source of personal transformation, meaning and value. (LA)

#### RELG 202 Spirituality and Healing 3 s.h.

A study of healing from the perspective of a variety of religious traditions. Particular attention will be devoted to the role of religious symbolism in the healing process. Students will explore recent research on spirituality and the transformative experiences that lead to healing and wholeness. (LA)

#### RELG 211 Buddhism 3 s.h.

This course offers an introductory survey of Buddhist religion and culture. Topics include the birth of Buddhism in India, historical transmission to other countries, the structure of basic Buddhist institutions, philosophical and doctrinal schools, various meditation practices, and concepts of sainthood. Efforts will be made to ground different cultural manifestations of Buddhism in their respective social contexts. (LA)

#### RELG 212 Introduction to Judaism 3 s.h.

An overview of Judaism throughout the centuries, including the history, culture and philosophy of the Jewish people, and the effect they have had, and continue to have, on Western Civilization. Particular attention will be given to the core values and symbols associated with the Jewish tradition. (LA, AH2)

#### RELG 213 The Christian Tradition 3 s.h.

This course is a survey of the background, the core texts and motifs, the historical development, and contemporary challenges of the Christian Tradition. Special attention will be paid to the diversity of expressions of Christianity throughout its 2000-year history and across numerous cultures today. (LA)

## Sociology

*Associate Professors:* Curch, Leung (Chair), Lowe, Mohammad, Thomas (Interim Dean); *Assistant Professors:* Dennis, Fulkerson, Schlosser, Seale; *Lecturers:* Allison, Curch, Gedmintas, Koonz, Mills, Ryther, Small, Smith-Thomas

### Approach

The Sociology Department offers four major programs of study as well as three minors.

The Department offers a Sociology major with two tracks—Liberal Arts and Human Services Preprofessional. The Liberal Arts program is a traditional Sociology major centered on understanding and explaining problems defined by classical traditions of sociology. These problems include the historical emergence of economic and political institutions; the changes resulting from industrialization, revolution, and modernization; the meaning of modern society as found in the study of work, religion, family, culture and knowledge; racially and ethnically diverse societies; and the relationship of the individual to society. Courses—with a total requirement of 33 s.h.—are primarily chosen from Sociology offerings and provide the basis for a true liberal arts education.

The Human Services Preprofessional program is a track within the Sociology major, but it provides a wider study of human behavior suited to students interested in human services professions. This program is interdisciplinary, with 39-45 s.h. of courses offered from Psychology, Anthropology, Political Science, and Educational Psychology. An internship experience and a statistics requirement are also part of the program.

The Criminal Justice major prepares students for a career or further study in criminal justice. The program's emphasis is on understanding criminal behavior and its consequences. Students take 43-46 credits in such courses as introductory sociology, criminal justice, criminology, social theory and research methodology as well as engage in hands-on field experiences in the criminal justice area. The program involves twelve additional credits of course work chosen from a list which includes a variety of sociology electives in the general area of criminal justice. An internship experience is also part of the program.

The Gerontology Studies major utilizes the body of knowledge in sociology as well as psychology, anthropology, and human ecology to develop theoretical frameworks for the study of aging. Students take core courses in sociology, such as in research methodology and social theory, as well as courses focusing on the study of aging in sociology and other departments.

The Sociology Department offers a minor program to provide students in all disciplines with exposure to the central themes of sociological study. The minor requires completion of 18 s.h. of Sociology courses. The department also offers a minor in Criminal Justice as well as Gerontology Studies. Dual programs of study with other Liberal Arts disciplines or studies in professional education are possible with careful planning.

Transfer credit in the major for standard Sociology courses from accredited two and four year institutions is generally approved if there is equivalency to departmental courses. Transfer credit for Sociology upper-level electives taken at another college without equivalency to a departmental course listed below may be approved for credit in the major after review. Some (but usually not all) courses taken in completed criminal justice programs are generally transferable. New course options may be added; check departmental office for latest program information.

### Sociology Majors

Sociology

Concentrations:

SOCL - Liberal Arts

SOCH - Human Services Preprofessional

Criminal Justice

Gerontology Studies

### Sociology Minors

Sociology

Community and Environment

Criminal Justice

Gerontology Studies

### Liberal Arts Requirements (SOCL)

*Core Requirements:*

SOCL 100 Introduction Sociology	3 s.h.
SOCL 209 Social Research Methods	3 s.h.
SOCL 313 Perspectives & Theories in Sociology	3 s.h.
SOCL 390 Senior Seminar in Sociology	3 s.h.

*Core courses must be passed with a grade of "C" or better.*

*Students may take SOCL 390 more than once for credit if the seminar topic is different.*

*Major Related:*

STAT 101 Introduction to Statistics	3 s.h.
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*Sociology Electives:*

Select at least six courses (minimum 18 s.h.) from the remaining list of Sociology courses. At least 12 s.h. must be at the 200-level or above.	18 s.h.
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Total 33 s.h.

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

### Human Services Preprofessional Requirements (SOCH)

*Core Requirements:*

SOCL 100 Introduction Sociology	3 s.h.
SOCL 209 Social Research Methods	3 s.h.
SOCL 313 Perspectives & Theories in Sociology	3 s.h.
PSYC 100 Introductory Psychology	3 s.h.

\* Core courses must be passed with a grade of "C" or better.

*Field Experience Requirement:*

Prior Experience Waiver or SOCL 397	0-6 s.h.
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*Major Related Requirement:*

STAT 101 Introduction to Statistics or	3 s.h.
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Choose two of the following:

EPSY 240 Child Growth and Development	6 s.h.
PSYC 240 Developmental Psychology	
PSYC 260 Introduction to Social Psychology	
PSYC 270 Personality Theory	

*Electives:*

Choose 18 s.h. from remaining SOCL courses not listed as core requirements; from remaining PSYC requirement courses not used there; and from ANTH 100, 214, 232, 325; EPSY 234, 235, 250; FAMS 361; POLS 218, 230, 236; PSYC 204, 231, 232, 233, 234, 257, 279.

A minimum of 12 of the 18 s.h. must be in Sociology (SOCL) courses. SOCL 397 may not be used to fulfill this

12 s.h. Sociology course requirement. At least 12 s.h. must be 200-level or above.	18 s.h.
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Total 39-45 s.h.

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

### Criminal Justice Major Requirements

*Required Courses:*

SOCL 100 Introduction to Sociology*	3 s.h.
SOCL 175 Introduction to Criminal Justice*	3 s.h.

SOCL 209 Social Research Methods*	3 s.h.
SOCL 270 Criminology*	3 s.h.
SOCL 273 Juvenile Delinquency*	3 s.h.
SOCL 313 Perspectives and Theories in Sociology*	3 s.h.
Select One	3 s.h.
SOCL 237 Sociology of Women	
SOCL 260 Social Class	
SOCL 261 Race and Ethnicity	
SOCL 279 Race, Crime and Justice	
ALS 273 Race, Class, Gender & Culture	
Two other courses in Sociology at the 200-level or above not listed below	6 s.h.
<b>Total Required Courses</b>	<b>27-30 s.h.</b>

\* Must pass with a grade of "C" or better.

#### Major Related Courses:

PSYC 100 Introduction to Psychology	3 s.h.
Select one of the following	3 s.h.
PHIL 102 Ethics	
POLS 230 Public Administration	
SOCL 269 Integrity and Public Service	
<b>Total Major Related Courses</b>	<b>6 s.h.</b>

#### Electives:

Choose at least three courses from the following:	9 s.h.
ALIT 303 Literature of Imprisonment	
POLS 243 Civil Rights and Liberties	
POLS 245 Law, Courts, and Politics	
SOCL 238 Violence in Relationships	
SOCL 258 Drugs and Society	
SOCL 269 Integrity and Public Service (if not used above)	
SOCL 272 Societal Deviance	
SOCL 274 Corrections	
SOCL 276 Multicultural Perspectives on Interrogation	
SOCL 277 Police and Society	
SOCL 278 Prison and Prisoners in American Society	
SOCL 279 Race, Crime, and Justice (if not used above)	
SOCL 304 The Sexual Offender	
SOCL 305 Comparative Criminal Justice	
SOCL 306 Terrorism and Society	
SOCL 307 Cults, Utopias & Criminals	
SOCL 397 Field Experience in Sociology	
<b>Program Total</b>	<b>42 s.h.</b>

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

### Gerontology Studies Major Requirements

#### Core Requirements:

SOCL 100 Introduction to Sociology	3 s.h.
SOCL 209 Social Research Methods	3 s.h.
SOCL 233 Aging, Generations and Society	3 s.h.
SOCL 392 Social Policy and Life Course Studies	3 s.h.
Select one:	
SOCL 390 Senior Seminar in Sociology	
SOCL 397 Field Experience in Sociology	
PSYC 345 Psychology of Adulthood and Aging	3-6 s.h.

#### Related Courses:

PSYC 100 Introduction to Psychology	
STAT 101 Introduction to Statistics	6 s.h.

#### Sociology Electives:

Select three:	9 s.h.
SOCL 231, Comparative Aging: A Global Perspective	
SOCL 234 Families and Aging	
SOCL 235 Theories in Family Studies	

SOCL 256 Sociology of Aging and Health
SOCL 257 Sociology of Health and Illness
SOCL 336 Sociology of Death and Dying
SOCL 344 Demography
SOCL 397 Field Experiences in Sociology
SOCL 399 Independent Study in Sociology

#### Interdisciplinary Electives:

Select three (must be from at least 2 different departments):	9 s.h.
ANTH 232 Human Biology and Culture Change	
ANTH 236 Medical Anthropology	
COMM 254 Intercultural Communication	
CONS 252 Personal Law	
CONS/FASH 281 Housing	
FAMS 264 Adulthood and Aging	
FAMS 266 Adult Family Members Transition	
NUTR 247 Nutrition Across the Lifespan	
PHIL 206 Philosophy of Life and Death	
PHED 202 Current Health Problems and Issues	
PHED 330 Fitness-Lifestyle Components	
POLS 218 American Social Welfare Policies and Politics	
PSYC 240 Developmental Psychology	
PSYC 252 Health Psychology	
WMST 210 Women's Health	

**Total 39-42 s.h.**

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

### Community and Environment Minor Requirements

#### Core Requirements:

SOCL 100 Introduction to Sociology	12 s.h.
SOCL 209 Social Research Methods	
SOCL 240 Urban Sociology	
SOCL 242 Rural Sociology	

#### Electives:

Select from the following, at least one of which in Sociology:	9 s.h.
SOCL 241 The Community	
SOCL 243 Age of Globalization	
SOCL 244 Environmental Sociology	
SOCL 248 Transnational Migration	
SOCL 344 Demography	
POLS 235 Environmental Politics and Policy	
PHIL 230 Environmental Ethics	
GEOG 233 Urban Geography	
GEOG 236 Environmental Planning	

**Total 21 s.h.**

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

### Criminal Justice Minor Requirements

#### Required Courses:

SOCL 100 Introduction to Sociology*	3 s.h.
SOCL 175 Introduction to Criminal Justice*	3 s.h.
SOCL 209 Social Research Methods*	3 s.h.
SOCL 270 Criminology*	3 s.h.
<b>Total</b>	<b>12 s.h.</b>

\* Must pass with a grade of "C" or better.

#### Criminal Justice Electives:

Choose at least three courses from the following:	9 s.h.
ALIT 303 Literature of Imprisonment	
POLS 243 Civil Rights	
POLS 245 Law, Courts, and Politics	

SOCL 238 Violence in Relationships  
 SOCL 258 Drugs and Society  
 SOCL 269 Integrity and Public Service  
 SOCL 272 Societal Deviance  
 SOCL 274 Corrections  
 SOCL 276 Multicultural Perspectives on Interrogation  
 SOCL 277 Police and Society  
 SOCL 278 Prison and Prisoners in American Society  
 SOCL 279 Race, Crime, and Justice  
 SOCL 304 The Sexual Offender  
 SOCL 305 Comparative Criminal Justice  
 SOCL 306 Terrorism and Society  
 SOCL 307 Cults, Utopias & Criminals  
 SOCL 397 Field Experiences in Sociology

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 Total 21 s.h.

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

## Gerontology Studies Minor Requirements

### Core Requirements:

SOCL 100, Introduction to Sociology 6 s.h.  
 SOCL 233 Aging, Generations and Society 6 s.h.

### Sociology Electives:

Select from two of the following:  
 SOCL 231 Comparative Aging: A Global Perspective  
 SOCL 234 Families and Aging  
 SOCL 256 Sociology of Aging and Health  
 SOCL 257 Sociology of Health and Illness  
 SOCL 336 Sociology of Death and Dying  
 SOCL 344 Demography  
 SOCL 397 Field Experiences in Sociology  
 SOCL 399 Independent Study in Sociology

### Interdisciplinary Electives:

Select two of the following from two different departments: 6 s.h.  
 ANTH 232 Human Biology and Culture Change  
 ANTH 236 Medical Anthropology  
 COMM 254 Intercultural Communication  
 CONS 252 Personal Law  
 CONS/FASH 281 Housing  
 FAMS 264 Adulthood and Aging  
 FAMS 266 Adult Family Members Transition  
 NUTR 247 Nutrition Across the Lifespan  
 PHIL 206 Philosophy of Life and Death  
 PHED 202 Current Health Problems and Issues  
 PHED 330 Fitness-Lifestyle Components  
 POLS 218 American Social Welfare Policies and Politics  
 PSYC 240 Developmental Psychology  
 PSYC 252 Health Psychology  
 WMST 210 Women's Health

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 Total 18 s.h.

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

## Sociology Minor Requirements

### Core Requirements:

SOCL 100 Introduction to Sociology 9 s.h.  
 SOCL 209 Social Research Methods  
 SOCL 313 Theories and Perspectives

### Sociology Electives:

Select from any sociology courses 9 s.h.

(a maximum of 3 s.h. of SOCL 397 may be used as elective credit in the minor)

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 Total 18 s.h.

Please be sure to check for prerequisites for the different classes in both your major and/or minor.

## Sociology Courses

### SOCL 100 Introduction to Sociology

3 s.h.

An overview of the structure and functioning of contemporary society, with emphasis on major conceptual areas of sociology as a discipline; social organization, culture, socialization, social stratification, social institutions, social control and deviance, social change and modernization. (LA, S2)

### SOCL 110 Social Problems

3 s.h.

An analysis of persistent and developing problem areas in American society: family, education, racial and ethnic relations, inequality, violence, economic dislocation, and varieties of social deviance in the context of the alienating character of mass society. Includes major sociological concepts and perspectives. (LA, S2)

### SOCL 175 Introduction to Criminal Justice

3 s.h.

Presents an overview of the criminal justice system, its principles and their operation, definition of criminal behavior, rights of the accused, the trial, role of attorneys, plea bargaining, sentencing, etc. In the investigation of these aspects of legal reality, emphasis is placed on their societal relevance. (LA)

Prerequisite: 3 s.h. SOCL.

### SOCL 209 Social Research Methods

3 s.h.

A survey of the various methods of gathering, analyzing and interpreting data with special attention to what particular styles of research imply in terms of alternative, sociological theories. Specific topics include: research design, sampling, methods of observation and interviewing, questionnaire construction and quantitative as well as qualitative analysis. (LA, S2)

Prerequisite: 3 s.h. SOCL.

### SOCL 210 Survey of Social Work in Theory and Practice

3 s.h.

An overview of the profession of social work and the methods of social work practice, i.e., casework, groupwork, community organization, research, and administration. Focus will be on developing awareness and sensitivity to the impact of contemporary social problems on individuals, families and communities. (LA)

Prerequisite: 3 s.h. ANTH, POLS, PSYC, or SOCL.

### SOCL 216 Sociology of Popular Culture

3 s.h.

An investigation into forms of pop culture such as music, magazines, films, television, literature, sports, and games; the relationships between particular contents and styles of pop culture and the audiences they appeal to; the symbols, images, and moods generated and their relationships to attitudes, values, and behavior of specific social classes, subcultures, generations, and changes in American society. (LA)

Prerequisite: 3 s.h. SOCL.

### SOCL 218 Sociology of Food and Eating

3 s.h.

This course will provide students with a sociological understanding of food and eating in American society. This understanding will be developed at both micro- and macro- sociological levels, examining the social context of food. Various topics are explored, such as the personal, social, and cultural meanings of food; the role of food in identity and social relationships; food and eating as related to family, age, gender, ethnicity, and social class; food and the body; the medicalization of food; food-related social movements; the social and economic organizations of the food system and industry (including fast food, biotechnology, and globalization issues); and food politics and policy. There is a service learning



component to the course that involves volunteer work at a community organization, such as a soup kitchen or food bank. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 221 Symbolic Interaction 3 s.h.**  
 Covers the major figures in the development of the current status of this American school of sociological thought. Not only touches upon the work of earlier men like Mead, Cooley and Thomas, but looks into contemporary men like Goffman, Schutz, Blumer, Gerth and Mills. The ideas developed are related to the improved understanding of such areas or social life as role playing, self and identity, communication in society, group dynamics, reference groups, theory of motivation, language, thought, and definitions of social reality. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 229 Islamic Faith and Society 3 s.h.**  
 This course will cover the social life of Islam and how its fundamental beliefs are translated into practices and institutions. There will be a focus on the regional as well as theological variations within the Islamic world. Attention will be paid to the connections between Islamic faith and contemporary socio-political movements. This is not specifically a course about Islamic theology, but will discuss the terminology of Muslim belief systems in order to better understand the experiential aspects of religious and social practices. (LA, S2)

**SOCL 231 Comparative Aging: A Global Perspective 3 s.h.**  
 A cross-disciplinary approach to understanding of the aging experiences across cultures and nations. Topics such as kinship, perception of physical and psychological well-being, work, and social support will be explored in the frame of social change, migration, demography, ethnicity, and social and health policies. Countries used to illustrate social and cultural responses to the aging experiences include Japan, Sweden, Ireland, China, Thailand, Kenya, Mexico, USA, and Canada. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 233 Aging, Generations and Society 3 s.h.**  
 Introduces sociological theories and research on aging and the aged, exploring influences on the meaning of the experience of aging and the ways in which age and aging are socially constructed. Considers the sociology of aging within the matrix of three kinds of time: the life cycle, the aging of a generation and historical time. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 234 Families and Aging 3 s.h.**  
 Families and Aging is an examination of family relationships in later life. Topics include historical perspectives on aging and families, demographic changes affecting families in later life, gay and lesbian relationships, single older adults, parents and their adult children, grandparenting and great grandparenting, sibling and other extended family relationships, impact of divorce on families in later life, widowhood, and social policies affecting families in later life. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 235 Theories in Family Studies 3 s.h.**  
 This course covers the major theoretical frameworks and empirical works in family sociology. Changing structures and ideologies of family are covered from pre-industrial to contemporary times. Related issues of childhood, parenting, sexuality, gender relations, divorce and relationships, paid and unpaid labor, and work-family balance are covered. Impact of economy, polity and major institutions emphasized. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 236 Sociology of Sexuality 3 s.h.**  
 In this course, we will look at sexual desire, behavior, romance, and identity from a sociological perspective. We are not interested

in acts but in the social, cultural, and political significance attached to the acts. Topics will include hierarchies of behavior; how different ethnic, cultural, and religious groups conceptualize sexual identity the history of heterosexual, gay/lesbian, and other sexual subcultures; the commercialization of sexual practices; and how globalization is affecting contemporary sexual behaviors. We will pay special attention to criminalized or stigmatized behaviors, such as sexual assault, fetishes, and prostitution. (LA)  
*Prerequisite:* SOCL 100 or SOCL 110.

**SOCL 237 Sociology of Women 3 s.h.**  
 An examination of the roles of women in society, including a description of past and present roles of women in the family, economy and other social institutions; an analysis of the causes and consequences of change in women's roles; an analysis of the social sources of feminism; and a discussion of the prospects possibilities for change. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 238 Violence in Relationships 3 s.h.**  
 This course examines the complex of violence in the family setting. The examination includes spousal violence/partner violence, marital rape, dating violence/rape, child sexual/physical/emotional maltreatment, and elder abuse. The course will look at the trends family violence, a look at the theoretical explanations, and a look at prevention/treatment family violence.  
*Prerequisite:* 3 s.h. of SOCL 100.

**SOCL 239 Women and Work 3 s.h.**  
 A cross-cultural and historical examination of women's labor force participation. Explores the process of sex typing of occupations, the nature of feminine occupations, the relationship of women to labor unions, women in masculine occupations, and problems of working women (family conflict, discrimination, etc.). (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 240 Urban Sociology 3 s.h.**  
 This course is designed to introduce students to urban studies. The history of cities, contemporary urban problems, political economy, and urban ecology are important components of this class. The central theme of the course is how cities are responding to the challenges of economic restructuring, crime, and decreased revenues. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 241 The Community 3 s.h.**  
 Analysis of classic and contemporary community studies; emphasis on small communities—both natural and intentional. (LA)  
*Prerequisite:* 3 s.h. SOCL.

**SOCL 242 Rural Sociology 3 s.h.**  
 Rural sociology examines the unique role rural areas and people play in the larger society and world. This course considers rural-urban migration patterns, rural culture, rural occupations and employment, resource use and environmental problems, vulnerable and exploited populations, community change, the unique consequences of globalization, and policy issues. These topics are examined through the dominant theories in the field. (LA)  
*Prerequisite:* SOCL 100 or SOCL 110.

**SOCL 243 Age of Globalization 3 s.h.**  
 This course is an attempt to understand globalization which is a new world system that integrates every aspect of our everyday life into a global village. The social, cultural, political, and economical aspects of globalization will be critically examined. Different theoretical approaches to globalization will be discussed. (LA)  
*Prerequisite:* SOCL 100.

**SOCL 244 Environmental Sociology 3 s.h.**  
 Environmental sociology examines the interrelationships between society and the natural environment. This course is designed to

provide an overview of environmental problems, to examine the underlying social causes and consequences of environmental change, and to critically evaluate these using the dominant theories in the field. Broadly, this course will consider the impacts of population, consumption, production, and development on the environment. In addition, it will consider the cultural understanding of environmental concern, environmental domination and risk. Finally, the course will consider how to apply the ideas of environmental sociology to develop solutions to social and environmental problems. (LA)

*Prerequisite:* ENVS 105 or 3 s.h. SOCL.

#### **SOCL 245 Political Sociology 3 s.h.**

Analyzes sociological perspectives on the relations of state and society and on the functioning of political institutions. Topics include the social basis of politics; the political significance of bureaucratization; culture and political action; the nature of power, legitimacy, authority, and law; dynamics of revolutions; conflict theory; and ideology. Surveys relevant material in the writings of Weber, Marx, Pareto, and Michels. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 246 The Sociology of Law 3 s.h.**

The Sociology of Law deals with the values, ideologies and patterns of interaction that underlie the way our society is organized through and around our legal system. The Sociology of Law will cover topics such as: the norms and rules prescribing appropriate behavior, the mechanisms of social control, the inequalities in our social and legal systems based on race, class, politics, sexuality and gender, power dynamics, individual identity in relation to the law, the court and correctional systems and the actors involved in the functioning of our legal system. Students will become familiar with the theoretical and methodological foundations for studying the sociology of law as well as various legal processes, socially influential court cases and how both individuals and society react to our justice system in an historical context. (LA)

#### **SOCL 247 Ideas and Ideologies 3 s.h.**

Examines the emergence, embodiment, and impact of idea systems in society. Considers the origins of ideas, their role in the legitimization of social institutions, and the embodiment of ideas in ideologies, personalities, and cultures. Also covers the significance of ideas in social movements and in the idea systems of Socialism, Fascism, Communism, Democracy, AntiCommunism in America, Racial and Anti-Racial ideologies, the ideologies of countercultures and Black Militants. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 248 Global Migration 3 s.h.**

This course is an attempt to gain understanding of contemporary transnational movements of people in the age of globalization. It studies a brief history of migration of peoples, and analyzes the intersecting issues of migration and immigration in the frame of social, cultural, political and economic relations. Major theories in this field will be critically examined. Although the course focuses on the U.S., other host countries such as UK, Germany, France, Canada, Japan and so on will be used for comparison. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 250 Social Change 3 s.h.**

An examination of the interplay of forces that shape and transform our society and its institutions: war, technological innovation, the changing political order, and the changing economy. Special attention given to the disruption of social structure and its readjustment. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 255 Sociology of Education 3 sh.**

Analysis of education systems from an institutional and organizational perspective and as agencies of socialization. Education systems in relation to the religious, cultural, economic, and political

forces shaping them, including technological, community, and sub-cultural components. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 256 Sociology of Aging and Health 3 s.h.**

This course examines social aspects of aging, health and the health care system in contemporary American society. Topics explored include demography of aging and health, biological perspectives on health in later life (including the social implications of physical changes and chronic illness), psychosocial perspectives on health in later life (including mental health, social support and religion), the older adult in the health care system (including interactions with health professionals, long term care services and settings, and end-of-life issues), and societal aspects of our current health care system as related to older adults and late adulthood (including economic, political and ethical issues).

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 257 Sociology of Health and Illness 3 s.h.**

The course introduces the field of medical sociology, an area of sociology concerned with social causes and consequences of health and illness. This involves analysis of the social context and organization of health and health care, including professional and patient roles, health care systems and settings (such as hospitals), health and illness behaviors, and the social construction of health and illness. The intent is to identify and discuss current issues and findings in medical sociology. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 258 Drugs and Society 3 s.h.**

This course examines the extent of drug use and abuse in the United States, the impact of such use on individuals, families, and society-at-large, and the relationship between illicit drug use and other forms of criminal behavior. (LA)

*Prerequisite:* 3 s.h. SOCL or EDUC 213.

#### **SOCL 260 Social Class 3 s.h.**

Theories of social stratification and social class; an examination of the concept of class, caste, status, and position in several social structures; an analysis of significant studies of class in America. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 261 Sociology of Ethnic Relations 3 s.h.**

Studies interracial and interethnic relations as national and transnational phenomena, with emphasis on the changing nature of contacts and the problems generated between groups within the social institutions of multi-racial and multi-ethnic societies. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 262 Organizations 3 s.h.**

The study of bureaucratic structure as a pervasive form of social organization in modern society. Examines the basic character of bureaucracy, its functional significance for society, as well as its pathological aspects, its internal structure, and the effects of informal relations within formal systems. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 265 Utopias 3 s.h.**

Reviews early sociological traditions of utopia against the background of utopias in the Greek and Judeo-Christian experience. Discusses 20th century utopian thinking and reactions to it, along with utopian ideologies, real and speculative, from literary, philosophical, political, and historical sources. (LA)

*Prerequisite:* 3 s.h. SOCL.

#### **SOCL 269 Integrity and Public Service 3 s.h.**

This course examines value dilemmas encountered by criminal justice practitioners: discretion, deception, deadly force, punishment, and social. It is designed to increase awareness, un-

derstanding, and exploration of ethical and policy issues in criminal justice as well as ethical dilemmas encountered by professionals in the field. The focus will be on the relevance of ethical theory to policy analysis. There will be a comprehensive examination of unethical practices as well as the mechanisms that sustain them.

*Prerequisites:* SOCL 100; SOCL 175.

**SOCL 270 Criminology 3 s.h.**

The purpose of this course is to examine the field of criminology. This will entail introducing students to the difficulties of defining and measuring crime, sources of crime, statistics and data, looking at the extent of criminality in our society through examination of trends and patterns in different types of crime, as well as review and analysis of past and present theories of the causes of crime. (LA)

*Prerequisite:* SOCL 100 with a grade of "C" or better.

**SOCL 272 Societal Deviance 3 s.h.**

Describes and analyzes individual or group reactions that deviate from sociocultural forms and are stigmatized or punished to some degree in society. Among the reactions are: drug addiction, alcoholism, prostitution, suicide, and forms of mental illness. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 273 Juvenile Delinquency 3 s.h.**

This course examines the concept of Juvenile Delinquency as it has developed through history, the special status of juveniles in legal proceedings, and the operation of the juvenile justice system. It will also examine the recent debate regarding the status of juveniles in the Criminal Justice System overall. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 274 Corrections 3 s.h.**

This course studies the evolution and philosophy of correctional practices from early to contemporary times. It will analyze the history and nature of American correctional system, life in prison and issues related to the management of correctional programs. Important and controversial issues related to our contemporary correctional system, such as the death penalty, the disproportionate incarceration rate of minorities and the increases in imprisonment over the last two decades will be discussed.

*Prerequisite:* SOCL 175 and 3 s.h. of SOCL.

**SOCL 276 Perspectives on Interrogation 3 s.h.**

This course examines the dynamics of social psychological persuasion existing in the process of criminal interrogation. Attention is given to the differences between interrogation of suspected offenders and the interview of victims and witnesses. Interrogation is a field that to a large extent is dependent on both verbal and non-verbal communication. Both verbal and non-verbal communications are culturally mediated behaviors. In order to sensitize students to cultural differences in the area of communication, we will study interrogation from a multicultural angle.

*Prerequisites:* SOCL 100; SOCL 175.

**SOCL 277 Police and Society 3 s.h.**

Police and Society is a survey course that focuses on the role law enforcement plays in the United States. The structure and history of police, the nature of police work, including community policing, the debates over police discretion, community relations, and police misconduct are covered in this course. This course also examines the functions, roles, personnel systems, operations, management, and issues of municipal, county, state, and federal law enforcement. The historical and emerging roles of police as agents of formal social control are examined and discussed in detail. Special attention is paid to applied learning objectives with respect to each student's personal experience with discretion and the human dimensions of policing. This course also deals with analysis of contemporary programs and trends in policing, in-

cluding, less-than-lethal technology, and computerized information systems. (LA)

*Prerequisite:* 3 s.h. of SOCL.

**SOCL 278 Prisons and Prisoners in American Society 1 s.h.**

Study of prisons and prisoners based on selected readings and visits to one or more prisons in New York State. (LA)

*Cross-listed as* POLS 278 and PSYC 278.

*Prerequisites:* two introductory courses in POLS, SOCL or PSYC.

**SOCL 279 Race, Crime and Justice 3 s.h.**

This course is a critical examination of the interplay between race and ethnicity and crime in the American justice system. Issues such as law enforcement, the court system, the corrections process, and impact of social policy in the system related to racial and ethnic relations and inequality will be discussed. Other important related issues such as gender, class, religion in the system are incorporated throughout the course. (LA)

*Prerequisite:* 3 s.h. of SOCL.

**SOCL 280 Society and the Individual 3 s.h.**

As an introduction to sociological social psychology, this course examines the relationship between the individual and society by exploring the various ways that individuals interact with one another and how they affect and are affected by society as a whole. Students will learn about the theories and research methods involved in the scientific study of sociological social psychology from both historical and contemporary perspectives. Students will become familiar with many of the concepts and ideas involved in the study of sociological social psychology, such as socialization, selves and identities, groups, romantic love, friendships, and interpersonal attraction, social perception, attitudes, aggression, persuasion, prejudice, and altruism. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 281 Collective Behavior 3 s.h.**

The study of unstructured social situations and their products, including panics, crowds, riots, fads, and mass movements; the nature of public opinion and its relationship to the organization of democratic societies. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 282 Social Movements 3 s.h.**

Examines the structure and dynamics of social movements by connecting their historical appearance with the objectives they project for realization. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 284 Sociology of Religion 3 s.h.**

A survey of concepts and analysis of the dynamics of religions. Topics include religious groups; socialization into religious roles and communities; cults, sects, and churches as religious forms of social organizations; ideology, science, and religion; religion and its connection to economic and political institutions; religion as an element of social change and social stability; and functions of religion in society. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 285 The Mentally Ill Offender 3 s.h.**

This course will explore how societal beliefs about free will and moral responsibility have shaped current laws and policies. Topics include public perception of mental illness, media influence, the criminalization of mental illness, lack of treatment and pre-release planning for offenders, and recidivism rates with the population. Solutions such as community services, police training and preparedness, and the improvement of screening and intake procedures for mentally ill offenders in prisons will be discussed. (LA)

*Prerequisite:* SoS, and SOCL 100 or 175 or PSYC 100.

**SOCL 293 Transforming Africa: SADC Simulation 3 s.h.**

The Model SADC-PF (Southern African Development Community - Parliamentary Forum) seeks to encourage students to engage in the contemporary debates and issues within Southern Africa and develop research and oratory skills through experiential hands-on learning. During the semester, students study issues, country positions, and procedures and processes germane to SADC-PF in preparation for the conference simulation. All students prepare and submit country position papers on assigned issues. Students collaborate on reports and resolutions using negotiation and research skills and knowledge acquired during the simulation. (LA, HO2, OS2)

*Cross-listed as ALS 293 and POLS 293.*

*Prerequisite: SoS.*

**SOCL 294 Selected Topics in Sociology 3 s.h.**

Concentrates on special or current issues, problems, and research topics. Usually requires oral participation and papers. Check with department or instructors for specific semester offerings, additional requirements, special bibliographies, and outlines before enrolling. (LA)

*Prerequisite: 3 s.h. SOCL.*

**SOCL 295 Teaching Assistantship in Sociology 1-3 s.h.**

This course provides a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and activities to support the teaching of a Sociology course, under direct supervision of a faculty member. They will aid in preparing material for teaching, leading discussions, preparing and advising fellow students on assignments or papers, and helping with exam preparation. The specific responsibilities, amount of credit and assessment criteria must be outlined in a written agreement between the faculty member and the student prior to the start of the course. Students must meet college requirements for teaching assistantships and complete the application. May be repeated for a total of 12 semester hours.

*Prerequisites: JrS, CWE, "B" or better in the course in which they will be assisting, instructor permission.*

**SOCL 296 Research Assistantship in Sociology 1-3 s.h.**

This course provides a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and activities to support the research of a Sociology faculty, under their direct supervision. They will aid in all facets of conducting research: finding literature, preparing reports, collecting data, analyzing data, and preparing posters or manuscripts. The specific responsibilities, amount of credit and assessment criteria must be outlined in a written agreement between the faculty member and the student prior to the start of the course. May be repeated for a total of 12 semester hours.

*Prerequisites: JrS, SOCL 209, instructor permission.*

**SOCL 299 Independent Study in Sociology 1-6 s.h.**

Available to meet needs for individual reading or research programs in selected areas of sociology. (LA)

*Prerequisite: 3 s.h. SOCL.*

**SOCL 300 Forensic Mental Health 3 s.h.**

Forensic mental health is a sub-specialty in the fields of psychiatry, psychology and social work and is concerned with the provision of mental health services to individuals involved in legal situations. As such, it is practiced in a multidisciplinary environment, where mental health providers work in tandem with law enforcement, correctional staff or court personnel. Its scope of practice goes beyond the delivery of traditional mental health services and involves such issues as fitness to proceed in criminal trials, child abuse and custody, battering, and violent and sexual offenses. It involves the provision of services to both agencies and individuals, as well as victims and perpetrators. (LA)

*Prerequisite: SOCL 100 and SOCL 175 or PSYC 100.*

**SOCL 304 The Sexual Offender 3 s.h.**

No Criminal offender currently receives more media attention or is more reviled and ostracized than the sexual offender. Over the last twenty years, considerable resources have been allocated toward the adjudication, incapacitation, and rehabilitation of this population. This course will examine historical perspectives on sexual behavior, the etiology of sexually deviant behavior, offender typologies, paraphilias and other sexual disorders, the cycle of sexual offending, juvenile and female offenders, risk assessment schemas, current treatment methodologies, and gradations of incapacitation, including trends in adjudications, community management, and supervision.

*Prerequisites: SOCL 175 and 3 s.h. of 100 level SOCL.*

**SOCL 305 Comparative Criminal Justice 3 s.h.**

The purpose of this course is to go beyond the culturally provincial view of the Criminal Justice system. Most of the criminal justice issues are not just unique to one country or a culture. We share problems with other countries and cultures but the way different cultures respond to the same problem may be different. Here, we can benefit from the insights of other cultures. This type of approach is known as the comparative approach. (LA)

*Prerequisites: 3 s.h. SOCL and SOCL 175.*

**SOCL 306 Terrorism and Society 3 s.h.**

The focus of this class will be to critically examine the social and political construction of Terrorism. Terrorism is not an abstract behavior; rather it is implicated in a web of colonial and post-colonial relations. Action of the powerful usually does not attract the label of terrorism; victims of state terrorism are euphemistically called "collateral damages." Obviously, there is a power/knowledge relationship in the definitional process. The major thrust of this course will be to problematize the traditional articulation of Terrorism, and will attempt to understand it in sociological terms.

*Prerequisites: 6 s.h. of SOCL courses with a "C+" or better.*

**SOCL 307 Cults, Utopias, and Criminals 3 s.h.**

This course examines the relationship between community structure and deviant behavior. It focuses on the relationship between neighborhood organization and crime, the organization of deviant subcultures, and organized crime. (LA)

*Prerequisite: 3 s.h. of 200 level SOCL.*

**SOCL 309 Advanced Research Methods 3 s.h.**

A survey of common research methods used in academic, non-profit, government, and business settings. Specific topics include evaluation research, secondary data analysis, surveys and interviewing. Methods of qualitative and quantitative analysis and report writing are also included. (LA)

*Prerequisite: SOCL 209.*

**SOCL 313 Perspectives and Theories in Sociology 3 s.h.**

A review of traditional and current theories and perspectives used in sociological work. Covers ideas and work of Weber, Marx, Durkheim, Simmel, Mead, Parson, Goffman, Berger, and Mannheim. (LA)

*Prerequisites: JrS and 3 s.h. 200-level SOCL.*

**SOCL 336 Sociology of Death and Dying 3 s.h.**

This course will provide an overview of major social issues, concepts, and processes in death, dying, and bereavement. Topics include: the social meaning of and attitudes towards death, socialization regarding death, demography of death, care of the dying, the dying process, social policy, ethical and legal issues, death across the life course, suicide, the funeral industry, and the grieving process. (LA)

*Prerequisites: JrS and 6 s.h. of 200 level SOCL.*

**SOCL 344 Demography 3 s.h.**

The purpose of this course is to understand the processes of Demography. These include fertility, mortality, and migration. Fertility is how population grows and regenerates itself. Mortality is how a population decreases itself. Migration is how a population moves around and settles itself. Along with understanding how each process operates and is measured; the class provides an understanding of how the processes work together to manipulate as a whole or how they function to affect population in a smaller area (i.e., country, city, etc.).

*Prerequisites:* SOCL 209 and 3 s.h. of SOCL.

**SOCL 390 Senior Seminar in Sociology 3 s.h.**

The course serves as a capstone course for liberal arts sociology majors. The course focuses on contemporary issues in sociology. Students are required to complete a substantial paper on a topic related to the course. Up to 9 sh may be taken for credit with permission of instructor. (LA, WS2)

*Prerequisites:* SOCL 209 and 18 s.h. of SOCL.

**SOCL 392 Social Policy and Life Course Studies 3 s.h.**

An interdisciplinary consideration of social and public policy issues as they are related to the study of individuals and families in society. Students are expected to use various social science perspectives learned in previous course work to explore how public policy is formed and to examine contemporary social policy concerns. (LA)

*Prerequisites:* JrS and 6 s.h. in Social Science.

**SOCL 393 Seminar in Gerontology Studies 3 s.h.**

This course serves as a capstone course for Gerontology Studies majors. It will provide the opportunity to integrate and apply knowledge and experiences from previous course work (including internships) and to explore a variety of theoretical, methodological, and professional issues in gerontology. The focus will be on contemporary understandings, including controversies, in the field of aging and the contemporary experiences of older adults in society. (LA)

*Prerequisites:* JrS and SOCL 209, SOCL 233, and 15 s.h. of SOCL coursework.

**SOCL 394 Selected Topics in Sociology 3 s.h.**

Study of special or current issues, problems, and research topics. Requires oral participation and papers. Check with department or instructors for specific semester offerings, additional requirements, special bibliographies, and outlines before enrolling. (LA)

*Prerequisites:* JrS and 3 s.h. 200-level SOCL.

**SOCL 397 Field Experiences in Sociology 1-15 s.h.**

Study of social organization in particular settings, emphasizing field experience. Possible settings for observation, participation, work, or research include factories, farms, hospitals, restaurants, communes, monasteries, prisons, labor unions, retail stores, and voluntary associations, government units and human services agencies. Maximum of 9 s.h. for credit as elective in major. Offered in a human services class format every Fall and Spring (may require SOCL 210 as added prerequisite). Offered irregularly at student request and subject to availability of faculty (usually without added prerequisite). Approximately 40 hours field experience per credit hour.

*Prerequisites:* Students must fulfill minimum college-wide requirements and JrS and 3 s.h. of 200-level SOCL.

**SOCL 399 Independent Study in Sociology 1-6 s.h.**

Available to meet needs for individual reading or research programs in selected areas of sociology. (LA)

*Prerequisites:* JrS and 3 s.h. of 200-level SOCL.

## Theatre

*Associate Professors:* Bagby, Kahl, Macaluso (Chair), McCaslin-Doyle; *Staff:* McCaslin-Doyle, Segar, Sundal, Smith Rapoport

### Objectives

Theatre is, by its very nature, the synthesis of all the liberal arts. Our Theatre BA Program is designed to give students a solid foundation of the basic vocabulary and skills of all of the theatre arts, and an understanding of how all of the theatre arts and crafts work together to create a rich, complex and unified work of art. Students then go on to specialize in one or more areas of interest, with opportunities to act, direct, design and stage-manage in a semi-professional setting.

Theatre production is an intensely collaborative activity. Our students develop their own collaborative skills by continuously working in productive group activities with shared goals and a clear deadline. Many of our courses have laboratory elements in which students learn professional skills by collaborating on live productions sponsored by the department, working closely with our Theatre faculty and staff.

The Theatre BA program produces a well-rounded theatre artist who is prepared to enter the world of professional theatre or go on to graduate studies.

### Facilities

Our excellent and up-to-date theatre production facilities include Goodrich Theatre, the Hamblin Theatre, fully-equipped Costume Shop and Scene Shop, and an Acting and Dance Studio, and Design Studio.

### Degrees

Bachelor of Arts

Bachelor of Science

### Major

Theatre

### Minor

Theatre

Dance (shared with PHED)

## Theater Major Requirements

*Required Courses:*

THTR 101	Introduction to Theatre	3 s.h.
THTR 111	Acting I	3 s.h.
THTR 155	Stage Makeup	3 s.h.
THTR 178	Play Analysis	3 s.h.
THTR 190	Practicum I	2 s.h.
THTR 220	Stagecraft	3 s.h.
THTR 231	Stage Costuming	3 s.h.
THTR 250	Stage Lighting	3 s.h.
THTR 271	Theatre History I	3 s.h.
THTR 272	Theatre History II	3 s.h.
THTR 290	Practicum II	4 s.h.
THTR 321	Directing	3 s.h.
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		Total 36 s.h.

## Theater Minor Requirements

THTR 100	Theatre Appreciation or	
THTR 101	Introduction to Theatre	3 s.h.
THTR 111	Acting I	3 s.h.
THTR 178	Play Analysis	3 s.h.
THTR 220	Stagecraft	3 s.h.
200-level THTR electives		6 s.h.
		<hr/>
		Total 18 s.h.

## Theatre Courses

### THTR 100 Theatre Appreciation 3 s.h.

Course to develop audience appreciation of theater as a cultural, social, and artistic force. Consideration of forms and styles of theatrical expression with emphasis on the contemporary theater. Not a performance course. (LA, AA2)

### THTR 101 Introduction to Theatre 3 s.h.

This course is designed to introduce the Theatre major to the vocabulary and processes used in the mounting of a stage production of a play. It provides the student with the basic vocabularies and concepts of Stagecraft, Costuming, Play Analysis, Theatre History, Directing, Performance and Collaborative Arts. (LA)

### THTR 102 The American Musical Theatre 3 s.h.

Study of the origins, development, and current practices of the American musical Theater, with emphasis on structure, staging, and performance style. Examination of scripts, music, and production approaches of such artists as Richard Rodgers and Oscar Hammerstein II. (LA, AA2)  
*Cross-listed as MUSC 126.*

### THTR 104 Survey of Dance in America 3 s.h.

This course is intended to give dancers and other interested students an overview of the history of dance in America, focusing primarily on the 20th century developments in the major genres of that art form (ballet, musicals, modern, tap, jazz, MTV, ect.). (LA, AA2)

### THTR 111 Acting I 3 s.h.

Introductory acting course, covering approaches to stage business and characterization. Study and preparation of a variety of roles. Opportunities to appear in frequent classroom scenes on the laboratory stage. (LA, AA2)

### THTR 155 Stage Makeup 3 s.h.

Introduces basic principles of the art and technique of stage makeup used to achieve technical proficiency and assist actors in character development. (LA)

### THTR 178 Play Analysis for the Stage 3 s.h.

An introductory course to train the student in the analysis of plays for visualizing their potential theatrical production, with emphasis on dramatic structure, theatrical style, and staging. Lecture, discussion, and laboratory activity based on texts of varying style and period and on live and taped theatrical productions. (LA)  
*Prerequisite:* 3 s.h. of THTR.

### THTR 190 Theatre Practicum I 1 s.h.

Introduction to the theatrical process through participation in the cast or crew of a faculty-directed stage production of a play. Offered every semester.

### THTR 207 Contemporary Theatre 3 s.h.

The most recent practice and theory in Theater. Reading of scripts, description, and exploratory theatrical performances. Observation of performances, live, and on film. History since 1950. Field trips required. (LA)  
*Prerequisite:* SoS or 3 s.h. THTR.

### THTR 211 Acting II 3 s.h.

Study of acting methods and characterization and their communication in the Theater. Individual projects in acting different types of plays. (LA)  
*Prerequisite:* SoS and THTR 111.

### THTR 212 Voice and Diction for the Stage 3 s.h.

A beginning course in the training of the speaking voice for the professional stage.

**THTR 215 Improvisational Theatre 3 s.h.**  
Laboratory experience to develop techniques and understanding of the improvisational approach to theater. Readings to acquaint the student with the development of this form. (LA, AA2)

**THTR 217 Movement for the Stage 3 s.h.**  
Through practical application, students will become acquainted with various movement techniques. Each student will be encouraged to discover the potentials and limitations of his/her own body, to use these discoveries in a performance situation, and to develop an individual set of exercises. Although the course focuses on movement for the theatrical stage, anyone who needs an expressive body will find it useful. (LA)  
*Prerequisite:* SoS.

**THTR 218 Dance for Musical Theater 3 s.h.**  
This course introduces students to the process that actors and dancers encounter when working within the constraints of the dramatic action and established musical score of a musical play. Students will learn basic dance combinations and movement techniques used in musicals, how to express dramatic action through movement, and how to integrate dance and characterization. Students will also learn how to prepare for the dance auditions for a musical theatre production.  
*Prerequisite:* SoS.

**THTR 220 Stagecraft 3 s.h.**  
Study of material, techniques, tools, and machinery used in the construction, rigging, and building of stage scenery. Overview of instrumentation, application, and computer technology used to light the scene. (LA)

**THTR 230 Stage Properties 3 s.h.**  
This course is designed to introduce students to the basics of properties procurement, construction and management. Students will learn how to develop a props list for a play; research period furniture, decor and properties; buy and alter ready-made props; and manage props during the rehearsal and run of a production. They will also learn the basic props-making skills of paper-mache, thermoplastics, painting, soft goods and light upholstery.  
*Prerequisites:* 3 s.h. THTR.

**THTR 231 Stage Costuming 3 s.h.**  
Practice in costume construction for the major productions of the season. Opportunities for individual design and costume responsibility. Lectures in history and design. Laboratory hours to be arranged. (LA)  
*Prerequisite:* SoS or 3 s.h. THTR, ART, or FASH Clothing.

**THTR 234 Stage Costume Design 3 s.h.**  
The study of stage costume design, theory, style, and techniques. Application of theory to design problems. (LA)  
*Prerequisite:* SoS or 3 s.h. THTR, ART, or FASH Clothing.

**THTR 236 History of Stage Costume 3 s.h.**  
This course is designed to give a student an in-depth look at the history of clothing through the practical eyes of the costume designers working for the stage and screen. (LA)  
*Prerequisite:* SoS or 3 s.h. THTR, ART, or FASH Clothing.

**THTR 240 Theatre for the Classroom 3 s.h.**  
Study of the theories, techniques and literature of improvised drama for children. Observation and participation in laboratory assignments. Guiding creative dramatic groups so that children may learn the processes of characterization and expression through a natural channeling of their imaginative powers. Emphasis on the programs of Siks, Ward and Spolin. (LA, AA2)  
*Prerequisite:* SoS.

**THTR 245 Children's Theatre 3 s.h.**  
An introduction to the theory and practice of producing theatre with children in an after-school public school setting. Topics covered include the selection of plays, the organization of the rehearsal process, and the procurement of sets and costumes. (LA, AA2)

**THTR 250 Stage Lighting 3 s.h.**  
Theory and practice in the design and execution of lighting for stage productions. Covers basic techniques of drafting and executing light plots in proscenium and flexible spaces as well as basic concepts of electricity and optics of lighting instruments. Emphasis placed on practical problem-solving for lighting plays and events staged in proscenium and flexible theatre spaces. (LA)  
*Prerequisites:* THTR 178 and THTR 220.

**THTR 271 Theatre History I 3 s.h.**  
The development of Theater arts from the ancients through Neoclassicism. Emphasis on the physical Theater and production techniques. Representative plays studied as they illustrate these elements. (LA, AA2)  
*Prerequisite:* SoS or 3 s.h. THTR or LITR.

**THTR 272 Theatre History II 3 s.h.**  
The development of Theater arts from Romanticism to the present. Emphasis on the physical Theater and production techniques. Representative plays studied as they illustrate these elements. (LA, AA2)  
*Prerequisite:* SoS or 3 s.h. THTR or LITR.

**THTR 290 Theatre Practicum II 2 s.h.**  
The study of a phase of performance or production through participation in productions approved for credit by the department. A written analysis of the work or critique and evaluation meeting is required.  
*Prerequisites:* 3 s.h. in specific THTR area and permission of instructor.

**THTR 292 Projects in Technical Theatre 1-3 s.h.**  
Study of selected areas of technical Theater using individual or group projects. Emphasis on the application of current developments in materials and technology. Projects determined by student interests and opportunities available in department-sponsored productions. May be repeated for up to 6 s.h. credit.  
*Prerequisite:* SoS or 3 s.h. THTR.

**THTR 294 Special Topics in Theatre 3 s.h.**  
Unique topics in Theater. Focus on ideas that may confront students in their current studies, with emphasis on past and future directions of the Theater. LA determination based on course content.  
*Prerequisite:* SoS or 3 s.h. THTR.

**THTR 295 Teaching Assistantship in Theatre 1-3 s.h.**  
This course provides a college level experience for students who are exceptionally qualified to undertake appropriate responsibilities and activities to support the teaching of a Theatre course. Tasks may include preparation and distribution of teaching materials, supervision of labs or scene work, preparation of classroom demonstrations and/or presentations and tutoring. The specific responsibilities, amount of credit and assessment criteria must be outlined in a written agreement between the Theater faculty member and the student prior to the start of the course.  
*Prerequisites:* JrS, CWE, completion of the College Undergraduate Teaching Assistantship Application, min 3.0 cum GPA, a grade of "B" or better in the course in which they will be assisting.

**THTR 299 Independent Study in Theatre 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in Theater. May be continued in successive semesters. LA determination based on course content.

*Prerequisites:* SoS, 6 s.h. in specific THTR area (3 s.h. 200-level), minimum "B" average, and permission of instructor.

**THTR 301 Audition Techniques 3 s.h.**

This course offers students the opportunity to learn and/or refine their skills for auditions and performance. Through a variety of research, written, workshop, and performance assignments, students will gain experience and knowledge necessary for the pursuance of a professional and/or academic career in theater arts. The course will focus on audition preparation, rehearsal, construction of portfolio, and performance of material through monologues, dialogues, scene study, song and movement.

*Prerequisites:* Two of the following: THTR 101, 111, 211, 215, 217.

**THTR 321 Directing I 3 s.h.**

Developing a theatrical concept of the play script. Basic techniques for staging a play so as to express the concept. Practice in directing scenes. (LA)

*Prerequisites:* JrS or SrS and THTR 178.

**THTR 350 Scene Design for the Stage 3 s.h.**

Theory and practice in the design of scenery for stage productions. Covers basic techniques of drafting, rendering, model-building and scene-shifting. Emphasis placed on practical problem-solving for plays staged in proscenium and flexible theatre spaces. (LA)

*Prerequisites:* THTR 178 and THTR 220.

**THTR 397 Theatre Internship 1-15 s.h.**

Theatre internships provide an opportunity for students to apply the theories, principles, and practices learned in the classroom in a professional setting. The faculty sponsor must be a member of the Theatre Department.

*Prerequisites:* JrS, permission of the department, 9 sh of THTR with 3 sh at 200 level, minimum 3.0 GPA in the major. See College-wide requirements for internships in the Special Academic Programs section of this catalog or on the College website.

**THTR 399 Independent Study in Theatre 1-6 s.h.**

Special studies under department supervision for students who have shown unusual ability in Theater. May be continued in successive semesters with a maximum of 12 s.h. LA determination based on course content.

*Prerequisites:* JrS, 6 s.h. in specific THTR area (3 s.h. 200-level), and permission of instructor.

*Note:* The following courses may be offered on an individual enrollment basis.

**THTR 216 Advanced Improvisational Theatre**

**THTR 255 Advanced Stage Makeup**

**THTR 273 American Theatre I**

**THTR 276 The Greek Theatre**

**THTR 322 Directing II**



## Women's and Gender Studies

*Professor:* O'Mara; *Associate Professors:* Bernardin (Chair) Christie, Day; *Assistant Professors:* Brown, Han, Sadow, Seale, Tredennick, Wambui; *Lecturers:* Ashe, Klink, Lobdell, Miller, Souza

### Objectives

Women's and Gender Studies is an interdisciplinary field of study that takes gender and sexuality as central categories of analysis, recognizing how they have served as constitutive categories for making meaning in human history. We work to reframe the place of gender and sexuality as foundational to the workings of social, cultural, political, economic, and aesthetic systems. Women's and Gender Studies draws on the methodologies and theories of a variety of disciplines because gender and sexuality cross all fields of inquiry. As a field of study, it instigates critical engagement with challenging questions central to our times. Rooted in activism for social justice and gender equity, Women's and Gender Studies generates powerful, "real-world" connections between the classroom and our communities.

### Minor

The Women's and Gender Studies minor enables students to develop a core of information supportive of a major in an academic discipline, as well as increases opportunities for post-graduate study or employment.

### Requirements for the Minor

Open to all undergraduates. The Women's and Gender Studies Minor consists of 18 s.h. Required courses include WMST 130 Gender, Power and Difference; and a choice of either WMST 299/399 Independent Study (content and credit must be arranged in advance and individually approved), WMST 397 Internship: Women centered work experience (to be arranged with the project director with the approval of the Chair of Women's and Gender Studies and include an approved field setting) or WMST 398 Seminar in Women's and Gender Studies. Twelve s.h. of courses are to be selected from the following: ALIT 286; ALS/WHIS 274; ANTH 221; ARTH 220, 222; COMM 241; CONS 352; ELIT 275; EHS 238; AHIS 268; LITR 283, 285, 286; PHED 150, 280; POLS 215; PSYC 243; SOCL 237, 239; SPAN 326.

Additional Special Topics courses, offered in Women's and Gender Studies or other departments, may count as electives with the approval of the Women's and Gender Studies department chair.

### Women's and Gender Studies Minor Requirements

- |  |         |
|--|---------|
| A. WMST 130 Gender, Power and Difference   | 3 s.h.  |
| B. Electives   | 12 s.h. |
| Select electives from any WMST courses (except WMST 130 or selection used to meet requirement C) or the following approved courses:  |         |
| ALIT 286; ALS/WHIS 274; ANTH 221; ARTH 220, 222; COMM 241; CONS 352; ELIT 275; EHS 238; AHIS 268; LITR 283, 285, 286; PHED 150, 280; POLS 215; PSYC 243; SOCL 237, 239; SPAN 326 |         |
| C. One of the following:   |         |
| WMST 299, 397, 398, 399  | 3 s.h.  |
| <hr/> Total 18 s.h.  |         |

### Women's and Gender Studies Courses

**WMST 130 Gender, Power and Difference** 3 s.h.  
Introduces methods and approaches of women's and gender studies from a variety of feminist perspectives. Surveys what is happening to women and men in the modern world; reviews var-

ious feminist theories, the social construction of gender, and the intersections of different social and cultural markers such as race, class and sexuality in the construction. The course also examines social movements, and issues of critical importance within the discipline - including popular culture, pornography, the family, representation and reproductive rights vs. birth control - that impact women's lives and their experiences. (LA, WS2)

#### **WMST 150 Self Defense for Women** 3 s.h.

Students will be informed of the numerous ways they or members of their family may be criminally threatened. Students will learn a variety of physical and non-physical techniques that can be used to avoid or respond to such situations. Judo and karate techniques of throwing and striking an attacker and dealing with physical force will be taught.  
Cross-listed as PHED 150.

#### **WMST 210 Women's Health** 3 s.h.

This course will explore a range of medical and psychosocial health issues across the lifespan that are of special concern to women; identify risk and protective factors and issues of gender roles in women's health. Consideration is given to racial/ethnic, sexual and socio-economic diversity. Will be offered once a year. (LA)

*Prerequisite:* SoS.

#### **WMST 212 Women of Resistance** 3 s.h.

This course studies women in history, literature, popular culture, and real life who fought against exploitation, subjugation and repression. Readings and discussions focus on literary characters from fairy tales to the Bible, Greek plays, contemporary fiction, arguments and philosophies found in feminist writings, and autobiographical writings such as diaries and memoirs. We will address topics such as contemporary struggles for reproductive, civil, and political rights, as well as ongoing challenges regarding beauty, sexuality, and power. (LA)

*Prerequisites:* SoS and 3 s.h. Humanities.

#### **WMST 214 Archetypes of the Wild Women** 3 s.h.

This class will study cultural stories - various literatures, religious writings, medical arguments, laws, feminist essays, song lyrics, and others - of the past 3500 years focusing on various forms of the Archetypal Wild Women, including goddesses, teachers, wise women, healers, witches, warriors, whores, saints, mothers, green women, and mad women. Readings will include biblical texts, mythologies of goddess from various cultures, the Malleus Maleficarum, and critical writings on contemporary female sexuality to trace the reoccurring pattern of containment of female sexuality that attempts to produce a sense of order and stability created only by severely restricting women. We will explore the potential results of women refusing boundaries and containment as we examine the cultural stories that define, patrol, and discipline the socially constructed functions, roles, and definitions of women. (LA, WS2)

*Prerequisites:* SoS and 3 s.h. Humanities.

#### **WMST 215 Gender Politics** 3 s.h.

Examines how politics and government affect women and women's interests, as well as how women affect government and politics. Topics include political culture and definitions of female roles; views of women in political theory; female political participation and protest movements; women and the law; and public policy and women. Offered every third or fourth semester. (LA)  
Cross-listed as POLS 215.

*Prerequisite:* SoS or 3 s.h. POLS.

#### **WMST 238 Women in Western History** 3 s.h.

Studies in history of women in Europe and America since 1789. Topics include the difference between men's and women's experiences of war and revolution; suffrage and feminist movements; reproduction and population policy. (LA)

Cross-listed as EHIS 238.

Prerequisites: SoS or 3 s.h. 100-level HIST course.

**WMST 243 Psychology of Women 3 s.h.**

A feminist perspective is used to explore the influence of social and psychological factors in shaping women's attitudes and behavior and in shaping the attitudes and behavior of people toward women. The role played by psychology in creating scientific myths about women and, more recently, psychology's interest in correcting these misconceptions, are examined. Topic areas include sex-role stereotyping and androgyny, traditional and non-traditional roles of women, women and mental health issues, sexuality, culture and language, and health. (LA)

Cross-listed as PSYC 243.

Prerequisite: "C" or better in PSYC 100.

**WMST 253 Women and Gender in Prehistory 3 s.h.**

Introduces students to archaeological research and perspectives on women and gender in prehistoric societies and ancient civilizations, emphasizing cross-cultural variation in the past. Outlines the historical development of gender archaeology and contemporary approaches to engendering the past. Examines facets of gender (ideology, relations, sexuality, age, class, alternative genders, etc.) in past cultures and in a range of prehistoric cultural contexts (early hunter-gatherers, farmers and pastoralists, states and empires). Select ancient cultures (Andean, Mesoamerican, Egyptian, etc.) are examined in more detail. (Emphasis is on non-Western ancient cultures.) (LA)

Cross-listed as ANTH 253.

Prerequisites: 100 level ANTH or WMST 130, SoS.

**WMST 261 Women of Mixed Racial Descent 3 s.h.**

The course is a survey of mixed race identification and theorizations within African-American, Asian American, and Chicana/Latina communities. An important component of the course is the analysis of the changing ways in which women of mixed racial descent view their relationship to gender, race, sexuality and class formation within U.S. society. The course brings together a variety of sources - historical, cinematic, and literary - in order to facilitate greater understanding multi-racial theorizing and identity formation. (HO2, WS2)

Cross-Listed as: ALS 261.

Prerequisite: SoS.

**WMST 268 History of Women and Women's Movements in the U.S. 3 s.h.**

Survey of the changing status and role of women in American society. Main emphasis will be the origin and development of feminism from 19th century to the present, its ideology, and leadership and organization problems within the context of broader social change. (LA)

Cross-listed as AHIS 268.

Prerequisite: SoS or 3 s.h. 100-level HIST course.

**WMST 269 Women of Color in the U.S. 3 s.h.**

This course will use a multidisciplinary approach to survey the contemporary experience of women of color in the United States. We will explore the lives of African American, Asian American, Latinas and Native American Women in the context of historical, economic and political arrangements that give meaning to and shape their lives. We will also examine the cultural patterns which under-lie race, class, sexuality, and gender-based inequalities as a basic element of contemporary society. Focusing on individual and community experiences, we will assess the dynamic variation in women's class, racial-ethnic and gender identity formation, their differential treatment based on race, class, and gender at different levels of society, and their responses to the structural arrangements that affect their lives. (LA)

Crosslisted with ALS 269.

**WMST 274 Gender and Power in Africa 3 s.h.**

This course examines the social conditions and gendered experiences of women and men in Africa contrasting the precolonial, colonial and post colonial eras. (LA, HO2)

Cross-listed as WHIS 274 and ALS 274.

Prerequisite: SoS.

**WMST 279 Gender, Travel, Empire 3 s.h.**

This course explores women's travel and the narratives that it produced, positioning questions about gender alongside of concerns central to postcolonial and settlement studies. Movement across geographical and cultural borders will help us to probe issues of race, class, identity, and genre as we consider the dynamics of empire and its legacies. Texts may include primary sources ranging from captivity and slave narratives to the accounts of Victorian women traveling in Africa, Asia, Australia and North America, along with critical and theoretical materials. (LA)

**WMST 280 Women in Sports 3 s.h.**

This course is a survey of American women's experience in sports from the 1860s to the present. History, philosophy, and gender theory will be discussed along with current issues such as Title IX, women as sports professionals, the media and its influence, and governance of competitive sports.

Cross-listed as PHED 280.

Prerequisite: SoS

**WMST 290 Women, Race, and the Law: An Introduction 3 s.h.**

This course uses written text and cinematic text to explore the legal conditions of gender and women in diverse contemporary transnational contexts. More specifically the course addresses how laws map out gender, women's rights and social and ideological symbols. The course emphasizes the ways in which legal definitions and representations of women have been understood in terms of race, religion, occupation and constitutional rights. Coursework and class discussions will be grounded in feminist and cultural theories and critical legal studies. (LA)

Cross listed as ALS 290.

**WMST 291 Gender, Race, and Sexuality in Popular Culture 3 s.h.**

This course addresses how popular culture - film, television, music, mass and digital media - reinforces conceptions of gender and sexuality, race, and class. Using methodologies of gender, sexuality, and media studies, as well as critical race theory, we will examine the popular production, consumption, and reception of gendered social relations and roles. The course emphasizes critical inquiry regarding the production of normative and alternative gender and sexual identities, while noting their intersection with multiple, complex categories of identity, including most notably race, ethnicity, class, and nationality. (LA)

Crosslisted as ALS 291.

**WMST 294 Special Topics in Women's and Gender Studies 1-3 s.h.**

A course which focuses on particular issues, problems or research topics. The purpose is to explore a particular subject that may not yet be contained in a regularly offered course. (e.g., U.S. Latinas and Cultural History; Feminist Philosophy; Women and Music). (LA)

**WMST 295 Women's Studies Teaching Assistantship 1-3 s.h.**

This course provides teaching experience for students minoring in Women's Studies. The assistant works directly under the guidance of a faculty member. (LA)

Prerequisites: JrS and a minimum of 15 s.h. in WMST; a minimum GPA of 2.5 plus permission of the instructor and the Dept. Chair.

**WMST 299 Independent Study in Women's and Gender Studies 1-3 s.h.**

Individual studies under faculty supervision. Admission by consent of department chair and instructor involved. (LA)

**WMST 394 Special Topics in Women's and Gender Studies 1-3 s.h.**

A course which focuses on particular issues, problems or research topics. The purpose is to explore a particular subject that may not be contained in a regularly offered course (e.g., Women in Spanish American Lit). (LA)

**WMST 397 Women's and Gender Studies Internship 3-6 s.h.**

Working, reading and/or research in all areas of Women's and Gender Studies under faculty supervision (e.g., government agency, publishers, reproductive health). Approval of the advisor and Department chair required. (LA)

**WMST 398 Seminar in Women's and Gender Studies 3 s.h.**

Group discussions and independent research studies in gender, race, class, and sexuality. (LA, WS2)

Cross-listed as ALS 398.

*Prerequisite:* JrS required, 3 s.h. in Women's and Gender Studies recommended.

**WMST 399 Independent Study in Women's and Gender Studies 1-3 s.h.**

Individual studies under faculty supervision. Admission by consent of Department chair and instructor involved. (LA)

**ALIT 286 African American Women Writers 3 s.h.**

This course is intended to acquaint students with the history and representative writings of African American women writers from the 19th century to the present, and celebrates the great tradition of African American women writers, from Phyllis Wheatley to Zora Neale Hurston to Toni Morrison, Audre Lorde, and Ntozake Shange. Seeking to increase our understanding of the particular obstacles, issues and social injustice faced by African American women, as well as the richness, complexity and diversity of their writing, we will explore the poetry and fiction of writers both famous and little known, discovering their contribution to American Literature, to African American and Women's literature, and to social critique and social consciousness over the years. (LA, AH2)

Cross-Listed as ALS 286.

*Prerequisites:* COMP 100 and LITR 100 or LITR 150 or permission of instructor.

**ANTH 221 Anthropology of Sexes and Genders 3 s.h.**

Introduction to the comparative, cross-cultural study of gender. Part One focuses on the life cycle, including evolution and biological development, sexuality and reproduction, parenting and bonding, and nutrition. Part Two views women and men cross-culturally, comparing their roles and responsibilities in diverse settings. (LA)

*Prerequisite:* SoS.

**ARTH 220 Images of Women in Western Art 3 s.h.**

A study of the changing image of women in visual art. Through an examination of works of art—primarily painting, but prints, photographs, sculpture, installation, and mixed media, as well—the aim will be to ascertain how the concept of the feminine has been constructed within the restrictions of time and place, and to analyze how that construction has actively produced meaning for the sign, woman. (LA)

*Prerequisite:* ARTH 109 or 110.

**ARTH 222 Impressionism 3 s.h.**

This course is designed as an advanced undergraduate seminar with emphasis on the history of Impressionism and the methodologies that have been employed to write it. It stresses gender,

ethnicity, and social class in an analysis of the art and artists of the period. (LA)

*Prerequisite:* ARTH 109 or 110.

**COMM 241 Gender Communication 3 s.h.**

Explores sexual biases that affect male/female communication. Examines distinct verbal and nonverbal vocabularies of men and women that affect the way people interact in education, politics, marriage, family, business, and broadcasting. Consideration given to how sex affects credibility or status in discussion, debate, mass media portraits, and other realms of discourse. (LA)

*Prerequisite:* SoS or 3 s.h. COMM.

**ELIT 275 Jane Austen 3 s.h.**

An intensive reading of novels such as Northanger Abbey, Pride and Prejudice, and Emma. Additional, related readings will cover topics such as Austen's biography, criticism, the history of the novel, and contemporary literary developments. (LA)

*Prerequisites:* COMP 100, and LITR 100 or LITR 150.

**LITR 283 Women's Literature 3 s.h.**

Explores the role of women through reading literature by and about women. (LA, AH2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150.

**LITR 285 Autobiography, Gender and Culture 3 s.h.**

This course will consider autobiographies from a variety of cultural backgrounds, exploring the relationship between gender, culture, and the representation of the self in autobiography. Concurrently with the reading and discussion of published autobiographies, class members will undertake a number of writing exercises leading to the completion of a segment of their own autobiographies, and the empowerment to continue the project after the course has ended. The course will be taught from a women's studies and a multicultural perspective and can be used as credit toward the minor in women's studies. Like all women's studies courses, it is open to and should be rewarding for, all students regardless of gender. (LA, WS2)

*Prerequisites:* COMP 100; LITR 100 or LITR 150 or permission of instructor.

**LITR 286 Gender and Geography: Women's Environmental Writing 3 s.h.**

Examines selected writings of women writers and their relationship to the natural world. Readings in memoir, personal essay, fiction, and poetry will address the varied social, cultural, and historical influences on "reading" the natural environment. Theoretical and critical text will complement the courses emphasis of such topics as ecofeminism and environmental justice. (LA)

*Prerequisites:* COMP 100, and LITR 100 or LITR 150, or permission of instructor.

**SOCL 237 Sociology of Women 3 s.h.**

An examination of the roles of women in society, including a description of past and present role of women in the family, economy and other social institutions; an analysis of the causes and consequences of change in women's roles; an analysis of the social sources of feminism; and a discussion of the prospects and possibilities for change. (LA)

*Prerequisite:* 3 s.h. SOCL.

**SOCL 239 Women and Work 3 s.h.**

A cross-cultural and historical examination of women's labor force participation. Explores the process of sex typing of occupations, the nature of feminine occupations, the relationship of women to labor unions, women in masculine occupations and problems of working women (family conflict, discrimination, etc.). (LA)

*Prerequisite:* 3 s.h. SOCL.

# CHANCELLOR'S AWARDS AND BOARD MEMBERS

## Distinguished Service Professor

Willard N. Harman	Biology
F. Daniel Larkin	History
Janet Nepkie	Music
Gretchen S. Sorin	Cooperstown Graduate Program

## Distinguished Teaching Professor

James R. Ebert	Earth and Atmospheric Sciences
Lawrence T. Guzy	Psychology
Ashok S. Malhotra	Philosophy
Patrick H. Meanor	English
John H. Relethford	Anthropology

## The State University Chancellor's Award for Excellence in Teaching

Tracy H. Allen	2003-04	Geography
William B. Ashbaugh	2007-08	History
Brian Beitzel	2008-09	Educational Psychology, Counseling and Special Education
Craig F. Bielert	1999-00	Psychology
Jerome B. Blechman	1990-91	Earth and Atmospheric Sciences
Nancy J. Callahan	2000-01	Art
Devin Castendyk	2010-11	Earth and Atmospheric Sciences
Gwen Crane	2004-05	English
Arthur F. Dauria	2000-01	Communication Arts
James R. Ebert	1992-93	Earth and Atmospheric Sciences
Cynthia G. Falk	2005-06	History Museum Studies
Julie D. Freeman	2005-06	History
Lawrence T. Guzy	1992-93	Psychology
Willard N. Harman	1974-75	Biology
Cynthia Lassonde	2009-10	Education
Richard E. Lee	2003-04	English
Ashok S. Malhotra	1993-94	Philosophy
Patrick H. Meanor	1995-96	English
Daniel Payne	2011-12	English
John H. Relethford	1994-95	Anthropology
Yolanda R. Sharpe	1993-94	Art
William M. Simons	2001-02	History
Donna W. Vogler	2007-08	Biology
Renee Walker	2008-09	Anthropology
Stephen M. Walsh	2007-08	Management, Marketing & Information Systems

## The State University Chancellor's Award for Excellence in Faculty Service

Jerome Blechman	2011-12	Earth & Atmospheric Sciences
Achim D. Köddermann	2004-05	Philosophy

## The State University Chancellor's Award for Excellence in Librarianship

Mary Lynn Bensen	2005-06	Library
Nancy S. Cannon	2007-08	Library

## The State University Chancellor's Award for Excellence in Scholarship & Creative Activities

Robert S. Barstow	2004-05	Music
Orlando Legname	2006-07	Music
Joseph Pignato	2011-12	Music
Gretchen S. Sorin	2001-02	Cooperstown Graduate Program

## The State University Chancellor's Award for Excellence in Professional Service

Lynda Bassette-Farone	2010-11	Educational Opportunity Program
Karen A. Brown	2006-07	Admissions
Barton Ingersoll	2011-12	Chief of Police
Eileen M. McClafferty	2002-03	Academic Advisement
Steven R. Perry	1995-96	Student Development
Tracey M. Ranieri	2003-04	Athletics
Thomas M. Rathbone	2007-08	Facilities
Roger B. Sullivan	1995-96	Student Development

## The State University Chancellor's Award for Excellence in Classified Service

Dale Couse	2009-10	Maintenance - Custodial
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## State University of New York Board of Trustees

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Gerri Warren-Merrick	New York City
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William Howard, Sr. <i>Vice Chancellor &amp; Secretary of the University</i>	

## Oneonta College Council

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Carol A. Blazina	Oneonta
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James Johnston	Eaton
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Daniel Sniezek	Owego

## College at Oneonta Alumni Association Board of Directors

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# STATE UNIVERSITY OF NEW YORK

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State University Plaza, Albany, New York 12246

## University Centers

State University of New York at Albany  
 State University of New York at Binghamton  
 State University of New York at Buffalo  
 State University of New York at Stony Brook

## University Colleges

State University College at Brockport  
 State University College at Buffalo  
 State University College at Cortland  
 State University Empire State College  
 State University College at Fredonia  
 State University College at Geneseo  
 State University College at New Paltz  
 State University College at Old Westbury  
 State University College at Oneonta  
 State University College at Oswego  
 State University College at Plattsburgh  
 State University College at Potsdam  
 State University College at Purchase

## Health Science Centers

State University Health Science Center at Brooklyn  
 State University Health Science Center at Syracuse

## Colleges of Technology

State University College of Technology at Alfred  
 State University College of Technology at Canton  
 State University College of Agriculture and Technology at Cobleskill  
 State University College of Technology at Delhi  
 State University College of Agriculture and Technology at Morrisville

## Specialized Colleges

State University College of Environmental Science and Forestry  
 State University College of Technology at Farmingdale  
 State University Maritime College  
 State University College of Optometry  
 State University Institute of Technology at Utica/Rome

## Statutory Colleges

New York State College of Ceramics at Alfred University  
 New York State College of Agriculture and Life Sciences at Cornell University  
 New York State College of Human Ecology at Cornell University  
 New York State School of Industrial and Labor Relations at Cornell University  
 New York State College of Veterinary Medicine at Cornell University

## Community Colleges

Adirondack Community College  
 Broome Community College  
 Cayuga County Community College  
 Clinton Community College  
 Columbia Greene Community College  
 Corning Community College  
 Dutchess Community College  
 Erie Community College  
 Fashion Institute of Technology at New York City  
 Finger Lakes Community College  
 Fulton-Montgomery Community College  
 Genesee Community College  
 Herkimer County Community College  
 Hudson Valley Community College  
 Jamestown Community College  
 Jefferson Community College  
 Mohawk Valley Community College  
 Monroe Community College  
 Nassau Community College  
 Niagara County Community College  
 North Country Community College  
 Onondaga Community College  
 Orange County Community College  
 Rockland Community College  
 Schenectady County Community College  
 Suffolk County Community College  
 Sullivan County Community College  
 Tompkins Cortland Community College  
 Ulster County Community College  
 Westchester Community College

# GENERAL STATEMENT – STATE UNIVERSITY OF NEW YORK

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State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education.

When founded in 1948, the University consolidated 29 state-operated but unaffiliated institutions whose varied histories of service dated as far back as 1816.

Today, more than 467,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College. The State University enrolls 40 percent of all New York State high school graduates.

The distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world. Their efforts are regularly recognized in numerous prestigious awards and honors, including the Nobel Prize.

State University's research contributions are helping to solve some of today's most urgent problems. State University researchers pioneered nuclear magnetic resonance imaging and the supermarket bar code scanner, introduced time-lapse photography of forestry subjects and isolated the bacteria that causes Lyme disease.

The University's program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs and Educational Opportunity Centers, has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education.

The 30 locally-sponsored two-year community colleges offer local citizens programs that are directly and immediately job-related as well as degree programs that serve as job-entry educational experience or a transfer opportunity to a baccalaureate degree at a senior campus.

In 2004, the Governor and the Legislature approved a second multi-year, \$1.8 billion capital construction program for the University. The first plan, adopted in 1998 provided \$2 billion in capital investments in the University system. This investment in critical maintenance will protect the University's infrastructure and enable the University to keep pace with modern technology for the benefit of students and faculty.

In 1995, the Board of Trustees developed the document *Rethinking SUNY*, in response to a call from the Legislature for a "multi-year, comprehensive system wide plan to increase cost efficiency."

Underlying *Rethinking SUNY* is the theme of increasing efficiency by empowering campuses to manage directly more of their academic and financial affairs and by eliminating disincentives to the prudent use of campus and system resources.

State University's involvement in the health science education is extensive. Hundreds of thousands of New York's citizens are served each year by faculty and students in University hospitals, clinics or affiliated hospitals. The University's economic development services programs provide research, training and technical assistance to the state's business and industrial community. State University libraries, which support teaching and research activities, are an important community resource.

State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University's motto is: "To Learn—To Search—To Serve."

# MISSION AND VISION

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## Mission

The SUNY College at Oneonta unites excellence in teaching, scholarship, civic engagement, and stewardship to create a student-centered learning community.

## Vision

Our College strives to be a leader in:

- Teaching with distinction and innovation through diverse academic programs grounded in the liberal arts and enhanced by technology, scholarship, and service;
- Engaging students in exceptional learning experiences, within and beyond the classroom;
- Nurturing the development of individuals who contribute to local and global communities;
- Building an increasingly diverse, welcoming, and inclusive campus community; and
- Operating sustainably for the well-being of our College, community, and planet.

## Values

Our core values provide the foundation for all that the College does:

- Excellence in teaching, learning, and scholarship
- Student engagement
- A liberal arts foundation
- An inclusive community
- Global connectedness
- Stewardship

## Distinctiveness

Our College is distinguished by the following attributes:

- A reputation as an excellent academic institution with a strong commitment to teaching and learning
- High levels of participation, involvement, and engagement on the part of students
- High level of participation in service by faculty, students, and staff
- An environment with distinctly positive physical and psychological characteristics



# EDUCATION LAW

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- 224.a. Students unable because of religious beliefs to 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 is unable, because of his religious beliefs, to 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 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 religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he 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 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 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 held on other days.
  5. In effectuation 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 availing himself of the provisions of this section.
  6. Any student, who is aggrieved by the alleged failure of any faculty or administrative official 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 rights under this section.
  - 6-a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses.
  7. As used in this section, the term "institution of higher education" shall mean schools under the control of the board of trustees of the state university of New York or of the board of higher education of the city of New York or any community college.

# POLICY ON STUDENT RECORDS

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The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect certain college educational records pertaining to them as individuals and to obtain copies for a fee. Students are also accorded the right to question the content of a record and to receive a formal hearing if dissatisfied with responses to such questions.

Written consent from a student is required before personally identifiable information can be released from the individual educational record in all cases except tuition and fee obligations and those specifically exempted by law.

There is certain directory information which the college may release without the student's permission.

Directory Information at the College at Oneonta is defined as the following:

1. student name, postal addresses (not residence hall addresses), phone numbers and electronic mail addresses
2. major field(s) of student, class year, academic advisor, dates of attendance, full/part-time enrollment status; degrees and awards received
3. most recent previous school attended
4. participation in officially recognized activities and sports; height, weight, and photographs of members of athletic teams.

A student wishing to prevent directory information from being released must contact the College Registrar, in writing or in person, to request that a "confidential" flag be placed on his or her record. These confidential flags will be placed within 48 hours of receipt of the request and will be in effect until the student provides the College Registrar with a written request to remove the confidential flag.

The Institutional FERPA Policy Statement, containing complete College policies and procedures for exercising student rights under the Family Educational Rights and Privacy Act of 1974, is available from the College Registrar. Inquiries or complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, D.C. 20202-4605.

# DIRECTORY OF FACULTY AND PROFESSIONAL STAFF

## General Administration

Nancy Kleniewski, *President of the College*  
A.B., Emmanuel College; M.A., Ph.D., Temple University

Donald L. Ackerman, *Director of Facilities Operations*  
A.A.S., B.S., M.Ed., University of Toledo

Megan Ackley, *Interim College Internships Coordinator, Career Development*  
B.A., St. Bonaventure University; M.S.Ed., SUNY Oneonta

Paul J. Adamo, *Vice President for College Advancement and Executive Director, College Foundation*  
B.A., SUNY College at Oneonta; M.A., SUNY Empire State College

Matthew F. Albright, *Senior Staff Assistant, Biological Field Station*  
B.S., SUNY College at Geneseo; M.A., SUNY College at Oneonta

Allen E. Anderson, *Instructional Support Specialist, Science and Social Science*  
B.A., Case Western Reserve University; M.S., A.B.D., SUNY Albany

Aleksandra Andreic, *Manager, Contract and Grants Administration*  
B.S., SUNY College at Oneonta

Jesse P. Arno, *Staff Assistant, Telecommunications*  
B.S., SUNY College at Cortland

Lauri J. Arnold, *Programmer/Analyst*  
B.S., University of New Hampshire

Maureen P. Artale, *College Registrar*  
B.S., SUNY College at Oneonta; M.A., SUNY Empire State College

Jill E. Attanasio, *Computer Lab Associate*  
A.A.S., Sage Junior College of Albany; B.S. SUNY College at Oneonta

Brenda Balcom, *Financial Aid Assistant*  
A.A.S., Herkimer County Community College;  
B.A., SUNY College at Oneonta

Lois M. Baldwin, *Instructional Support Associate*  
B.S., SUNY College at Oneonta; M.S., Texas Women's University

Liangmei S. Bao, *Counselor, EOP*  
B.A., Fudan University, China; M.A., University of Colorado

JoAnn Barnhart, *Director, Student Accounts*  
B.S., SUNY College at Oneonta

Scott L. Barton, *Facilities Program Coordinator*  
B.S., Rensselaer Polytechnic Institute

Lynda D. Bassette-Farone, *Director, EOP*  
B.A., Hartwick College; M.A., State University of New York at Albany  
The State University Chancellor's Award for Excellence in Professional Service, 2010-2011

Julia Baxter, *Senior Staff Assistant, OEAFF*  
B.S., SUNY College at Oneonta

Heather J. Beach, *Senior Assistant Librarian*  
B.A., M.L.S., Syracuse University

Serenity L. Beardslee, *Financial Aid Advisor*  
B.S., SUNY College at Oneonta

Amy L. Benedict-Augustine, *Director of Career Development and Student Employment*  
B.A., Elmira College; M.A., Boston College; Ed.D., University of Pennsylvania

Mary Lynn Bensen, *Interim Director, Library*  
B.A., Rockford College; M.A. in L.S., Rosary College;  
M.A., SUNY College at Oneonta;  
Ph.D., State University of New York at Binghamton  
The State University Chancellor's Award for Excellence in Librarianship, 2005-2006

Lesley A. Bidwell, *Director of Networking and Telecommunications*  
B.A., SUNY College at Oneonta

Philip S. Bidwell, *Director of Information Technology Application Research and Development*  
B.S., M.S., SUNY College at Oneonta

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B.S., University of Wisconsin-Oshkosh;  
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The State University Chancellor's Award for Excellence in Librarianship, 2007-2008

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Ph.D., State University of New York at Albany

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Monica C. Grau, *Director of Orientation and First-Year Experience*  
B.S., SUNY College at Oneonta; M.S., New York University

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M.S., West Virginia University

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A.A.S., Fashion Institute of Technology;  
B.S., State University of New York at Binghamton

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B.S., SUNY College at Alfred

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B.A., M.S. Ed., University of Rochester

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A.B., Bowdoin College

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- M.I.St., University of Toronto  
Jane Hodne, *Staff Assistant, OEAFE*  
B.S., SUNY College at Oneonta
- Rebecca M. Hoey, *Staff Assistant, Community Relations*  
B.S., SUNY College at Oneonta
- Dennis M. Hoffmann, *Staff Associate, Facilities*  
B.S., SUNY College at Oneonta
- Heather T. Hotaling, *Collections Manager, Student Accounts*  
B.A., SUNY College at Oneonta
- Ashley E. Hubler, *Residence Hall Director*  
B.A., Shippensburg University of Pennsylvania
- Mona L. Hughes, *Instructional Support Assistant*
- Barton R. Ingersoll, *Associate Vice President for Student Development*  
B.A., Ithaca College; M.S., Elmira College;  
M.S., Ph.D., State University of New York at Albany  
The State University Chancellor's Award for Excellence in Professional Service, 2011-2012
- Cathy Jeanette, *Director, SUNY Oneonta Adult Education Program*  
B.A., Gordon College
- Brian Donald Jester, *Associate Athletic Director*  
B.A., M.Ed., University of Georgia
- Amanda L. Johnson, *Residence Hall Director*  
B.A., West Chester University; M.S., Syracuse University
- Karlis Kaugars, *Chief Information Officer*  
B.A., Kalamazoo College; M.S., Ph.D., New Mexico State University
- Jeanne M. Keahon, *Counselor, Counseling Center*  
B.A., SUNY College at Geneseo;  
M.S.W., State University of New York at Albany
- Amanda L. Kiakis, *Director, Judicial Affairs*  
B.A., Hartwick College; M.S.Ed., Old Dominion University
- Debbie L. Kiakis, *Personnel Assistant, Employment Opportunities*  
B.S., SUNY Empire State College
- Kelly Kingsbury, *Head Coach, Women's Field Hockey*  
B.S., Hartwick College
- Michael J. Kinsella, *Project Site Representative, Facilities*  
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- Leslie J. Kintner, *Residence Hall Director*  
B.A., York College of Pennsylvania; M.A., Geneva College
- Christine L. Krueger, *Payroll Manager*  
B.S., Keuka College
- Elise Krueger, *Residence Hall Director*  
M.S.Ed., St. Bonaventure University
- Hope R. Lambrecht, *Senior Personnel Associate, Human Resources*  
B.B.A., Niagara University
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B.S., SUNY College at Oneonta
- Ian C. Lascell, *Instructional Support Technician/Graphic Designer*  
B.S., Ithaca College
- Danielle Lee, *Head Athletic Trainer, Intercollegiate Athletics*  
B.A., University of Maine; M.S., Elmira College
- Hal Legg, *Director of Communications*  
B.A., SUNY Geneseo; M.P.A. SUNY Brockport
- Karl P. Lehenbauer, *Supervising Programmer Analyst*  
B.S., SUNY College at Oneonta
- Nancy L. Lehenbauer, *Senior Staff Assistant, Student Accounts*  
B.S., SUNY College at Oneonta
- J Taylor Lentner, *Senior Staff Assistant, Student Accounts*  
B.S., Syracuse University
- Brian Levis, *Student Employment Coordinator*  
A.A.S., SUNY College at Delhi; B.S., SUNY Empire
- Craig J. Levins, *Director, Students with Disabilities*  
B.A., Elmira College; M.A., Antioch New England Graduate School
- Donald Libby, Jr., *Project Site Representative, Facilities*  
A.A.S., Central Texas College
- David C. Lincoln, *Emergency Management Coordinator, University Police*  
A.A.S., Finger Lakes Community College;  
B.S., SUNY College at Oneonta
- Matthew J. LoPiccolo, *Head Coach, Cross Country*  
B.A., SUNY College at Plattsburgh
- Michele E. Luetzger, *Director, Residential Community Life*  
B.S., SUNY College at Geneseo;  
M.S., Ed.S., State University of New York at Albany
- Rebecca Lynch, *Assistant Director of Admissions*  
A.A.S., Endicott College; B.S., Wheelock College, Boston
- Mary Ellen Mack, *Senior Programmer/Analyst*  
B.S., SUNY College at Oneonta
- Laura M. Madelone, *Director of Alumni Affairs*  
B.A., M.S., Syracuse University
- Daniel J. Mahar, *Head Coach, Men's Lacrosse*  
B.S., SUNY College at Oneonta; M.Ed., Endicott College
- Jennifer Mahar, *Residence Hall Director*  
B.S., Endicott College
- Henry A.P. Mancke, *Instructional Support Technician/TV Master Control Room Technician*  
A.A.S., SUNY College at Alfred
- Mary Mancuso, *Staff Associate, Student Health Services*  
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- Carol L. Mandzik, *Director, International Education*  
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B.A., University of South Florida; M.S.B., Husson College
- Steven J. Maniscalco, *Director, Academic Information Technology Services*  
B.S., SUNY College at Oneonta
- William S. Mason, *Manager of the Fund for Oneonta*  
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B.S., Indiana Wesleyan University
- Eileen M. McClafferty, *Director of Academic Advisement*  
B.A., University of Notre Dame;  
M.P.A., State University of New York at Albany  
The State University Chancellor's Award for Excellence in Professional Service, 2002-2003
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- Deborah L. McClenon, *Director of Applications and Servers*  
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- Anne McFarland, *Senior Assistant Librarian*  
B.A., Gettysburg College;  
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B.A., University of Houston; M.A., Texas Tech University;

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The State University Chancellor's Award for Excellence in Professional Service, 1995-1996

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The State University Chancellor's Award for Excellence in Professional Service, 2003-2004

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The State University Chancellor's Award for Excellence in Professional Service, 2007-2008

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- Robert R. Thibault, *Director of Student Activities/Student Union*  
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- Alexander Thomas, *Associate Professor, Sociology; Interim Dean, Behavioral and Applied Science*  
B.A., Utica College; M.A., Ph.D., Northeastern University
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- Wade L. Thomas, *Associate Dean; Professor, Economics and Business*  
B.A., University of Pittsburgh; M.S., Pittsburg State University; Ph.D., University of Nebraska
- Daphne Thompson, *Head Coach, Women's Basketball*  
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- Evelyn M. Thompson, *Provost and Vice President for Academic Affairs (effective August 2011)*  
B.S., Tennessee State University; M.S., Ohio State University  
Ph.D., University of Tennessee, Knoxville
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- Elizabeth A. Wagner, *Head Coach, Women's Softball*  
B.S., University of Massachusetts; M.B.A., Troy University
- Barry P. Warren, *Associate Vice President for Development*  
B.A., The Catholic University of America;  
M.A., Columbia University; Ph.D., University of Connecticut
- Raphael P. Web, *Academic Computer Support Technician*  
B.S., State University of New York at Stony Brook;  
M.A., Fairleigh Dickinson University
- Theresa A. Weigl, *Supervisor, Information Technology Help Desk*  
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- Matthew Weinell, *Help Desk Associate, AITS*  
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B.S., SUNY College at Oneonta
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- Amanda Williams, *Assistant Athletic Trainer*  
B.A., University of Pittsburgh; M.S., California University of Pennsylvania
- Jeremiah Wood, *Lead Programmer Analyst*  
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- Chunmei Yao, *Assistant for Institutional Research*  
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- B. Cecilia Zapata, *Director of the Office of Equity and Inclusion*  
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## SICAS Center

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- Carol A. Arnold, *Senior Programmer/Analyst*  
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- Beverly A. Baker, *Assistant Director*  
B.A., Susquehanna University
- Ramon Biazon, *Senior Programmer/Analyst*  
B.S., University of Santo Tomas, Philippines
- Dawn M. Bookhout, *Lead Programmer/Analyst*

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Guangping Li, *Programmer/Analyst*  
B.S., M.S., Sichuan University; M.S., University of Nebraska,  
Omaha; Ph.D., University of Siegen

Daniel Maguffin, *Senior Programmer/Analyst*  
B.S., New York Institute of Technology; M.S., SUNY Stony Brook

Cameron Oliver, *Senior Programmer/Analyst*  
Scottish Higher National Degree, Heriot Watt University

Francine Raffa, *Supervising Programmer/Analyst*  
A.A.S., Broome Community College;  
B.S., State University of New York at Binghamton

Susan C. Smith, *Supervising Programmer/Analyst*  
B.S., SUNY Oneonta

Kristin G. Spranger, *Administrative Assistant*  
A.A.S., SUNY College at Delhi

David D. Stanley, *Senior Programmer/Analyst*  
B.S., SUNY Oneonta

Terry Tozer, *Senior Programmer/Analyst*  
A.S., Broome Community College

Nathan W. Trost, *Senior Programmer/Analyst*  
B.S., SUNY Oneonta

William R. Weir, *Supervising Programmer/Analyst*  
B.S., Hartwick College

Korisa Wright, *Senior Database Administrator*  
B.A., State University of New York at Binghamton

Min Zhang, *Programmer/Analyst*  
B.S., University of Anhui Tech; M.S., University of Bridgeport

## Auxiliary Services

Diane M. Williams, *Executive Director*  
B.A., SUNY College at Geneseo  
M.S., SUNY Oneonta

Tracy R. Dolan, *Manager, Red Dragon Bookstore*

Leslie K. Craigmyle, *Manager, Marketing & Customer Relations*

A.A.S., Herkimer County Community College

Darrin Lyons, *Business Operations Manager*  
B.A., SUNY Oneonta

Susan Obergefell, *Controller*  
B.A., SUNY Oneonta

## Distinguished Teaching Professors

James Ebert, *Earth and Atmospheric Sciences Department*

Lawrence T. Guzy, *Psychology Department*

Ashok K. Malhotra, *Philosophy Department*

Patrick H. Meanor, *English Department*

John H. Relethford, *Anthropology Department*

## Distinguished Service Professors

Willard N. Harman, *Biology Department*

F. Daniel Larkin, *History Department; Provost and Vice President  
for Academic Affairs*

Janet Nepkie, *Music Department*

Gretchen S. Sorin, *Cooperstown Graduate Program*

## Full-time Faculty

(Alphabetical Listing)

Aldridge, Benjamin, *Lecturer, Music*  
B.A., Yale University; M.M., Yale School of Music

Allen, Tracy H., *Associate Professor, Geography*  
B.A., M.S., George Mason University; Ph.D., Oregon State Uni-  
versity  
The State University Chancellor's Award for Excellence in  
Teaching, 2003-2004

Allison Jr., Donald L., *Assistant Professor, Mathematics, Computer  
Science and Statistics*  
B.S., Bethany Nazarene College; M.S., University of Illinois;  
M.S., National Technological University;  
Ph.D., Georgia Institute of Technology

Anderson, Sven H., *Associate Professor, Art*  
B.F.A., University of Hawaii; M.F.A., Cranbrook Academy

Angell, Katherine G., *Associate Professor, Human Ecology*  
B.A., Simmons College; M.Ed., Ed.D., University of Minnesota

Arakaki, Jon S., *Assistant Professor, Communication Arts*  
B.A., University of Redlands; M.A., University of Nevada, Las  
Vegas;  
Ph.D., University of Oregon

Arango, Gustavo, *Associate Professor, Foreign Languages and  
Literatures*  
B.A. Universidad Pontificia, Bolivariana Colombia;  
M.A., Ph.D., Rutgers University

Armstrong, W. Lawrence, *Professor, Chemistry and Biochemistry*  
A.B., Oberlin College; Ph.D., University of Rochester

Ashbaugh, William B., *Associate Professor, History*  
B.A., University of California, San Diego;  
M.A., San Diego State University; Ph.D., Temple University  
The State University Chancellor's Award for Excellence in  
Teaching, 2007-2008

Avanzato, Rose, *Lecturer, Education and Human Ecology*  
A.A.S., Nassau Community College;  
B.S., M.S., SUNY Oneonta

Avery, Leanne, *Associate Professor, Elementary Education and  
Reading*  
M.S., State University of New York at Albany;  
M.S.Ed., Ph.D., Cornell University



- Bachman, Nancy J., *Associate Professor, Biology*  
B.A., Macalester College; Ph.D., The University of Michigan
- Bagby, John R., *Associate Professor, Theatre*  
B.A., University of Northern Iowa; M.F.A., University of Texas, Austin
- Baldwin, Joseph C., *Associate Professor, English*  
B.S., SUNY College at Cortland; M.A., University of Arkansas
- Balins, Andris, *Lecturer, Music*  
B.A., Hartwick College
- Banks, Dennis N., *Secondary Education; Professor, Education*  
B.A., Johns Hopkins University; M.A.T., Jacksonville University; Ph.D., University of Florida
- Barberio, Richard P., *Associate Professor, Political Science*  
B.S., SUNY Oneonta;  
M.A., Ph.D., Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany
- Barnes, Christine H., *Instructional Support Technician, Chemistry and Biochemistry*  
A.A.S., Mohawk Valley Community College;  
B.A., SUNY College at Oswego
- Barstow, Robert S., *Professor, Music*  
B. of Music, Fort Hays Kansas State College;  
M.A., Ph.D., The Ohio State University  
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities, 2004-2005
- Battisti, Helen, *Assistant Professor, Human Ecology*  
B.S., SUNY Binghamton; M.S., Marywood College; Ph.D., Marywood University
- Bauer, Paul, *Assistant Professor, Economics, Finance and Accounting*  
B.A., Texas Christian University; Ph.D., University of North Carolina at Chapel Hill
- Beal, Thomas D., *Assistant Professor, History*  
B.A., University of Tennessee;  
M.A., Ph.D., State University of New York at Stony Brook
- Beitzel, Brian D., *Associate Professor, Educational Psychology, Counseling and Special Education*  
B.A., Peoples Bible College; B.S., Colorado State University; M.S., Ph.D., University of Wisconsin  
The State University Chancellor's Award for Excellence in Teaching, 2008-2009
- Bennett, Jacqueline S., *Assistant Professor, Chemistry and Biochemistry*  
B.S., West Virginia University; M.S., Ph.D., University of California
- Bernardin, Susan K., *Associate Professor, English*  
B.A., Princeton University;  
M.A., Ph.D., University of California, Santa Cruz
- Betsinger, Tracy K., *Assistant Professor, Anthropology*  
B.A., University of North Dakota;  
B.S., University of Wisconsin-LaCrosse; M.A., University of Tennessee; Ph.D., The Ohio State University
- Bielert, Craig F., *Professor, Psychology*  
B.A., Wabash College; Ph.D., Michigan State University  
The State University Chancellor's Award for Excellence in Teaching, 1999-2000
- Bischoff, Paul J., *Professor, Education*  
B.S., Monmouth College; Ed.D., Columbia University
- Bishop, Ron, *Lecturer, Chemistry and Biochemistry*  
B.A., Youngstown State; Ph.D., West Virginia University
- Black, Suzanne, *Assistant Professor, English*  
A.B., A.M., University of Chicago; Ph.D., University of Michigan
- Blechman, Jerome B., *Professor, Earth and Atmospheric Sciences*  
B.S., New York University;  
M.S., Ph.D., University of Wisconsin, Madison  
The State University Chancellor's Award for Excellence in Teaching, 1990-1991  
The State University Chancellor's Award for Excellence in Faculty Service, 2011-2012
- Bouman, Nathaniel F., *Assistant Professor, Communication Arts*  
B.A., Vassar College; M.F.A., Columbia University
- Bounou, Latifa, *Assistant Professor, Foreign Languages and Literatures*  
M.A., Universite Hassan II; Ph.D., University of Louisiana, Lafayette
- Bridgers, Leah, *Assistant Professor, Mathematics, Computer Science and Statistics*  
B.A., Hamilton College; M.S., Ph.D., Syracuse University
- Brunstad, Keith, *Assistant Professor, Earth and Atmospheric Sciences*  
B.S., University of Puget Sound; Ph.D., Washington State University
- Brown, Michael J., *Assistant Professor, Psychology*  
B.A., John Jay College of Criminal Justice (CUNY); M.A., Brooklyn College (CUNY)
- Buchan, Howard F., *Associate Professor, Economics, Finance and Accounting*  
B.A., M.B.A., University of Windsor, C.P.A.;  
Ph.D., State University of New York at Binghamton
- Bueche, Jennifer L., *Associate Professor, Human Ecology; Director, M.S. – Nutrition and Dietetics Program*  
B.S., SUNY Oneonta; M.S., C. W. Post Long Island University; Ph.D., Syracuse University
- Callahan, Nancy J., *Professor, Art*  
B.A., SUNY Oneonta; M.F.A., Syracuse University  
The State University Chancellor's Award for Excellence in Teaching, 2000-2001
- Carter, Paul S., *Assistant Professor, Music*  
B.A., Allegheny College; M.M., University of Massachusetts; Ph.D., Conservatory of Music, University of Cincinnati
- Castendyk, Devin, *Associate Professor, Earth and Atmospheric Sciences*  
B.A., Hartwick College; M.S., University of Utah; Ph.D., The University of Auckland, New Zealand  
The State University Chancellor's Award for Excellence in Teaching, 2010-11
- Chiang, Joseph F., *Professor, Chemistry and Biochemistry*  
B.S., Tunghai University, China; M.S., Ph.D., Cornell University
- Chiang, Shiaoyn, *Associate Professor, Communication Arts*  
B.A., Anhui University, China;  
M.A., Yunnan University; M.A., Duquesne University; M.A., Ph.D., State University of New York at Albany
- Chiweshe, Annacleta, *Associate Professor, Human Ecology*  
B.Ed., University of Zimbabwe; M.Sc., Ph.D., University of Nebraska
- Choi, Yun-Jung, *Assistant Professor, Human Ecology*  
B.S., HanKuk University of Foreign Studies, South Korea; M.S., Ph.D., Iowa State University
- Choonoo, R. Neville, *Professor, Africana and Latino Studies/English*  
Teachers Diploma, Springfield College, South Africa; B.A., Western Illinois University; M.A., City College of New York; M.A., Ph.D., Columbia University
- Christie, Charlene S., *Assistant Professor, Psychology*  
B.A., Bard College;  
M.A., Ph.D., State University of New York at Albany

Chryst, Carolyn F., *Assistant Professor, Education*  
B.A. George Mason University; M.Ed., Ph.D., University of Toledo

Compton, Robert W., *Associate Professor, Africana and Latino Studies and Political Science*  
B.A., Bowie State University; M.A., Bowling Green State University; M.P.A., Ph.D., State University of New York at Binghamton

Crane, Gwen E., *Professor, English*  
B.A., University of California, Los Angeles; Ph.D., Princeton University  
The State University Chancellor's Award for Excellence in Teaching, 2004-2005

Cui, Jian, *Assistant Professor, Art*  
B.F.A., Central Academy of Fine Arts, China; M.F.A., The Pennsylvania State University

Cunningham, Neil, *Lecturer, Communication Arts*  
B.S., Indiana University of Pennsylvania

Curch, Lisa M., *Associate Professor, Sociology*  
B.A., Hollins University; M.A., University of Southern Florida; Ph.D., University of Kentucky

Curran, Joanne M., *Associate Dean and Associate Professor of Educational Psychology*  
B.S., M.S., SUNY College at Buffalo; Ph.D., Arizona State University

Dauria, Arthur F., *Professor, Communication Arts*  
B.S., M.A., Ph.D., The Pennsylvania State University  
The State University Chancellor's Award for Excellence in Teaching, 2000-2001

Day, Janet, *Assistant Professor, Political Science*  
A.A.S., Northwestern Michigan College; B.A., Hope College; M.A., Ph.D., Purdue University

Dean, Carol S., *Assistant Professor, Secondary Education*  
B.A., University of Nebraska at Kearney; M.A., Ed.D., State University of New York at Binghamton

Dengler, Krislynn, *Lecturer, Elementary Education and Reading*  
B.S., M.S., State University College at Oneonta

Dennis, Jeffery, *Assistant Professor, Sociology*  
B.A., Augustana College; M.A., Indiana University; M.A., Ph.D., State University of New York at Stony Brook

Dixon, Benjamin Y., *Associate Professor, Geography*  
B.A., Shippensburg University; M.A., University of Kansas; Ph.D., University of Oklahoma

Dolber, Brian, *Assistant Professor, Communication Arts*  
B.A., The George Washington University; Ph.D., University of Illinois at Urbana-Champaign

Doughty, Amie A., *Associate Professor, English*  
B.A., Ripon College; M.A. Indiana State University; Ph.D., University of Oklahoma

Dowdell, Mary A., *Assistant Professor, Human Ecology*  
B.S., Kent State University; M.S., The Ohio State University; Ph.D., Syracuse University

Durkin, Barbara, *Assistant Professor, Management, Marketing, and Information Systems*  
B.A., St John University; M.B.A., Iona College; J.D., Pace University

Ebert, James R., *Distinguished Teaching Professor, Earth and Atmospheric Sciences*  
B.S., SUNY College at Fredonia; Ph.D., State University of New York at Binghamton  
The State University Chancellor's Award for Excellence in Teaching, 1992-1993

Ellis, Todd, *Assistant Professor, Earth Sciences*

B.S., The Pennsylvania State University; M.S., Ph.D., Colorado State University

Eluwawalage, Damayanthie, *Assistant Professor, Human Ecology*  
B.A., B.A., Curtin University, Western Australia; Ph.D., Edith Cowan University, Western Australia

Escudero, Alejandra, *Lecturer, Foreign Languages and Literatures*  
B.A., Universidad Metropolitana, Venezuela; M.S., University of British Columbia, Vancouver

Falbush, Arthur C., *Lecturer, Music*  
B.M., University of Northern Colorado; M.M., University of North Texas; D.M.A., State University of New York at Stony Brook

Falk, Cynthia G., *Associate Professor, Cooperstown Graduate Program*  
B.A., The Pennsylvania State University; M.A., Ph.D., University of Delaware  
The State University Chancellor's Award for Excellence in Teaching, 2005-2006

Fall, Leigh M., *Assistant Professor, Earth and Atmospheric Sciences*  
B.S., University of New Mexico; M.S., Indiana University; Ph.D., Texas A&M University

Farber, Allen S., *Associate Professor, Art*  
B.A., M.A., Case Western Reserve University; M.A., Ph.D., Cornell University

Farro-Lynd, Deborah A., *Assistant Professor, Mathematics, Computer Science and Statistics*  
B.S., M.S., SUNY Oneonta; Ph.D., State University of New York at Albany

Faux, Michael, *Associate Professor, Physics and Astronomy*  
B.S., The Pennsylvania State University; Ph.D., University of Pennsylvania

Feng, Jie, *Assistant Professor, Management, Marketing and Information Systems*  
B.A., Zhejiang University; M.A., University of Alabama, Birmingham; Ph.D., University of Wisconsin - Milwaukee

Ferrara, Mark S., *Assistant Professor, English*  
B.G.S., M.A., Virginia Commonwealth University; Ph.D., University of Denver

Finin, Kathryn R., *Associate Professor, English*  
B.A., M.A., SUNY Oneonta; Ph.D., State University of New York at Binghamton

Flynn, Lisa M., *Associate Professor, Economics, Finance and Accounting*  
B.S., Ithaca College; M.S., Ph.D., State University of New York at Binghamton

Foley-Reynolds, Erin, *Assistant Professor, Communication Arts*  
B.A., M.A., University of Kentucky; Ph.D., University of Colorado at Boulder

Frank, Gwen, *Assistant Professor, Elementary Education and Reading*  
B.S., M.Ed., Southwest Texas State University; Ed.D., University of Houston

Freeman, Julie D., *Assistant Professor, History; Interim Dean, Science and Social Science*  
B.A., Brock University, Canada; M.A., Ph.D., State University of New York at Buffalo  
The State University Chancellor's Award for Excellence in Teaching, 2005-2006

French, Paul A., *Associate Professor, Physics and Astronomy*  
B.A., B.S., Boston University; Ph.D., Cornell University

Frost, Richard G., *Professor, English*  
A.B., M.A., San Jose State College

- Frye, Joshua J., *Assistant Professor, Communication Arts*  
B.A., University of Minnesota; M.A., Marquette University;  
Ph.D., Purdue University
- Fuller, Trevor, *Assistant Professor, Geography*  
B.S., Purdue University; M.A., Indiana State;  
Ph.D., University of Illinois at Urbana-Champaign
- Fulkerson, Gregory, *Assistant Professor, Sociology*  
B.A., Michigan State University; M.A., Western Michigan University; Ph.D., North Carolina State University
- Gallagher, Christine E., *Lecturer, Elementary Education and Reading*  
B.A., Brooklyn College; M.A., State University of New York at Binghamton
- Gallagher Jr., Hugh A., *Associate Professor, Physics and Astronomy*  
B.A., College of the Holy Cross; Ph.D., Boston College
- Gallagher, Kelly R., *Assistant Professor, Chemistry and Biochemistry*  
B.S., Boston College; Ph.D., University of Pennsylvania
- Gardner, John W., *Associate Professor, Communication Arts*  
B.A., St. Vincent College; M.A., Pittsburgh State University;  
Ph.D., The Pennsylvania State University
- Godek, Melissa, *Assistant Professor, Earth and Atmospheric Sciences*  
B.A., Syracuse University;  
M.S., Ph.D., University of Delaware
- Gonyea, Nathan E., *Assistant Professor, Educational Psychology, Counseling and Special Education*  
B.S., Sacred Heart University;  
M.S., Ph.D., State University of New York at Albany
- Goutziers, Constant J., *Professor, Mathematics, Computer Science and Statistics*  
Diploma of Mathematical Engineer, M.S., Ph.D., Delft University of Technology, The Netherlands
- Green, Michael K., *Professor, Philosophy*  
B.A., University of Kansas, Lawrence; Ph.D., University of Chicago
- Growdon, Martha, *Assistant Professor, Earth and Atmospheric Sciences*  
B.A., Lawrence University; M.S., University of Connecticut;  
Ph.D., Indiana University
- Haley, Brian D., *Associate Professor, Anthropology*  
B.A., M.A., Ph.D., University of California, Santa Barbara
- Hamlin, Dawn W., *Assistant Professor, Educational Psychology, Counseling and Special Education*  
B.A., St. Lawrence University; M.S., Le Moyne College;  
Ph.D., The Pennsylvania State University
- Hammonds, Joshua, *Assistant Professor, Communication Arts*  
B.A., University of Southern Indiana; M.A., Ball State University;  
Ph.D., University of Nebraska-Lincoln
- Han, Sallie S., *Assistant Professor, Anthropology*  
B.A., Williams College; M.A., Ph.D., University of Michigan
- Harder, Mette, *Assistant Professor, History*  
B.A., University of Stirling, UK; M.A., Ph.D., University of York, UK
- Harman, Willard N., *Distinguished Service Professor, Biology; Endowed Chair: Rufus J. Thayer Chair for Otsego Lake Research; Director of the Biological Field Station*  
B.S., SUNY College of Forestry; Ph.D., Cornell University  
The State University Chancellor's Award for Excellence in Teaching, 1974-1975
- Harper, April, *Assistant Professor, History*  
B.A., University of Colorado;
- M.Litt., Ph.D., University of St. Andrews, UK
- Hasbargen, Leslie E., *Assistant Professor, Earth and Atmospheric Sciences*  
B.S., University of California, Santa Barbara;  
Ph.D., University of Minnesota
- Hecht, Roger W., *Assistant Professor, English*  
B.A., University of Maryland; M.F.A., University of Arizona;  
Ph.D., Syracuse University
- Heilveil, Jeffrey S., *Assistant Professor, Biology*  
B.S., University of Michigan; M.S.,  
Ph.D., University of Illinois at Urbana-Champaign
- Heindl, Brett, *Assistant Professor, Political Science*  
B.A., Ithaca College; M.A., Ph.D., Syracuse University
- Helser, Terry L., *Professor, Chemistry and Biochemistry*  
B.A., Manchester College; Ph.D., University of Wisconsin, Madison
- Hendley, Matthew C., *Associate Professor, History*  
B.A., Queen's University, Canada; M.A., McGill University, Canada; Ph.D., University of Toronto, Canada
- Higgins, Dennis M., *Assistant Professor, Mathematics, Computer Science and Statistics*  
B.A., Northwestern University;  
M.A., M.S., State University of New York at Binghamton
- Hill, Donald R., *Professor, Africana and Latino Studies/Anthropology*  
B.A., Pomona College; M.A., San Francisco State University;  
Ph.D., Indiana University
- Hilpert, Kirsten F., *Assistant Professor, Human Ecology*  
B.S., Indiana University of Pennsylvania;  
Ph.D., The Pennsylvania State University
- Horvath, Thomas G., *Associate Professor, Biology*  
B.Sc., University of Indianapolis; Ph.D., University of Notre Dame
- Hovis, George R., *Associate Professor, English*  
B.S., B.S., North Carolina State;  
M.A., Ph.D., University of North Carolina
- Hu, Shih-Ming, *Associate Professor, Human Ecology*  
B.A., National Ping-Tong University of Science and Technology, Taiwan; M.S., Florida International University;  
Ph.D., Oklahoma State University
- Iyer, Nithya, *Associate Professor, Educational Psychology, Counseling and Special Education*  
B.S., Mount Carmel College, Bangalore, India;  
B.A., Annabola University, India; M.A., Ed.D., University of Cincinnati
- Joest, Karen S., *Associate Professor, Africana and Latino Studies/Human Ecology*  
B.S., Indiana State; M.S., Chaminade University;  
Ph.D., Virginia Polytechnic Institute and State University
- Johnson, Kenneth A., *Associate Professor, Geography*  
B.A., Hunter College; M.R.P., Ph.D., Syracuse University
- Jurasinski, David, *Lecturer, Human Ecology*  
B.S., M.S., Widener University
- Kahl, Andrew, *Associate Professor, Theatre*  
B.A., St. Mary's College of Maryland; M.F.A., University of Minnesota
- Kamburowska, Grazyna, *Associate Professor, Mathematics, Computer Science and Statistics*  
M.S., Wroclaw Technical University, Poland;  
M.S., Ph.D., Bowling Green State University
- Kamina, Penina, *Assistant Professor, Education*  
B.Ed., M.Ed., Kenyatta University; Ph.D., Syracuse University

- Kasiri, Narges, *Assistant Professor, Management, Marketing and Information Systems*  
B.S., Sharif University of Technology; M.S., Eastern Michigan University; Ph.D., Oklahoma State University
- Kazas-Pontisakos, Angeliki, *Associate Professor, Mathematics, Computer Science and Statistics*  
B.A., Pace University; Ph.D., State University of New York at Albany
- Keegan, Christopher W., *Assistant Professor, Africana & Latino Studies/ Philosophy*  
B.A., Union College;  
M.A., Ph.D., State University of New York at Buffalo
- Keel, Gina, *Assistant Professor, Political Science*  
A.A., American River College; B.A., University of California, Berkeley;  
Ph.D., Brandeis University
- Kim, Jae Kyung, *Assistant Professor, Management, Marketing and Information Systems*  
B.S., Ajou University; M.B.A., Miami University;  
Ph.D., University of Nebraska
- Koch, Michael P., *Assistant Professor, Philosophy*  
B.A., Bard College; D.A., State University of New York at Albany
- Knudsen, Toke, *Assistant Professor, Mathematics, Computer Science and Statistics*  
B.S., M.S., University of Copenhagen; Ph.D., Brown University
- Koeddermann, Achim D., *Associate Professor, Philosophy*  
B.A., Gutenberg-Gymnasium, Wiesbaden, Germany;  
M.A., Ph.D., Johannes-Gutenberg-Universität, Mainz, Germany  
The State University Chancellor's Award for Excellence in Faculty Service, 2004-2005
- Labroo, Sunil, *Associate Professor, Physics and Astronomy*  
M.Tech., Indian Institute of Technology;  
M.S., Ph.D., Southern Illinois University, Carbondale
- LaFrance, Ronald C., *Associate Professor, Educational Psychology, Counseling and Special Education*  
B.S.Ed., Worcester State College;  
M.Ed., Ed.D., University of Massachusetts
- Larkin, F. Daniel *SUNY Distinguished Service Professor, History*  
B.S., SUNY College at Brockport;  
M.S., M.A., Ph.D., State University of New York at Albany
- Lassonde, Cynthia A., *Professor, Education*  
M.S., Ph.D., State University of New York at Albany
- Lawrence, Elaine M., *Assistant Professor, Education*  
B.S., M.S., SUNY Oneonta;  
Ph.D., Nova Southeastern University
- Lee, Richard E., *Associate Professor, English*  
B.A., M.A., SUNY Oneonta; Ph.D., Rutgers University  
The State University Chancellor's Award for Excellence in Teaching, 2003-2004
- Legname, Orlando, L., *Associate Professor, Music*  
B.S., M.A., São Paulo State University, Brazil;  
Ph.D., University of Maryland  
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities, 2006-2007
- Lentz, Vicky M., *Assistant Professor, Biology*  
B.S., University of Delaware; Ph.D., University of Pennsylvania
- Leon, Miguel A., *Assistant Professor, History*  
B.A., San Marcos University, Peru; M.A., Ph.D., Columbia University
- Leung, Ho Hon, *Associate Professor, Sociology*  
B.A., M.A., Acadia University, Canada;  
Ph.D., McGill University, Canada
- Levine, Anita, *Assistant Professor, Elementary Education and Reading*  
B.A., Rutgers University; M.Ed., Ph.D., Kent State University
- Li, Daqi, *Associate Professor, Educational Psychology, Counseling and Special Education*  
M.A., Beijing Foreign Languages Institute;  
M.Ed., Ed.D., Texas Tech University
- Licata, Julie, *Assistant Professor, Music*  
B.M., Capital University; M.M., University of South Carolina;  
D.M.A., University of North Texas, Denton, TX
- Link-Pérez, Melanie, *Assistant Professor, Biology*  
A.A., Hillsborough Community College; B.A., Smith College;  
M.S., Miami University; Ph.D., Miami University
- Lokshina, Izabella V., *Professor, Management, Marketing and Information Systems*  
B.A., Moscow State University, Russia;  
M.S., Oil and Gas Institute, Russia;  
Ph.D., Moscow State Mining University, Russia
- Lorenz, Magdalena, *Lecturer, Economics, Finance, and Accounting*  
B.A., B.S., Hunter College of City University of New York;  
J.D., University of California, Berkeley
- Lowe, Brian M., *Associate Professor, Sociology*  
B.A.H., M.A., Queen's University at Kingston;  
Ph.D., University of Virginia
- Macaluso, Patrice M., *Associate Professor, Theatre*  
B.S., SUNY Oneonta;  
M.F.A., The Pennsylvania State University
- Mahanta, Kamala, *Associate Professor, Physics and Astronomy*  
B.S., M.S., Gauhati University; M.S., Ph.D., University of Manchester, UK
- Malhotra, Ashok K., *Distinguished Teaching Professor, Philosophy*  
B.A., M.A., University of Rajasthan, India; Ph.D., University of Hawaii  
The State University Chancellor's Award for Excellence in Teaching, 1993-1994
- Malikov, Yuriy A., *Assistant Professor, History*  
Pavlodar Teachers' Training Institute, Pavlodar, Kazakhstan;  
M.A., Central European University, Budapest, Hungary;  
Ph.D., University of California, Santa Barbara
- Mann, Nigel, *Assistant Professor, Biology*  
B.S., University of Manchester, UK; Ph.D., University of St. Andrews, UK;  
PGCE, University of Strathclyde, UK
- Marchand, Genevieve, *Assistant Professor, Physical Education*  
B.S., University of Quebec, Chicoutimi; M.A., California State University, Chico; Ph.D., University of Minnesota, Twin Cities
- McAvoy, Michael R., *Assistant Professor, Economics, Finance and Accounting*  
A.B., M.A.S., Ph.D., University of Illinois at Urbana-Champaign
- McCaslin-Doyle, John, *Associate Professor, Theatre*  
B.F.A., University of Colorado; M.A.T., University of Puget Sound; Ph.D., Bowling Green State University
- McKay, Zanna D., *Assistant Professor, Education*  
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