



**UNDERGRADUATE CATALOG
2007 - 2009**

Office of Admissions
Fenner House
SUNY Fredonia
Fredonia, NY 14063
Telephone: (716) 673-3251
1-800-252-1212
FAX: (716) 673-3249

E-mail:
admissions.office@fredonia.edu

www.fredonia.edu

2 State University of New York at Fredonia

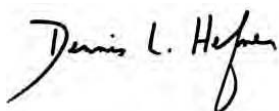
Welcome to the State University of New York at Fredonia. Consistently ranked as one of the finest public universities in the North, SUNY Fredonia is recognized for high academic standards, strong graduation rates, and outstanding student services.

Fredonia's exceptional academic reputation is generated by a commitment from the entire campus community to prepare you for the opportunities and challenges of the twenty-first century. Our core curriculum immerses you in an understanding of global perspectives and cultures, encourages you to sharpen your communication skills, and allows you to explore academic disciplines with up-to-date applications of emerging technologies.

Student academic success, a hallmark at SUNY Fredonia for the past 180 years, led to the adoption of our campus motto: "Where Success is a Tradition." Students routinely receive personal assistance from faculty and staff in exploring majors, developing a course of study, and identifying career choices.

Another significant component of your education is the opportunity to participate in extracurricular and volunteer activities. Intramural and intercollegiate sports teams, internships, student government and residence life, music and theatrical productions, guest speakers and visiting artists, and over 120 student clubs and organizations offer outlets for your interests, creativity, and energy.

This Undergraduate Catalog is your guidebook to the many opportunities available to you at SUNY Fredonia. Use it to make the most of your adventure in higher education.



Dennis L. Hefner, Ph.D.
President



Table of Contents

Mission Statement	5
Accreditation	5
University Calendar	6
Undergraduate Programs and Area Specializations Directory	7
Minors	8
Undergraduate Departments and Programs	9
SUNY Fredonia's History	94
Course Descriptions	97
General Undergraduate Academic Information	177
College Core Curriculum	177
Academic Advising	178
Liberal Arts	178
Fredonia in 4	178
Pre-Professional Programs	179
Study Abroad	179
Student Creative Activity and Research	180
Academic and Student Services	181
Reed Library	181
Information Technology	181
The Learning Center/Disability Support Services	181
Educational Development Program	182
Career Development Office	182
Counseling Center	183
Center for Multicultural Affairs	184
Student Life on Campus	184
Fredonia Organizations and Activities	187
Honors	192
Undergraduate Admissions	195
Expenses	198
Billing Procedures and Payment Requirements	200
Scholarship Opportunities	202
Financial Aid	207
Educational Community Outreach	213
Academic Policies	217
Student Rights and Responsibilities	227
Family Educational Rights and Privacy Act	249
Rules and Regulations for Maintenance of Public Order on Campus	249
Fredonia College Council	254
Fredonia Campus Administration	255
Faculty	258
Index	266
Campus Map	outside back cover



SUNY Fredonia offers a variety of undergraduate majors in the arts, humanities, and the natural and social sciences, as well as professional programs, and graduate master's and advanced certificate programs in many areas.

Faculty and professional staff are committed to providing a high quality educational experience through classroom teaching and performance and research opportunities. Small class sizes reflect our dedication to a personal approach in helping you to achieve your educational goals.



In the most recent Student Opinion Survey administered throughout the State University of New York by American College Testing, current students ranked Fredonia at the top in categories including the quality of fine and performing arts facilities, cultural harmony, and the college's contribution to the growth and learning needed for a career. Students were also highly satisfied with opportunities for involvement in campus activities and sports, and the availability of faculty outside of class for meetings and discussions.

Community and Region

SUNY Fredonia is located in the heart of northern Chautauqua County at Exit 59 of the New York State Thruway. Students have the advantages of a small campus but are just a short drive away from major metropolitan areas. The neighboring city of Dunkirk is located on the shores of Lake Erie, which along with Chautauqua Lake, offer ideal locations for faculty/student research projects in the natural sciences. Nearby ski centers beckon students during the winter months.



4 State University of New York at Fredonia

Your Educational Experience

We provide opportunities in and outside of the classroom that reflect an educational philosophy based on the evolution of the total student. Fredonia's Honors Program provides unique educational opportunities to highly motivated students.

Internships and research opportunities are available and encouraged in several academic areas. You also can participate in study abroad programs conducted by Fredonia and other cooperating colleges and universities.



In Support of Your Education

We believe that for students to achieve success, academic programs require the support of the entire campus community. Our academic and student services are exceptional, and reflect our dedication to your growth and development.

SUNY Fredonia and the Fredonia College Foundation awarded a total of nearly a million dollars in scholarships for the most recent academic year. In addition, our Financial Aid Office works diligently to help students to obtain maximum aid through federal and state programs.



Your Life on Campus

A combination of strong educational options combined with a high quality of student life is the right formula for success. Participation in student activities, campus governance, and sports can contribute to a heightened sense of self-awareness and self-assurance.

Fredonia's residence halls provide you with a comfortable and secure atmosphere with activities planned by residents. Our new University Commons combines a residence hall with the college bookstore, a convenience store, and a Starbucks Coffee shop.

In addition to our student newspaper, radio and television stations, music, dance and theatre activities are open to all students, regardless of major. There are Greek organizations, a Leadership development program, and many intramural and intercollegiate sports teams.

Come to Fredonia. *Where Success is a Tradition.*

SUNY Fredonia Mission Statement

The State University of New York at Fredonia, a comprehensive institution of higher education, declares as its mission:

To offer programs at the baccalaureate and master's degree levels – within and across the disciplines that comprise the liberal arts and sciences and in certain applied fields – consistent with the university's existing strengths, its participation in the SUNY system, and the contemporary and future needs of a changing society; and to affirm the centrality, in this enterprise, of a general education in the arts, humanities, and sciences.

To encourage teaching and learning in formal and informal settings on and off campus, as well as through field experiences, student support programs, services and activities, and advising and counseling.

To promote involvement in the scholarly and creative enterprise by recognizing and supporting a broad range of intellectual activity; basic research and artistic creation; understanding, synthesis, and interpretation of existing knowledge and art; sponsored projects; and research that seeks to improve methods of teaching and learning. The university values and supports scholarly activity that directly involves students in the creative process and recognizes that the patterns of knowledge at the frontiers of research increasingly cross disciplinary boundaries.

To contribute to the intellectual, social, and emotional development of students by preserving the quality of campus life beyond the classroom and laboratory, by insuring a rich variety of experiences within a congenial residential atmosphere and an engaging physical environment, and by encouraging a supportive sense of community.

To develop and support service to individuals and organizations beyond the campus by opening the university's extensive educational, recreational, and cultural facilities to the community; by providing opportunities to attend lectures, athletic, and cultural events, by operating programs and clinics in association with specialized instructional programs, and by encouraging faculty and staff to contribute their expertise to the variety of community-based endeavors for which it may be of value.

To commit the university to education that provides an awareness of global interdependence and cultural diversity through its curricular and co-curricular activities. Through active recruitment of students, faculty, and staff from underrepresented populations and the inclusion of this diversity in its programs, the university seeks to provide its students with the academic and personal richness afforded by exposure to such pluralistic perspectives.

To draw upon and contribute to the academic resources of the State University of New York and, in the context of excellence, to further SUNY's mission of providing accessible higher education to the diverse citizenry of New York State which the university serves.

About This Catalog

Information in this Undergraduate Catalog is accurate as of January 1, 2007. However, all information is subject to change. Updated information may be obtained from the

Office of Admissions, State University of New York at Fredonia, Fredonia, NY 14063.

The university reserves the right to cancel any course for which the enrollment is deemed insufficient or for other administrative reasons. The university also reserves the right to change faculty assignments and therefore cannot guarantee students the faculty of their choice.

The State University of New York at Fredonia Undergraduate Catalog is published by the Office of Publication Services. The university also publishes a separate Graduate Catalog.

Affirmative Action

SUNY Fredonia fully subscribes to the Non-discrimination Policy of the State University of New York.

The State University of New York, in accordance with applicable federal and state laws, does not discriminate on the basis of race, sex, ethnicity, national origin, religion, age, disability, marital status, sexual orientation, and arrest and/or conviction record. Further, in accordance with the Vietnam Era Veterans' Readjustment Assistance Acts, disabled and Vietnam Era veterans are ensured of non-discriminatory treatment.

Any violations of the university's non-discrimination policy should be reported to the Director of Affirmative Action, 143 Fenton Hall, (716) 673-3358.

A SUNY-wide grievance procedure is available to all students and employees in cases of discrimination. A person who feels he/she has been a victim of discrimination for any of the above reasons, should feel free to contact the Director. Persons who wish to initiate such a grievance or complaint should also feel free to bring a friend or advisor with them.

Accreditation

The State University of New York at Fredonia is fully accredited by:

The Board of Regents of the State University of New York.

The Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19124, Tel. (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 Education.

The university's Accounting and Business Administration programs are accredited by the International Assembly for Collegiate Business Education, P.O. Box 25217, Overland Park, KS 66225, Tel. (913) 631-3009.

The College of Education has received national accreditation from the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, D.C. 20036, Tel. (202) 466-7496.

The School of Music has received accreditation from the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, Tel. (730) 437-0700.

6 State University of New York at Fredonia

SUNY Fredonia's graduate program in Speech-Pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD, 20852, Tel. (301) 897-5700. The program is also licensure qualified by the New York State Education Department.



The Department of Theatre and Dance is an Accredited Institutional Member of the National Association of Schools of Theatre and adheres to the standards set forth by NAST. The National Association of Schools of Theatre is located at



11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190, Tel. (703) 437-0700.

The Social Work program is accredited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, Tel. (703) 683-8080.

The university is also on the approved list of the American Chemical Society. Its A.C.S. Approved Track in Chemistry is reviewed annually by the A.C.S. Committee on Professional Training.

University Calendar 2007-2009

Fall 2007

Aug. 26 (Sun.)	In-Person Registration
Aug. 27 (M)	First Day of Classes
Sept. 3 (M)	Labor Day - No Classes
Oct. 11-12 (Th-F)	Fall Break
Nov. 19-23 (M-F)	Thanksgiving Break
Dec. 17-21 (M-F)	Final Exams

Spring 2008

Jan. 27 (Sun.)	In-Person Registration
Jan. 28 (M)	First Day of Classes
March 24-28 (M-F)	Spring Break
	Travel Day - No Classes
May 12-16 (M-F)	Final Exams
May 17 (Sat.)	Commencement

Fall 2008

Aug. 24 (Sun.)	
Aug. 25 (M)	
Sept. 1 (M)	
Oct. 9-10 (Th-F)	
Nov. 17-21 (M-F)	
Dec. 15-19 (M-F)	

Spring 2009

Jan. 25 (Sun.)	
Jan. 26 (M)	
March 16-20 (M-F)	
April 13 (M)	
May 11-15 (M-F)	
May 16 (Sat.)	

UNDERGRADUATE ACADEMIC PROGRAMS AND AREA SPECIALIZATIONS 7

UNDERGRADUATE ACADEMIC PROGRAMS AND AREA SPECIALIZATIONS

Curriculum Page No.

Accounting	16	Criminal Justice	26	Arts Administration	12
Acting	86	Dance	86	Dance	86
African American Studies	9	Earth Sciences	41	Environmental Sciences	37
American Indian Studies	9	Adolescence Education	42	Film Studies	38
American Studies	10	Economics	18	Geographic Information Systems	39
Animation and Illustration	91	Economic Studies		*Natural Science Track	
Art	89	Education	27	*Social Science Track	
Art History		Adolescence Education	32	International Studies	48
Ceramics		Biology		Journalism	50
Drawing		Chemistry		Latino Studies	51
Graphic Design		Earth Sciences		Leadership Studies	51
Media Arts	92	English		Legal Studies	53
Painting		French		Multi-ethnic Studies	59
Photography		Mathematics		Music Business	67
Sculpture		Music		Public Health	75
Arts Administration	12	Physics		Sport and Exercise Studies	82
Biology	13	Social Studies	44	Sport Management and Exercise Science	83
Adolescence Education	14	Spanish		Women's Studies	92
Biochemistry	12	Childhood Education	28	International Studies	48
Environmental Sciences	37	Early Childhood Education	29	*Advanced Industrial Societies	
Medical Technology	56	Middle Childhood Spec. - Math.	55	*Cultural Studies of the Americas	
Molecular Genetics	59	Middle School Extension	30	*European Cultural Studies	
Pre-Dental	73	Engineering (Cooperative)	34	*International Political Economy	
Pre-Medicine	73	Programs with:		*Peace and Conflict	
Pre-Optometry	73	Alfred Ceramics		*The Developing World	
Pre-Veterinary	73	Case West. Reserve University		Latino Studies	51
Business	15	Clarkson University		Legal Studies	53
Accounting	17	Columbia University		Mathematical Sciences	54
Business Administration	16	Cornell University		Adolescence Education	55
Economics	18	Louisiana Technological University		Applied Mathematics	54
Finance	16	Ohio State University		*Finance/Economics	
Management	16	Penn State Erie		*Mathematics/Physics	
Marketing	16	Rensselaer Polytechnic University		*Statistics/Operations Research	
Chemistry	19	Rochester Institute of Technology		Liberal Arts Mathematics	54
Adolescence Education	19	SUNY Binghamton		Middle Childhood Education	55
Biochemistry	12	SUNY Buffalo		Media Arts	91-92
Environmental Sciences	37	Syracuse University		Media Arts B.A.	
Geochemistry	41	Tri-State University		Media Arts B.F.A.	
Pre-Medicine	73	English	35	Medical Technology	56
Communication	20	Adolescence Education	36	Modern Languages	57
Audio/Radio Production	21	Environmental Sciences	37	French	58
Communication Studies	21	Forensics	39	Spanish	58
Media Management	21	French	58	Molecular Genetics	59
Public Relations	22	Adolescence Education	58	Multi-ethnic Studies	59
Television/Digital Film Design and Production	22	Geographic Info. Systems	39	Music	60
Computer Science	23	Geosciences	40	Applied Music	61
*Applied Mathematics		Adolescence Education	42	Composition	63
*Computer Theory		Earth Sciences	41-42	*Jazz	64
*General Major		Environmental Sciences	37	Musical Theatre	65
*Geographic Information Systems		Geochemistry	41	Music Business	67
*Systems Software		Geographic Info. Systems	39	Music Education	61
Computer Information Systems	24	Geology	41	*General Choral	
		Geophysics	41	*Instrumental	
		History	43	Music Therapy	64
		Social Studies		Performance	63
		Adolescence Education	44	Sound Recording Technology	80
		Industrial Management	46		
		Interdisciplinary Studies	46		
		African American Studies	9		
		American Indian Studies	9		
		American Studies	10		

8 State University of New York at Fredonia

Philosophy	68
Physics	69
Adolescence Education	70
Engineering	34
Geophysics	70
Mathematics/Physics	71
Political Science	71
*Campaigns and Elections	
*Civic Education	
*Comparative Politics	
*Government and Political Organization	
*International Relations	
*Law	
*Political Economy	
*Political Theory	
*Public Administration and Policy	
Pre-Dental	73
Pre-Law	73
Pre-Medicine	73
Pre-Optometry	73
Pre-Veterinary	73
Psychology	74
Public Health	75
Social Studies	44
Adolescence Education	
Social Work	76
Sociology	79
Anthropology	79
Criminal Justice	26
Social Work	76
Sound Recording Technology	80
Spanish	58
Adolescence Education	58
Speech Pathology/Audiology	80
Communication Disorders and Sciences	81
Speech and Language Disabilities	81
Theatre	85
Acting	86
Dance	86
Musical Theatre	65
Theatrical Production and Design	87
Visual Arts and New Media	89
Women's Studies	92

* indicates area specialization

Minors

A "minor" is a specified minimum number of hours recorded on official transcripts, but involving fewer hours than a major.

Accounting
African American Studies
American Indian Studies
American Studies
Anthropology
Applied Mathematics
Art History
Arts Administration
Biology
Business Administration
Chemistry
Communication
Computer Information Systems
Computer Science
Criminal Justice
Dance
Earth Sciences
Economics
English
Film Studies
French
Geographic Information Systems
Geosciences
History
Industrial-Organizational Psychology
International Studies
Journalism
Latino Studies
Leadership Studies
Legal Studies
Mathematics

Multi-ethnic Studies
Music
Philosophy
Physics
Political Science
Psychology
Public Health
School and Counseling Psychology
Sociology
Spanish
Speech and Language Disabilities
Sport and Exercise Studies
Theatre Arts
Visual Arts/New Media
Women's Studies



Undergraduate Studies

The next section lists the undergraduate departments, majors and minors. Students should check the *Course Offerings Bulletin* available during the pre-registration period each semester for an accurate list of proposed course offerings.

Course outlines, including general requirements, format of courses, and grading procedures, are available in department offices.

While the university guarantees each accepted student a full schedule of courses each semester pertinent to his/her academic objectives and in partial fulfillment of degree requirements, it cannot assure a desired time schedule, a preferred instructor, or a given course.

(Accounting, see School of Business, page 15.)

(Acting, see Department of Theatre and Dance, page 85.)

AFRICAN AMERICAN STUDIES

(Interdisciplinary Studies minor only)
Office: 264 Fenton Hall
(716) 673-3858
E-mail: AfricanAmerican.Studies@fredonia.edu
Saundra Liggins, Coordinator

The African American Studies minor provides an interdisciplinary investigation of the origins, experiences, conditions, accomplishments, and contributions of people of African ancestry in the Americas. The program is designed for all students who want to deepen their understanding of African Americans by studying their earlier history in Africa, their transition to the New World, and the diasporic experiences in the Americas. The program also seeks to promote new ways of thinking about race, culture and social representation from different perspectives – notably, historical, literary, sociological, anthropological, psychological and artistic.

Required Course: (3 credit hours)

INDS 220/ Introduction to Ethnicity and Race 3
HIST 220

Core Courses: (9 credit hours)

INDS 106 Introduction to African American Studies 3
HIST 333 African American History to 1877 3
or
HIST 334 African American History since 1877 3
ENGL 240/ Intro. to African American Literature and Culture 3
INDS 240

Electives: (6 credit hours - two courses; one in each of two disciplines; must not include a course that has been used for core course credit)

AMST 210 American Popular and Mass Cultures (with approval of the coordinator) 3
ANTH 322 Anthropology of Africa 3
ANTH 324 Anthropology of the Caribbean 3
COMM 359 Special Topics in Media (with approval of coordinator) 3

COMM 451 Audio Documentaries/ Soundscapes (with approval of coordinator) 3
COMM 452 Video/Film Documentaries I (with approval of coordinator) 3
COMM 465 Intercultural Communication (with approval of coordinator) 3
DANC 231 African Caribbean Dance 3
EDU 305/ Cultural and Linguistic Diversity in the Classroom and Field Experience (with approval of coordinator) 3
313
ENGL 296 American Identities (with approval of coordinator) 3
ENGL 299/ Special Topics (with approval of coordinator) 3
399/499
ENGL 334 Realism/Naturalism in American Literature (with approval of coordinator) 3
Black Women Writers
ENGL/ Harlem Renaissance 3
WOST 340 African American Autobiography 3
ENGL 341 Contemporary Multicultural American Literature (with approval of coordinator) 3
ENGL 342 Africa to 1880 3
ENGL 344 Africa Since 1880 3
Special Topics (with approval of coordinator) 3
HIST 272 Civil War Era 3
HIST 273 African American History to 1877 3
HIST 299/ African American History since 1877 3
399
HIST 328 African American Black Women's History 3
HIST 333 African American Social Thought 3
HIST 334 Defining America (with approval of coordinator) 3
HIST 336 Africa in the Nineteenth Century 3
HIST 344 Comparative Slave Societies 3
HIST 351 Special Topics (with approval of coordinator) 3
HIST 372 History of Jazz 3
HIST 387 African American Music 3
LANG 400 Jazz Improvisation (with approval of coordinator) 3
MUS 265 Jazz Theory (with approval of coordinator) 3
MUS 267 Jazz Pedagogy (with approval of coordinator) 3
MUS 361 Topics in American Politics 3
MUS 362 African Politics 3
MUS 363 Civil Rights and Liberties 3
POLI 329 Social Problems (with approval of coordinator) 3
POLI 334 Minority Groups (with approval of coordinator) 3
POLI 371 Special Topics (with approval of coordinator) 3
SOC 201
SOC 316
WOST 377

Capstone Course: (3 credit hours)

INDS 402 Independent Study: African American Topics 3
INDS 491 African American Studies Internship: African American Organization 3

AMERICAN INDIAN STUDIES

(Interdisciplinary Studies minor only)
Office: 269 Fenton Hall
(716) 673-3850
E-mail: AmericanIndian.Studies@fredonia.edu
James Stevens, Coordinator

The American Indian Studies minor provides an interdisciplinary study of the anthropological, historical, cultural, educational and political developments that have formed present-day Native America. The program is designed for students with the desire to better understand American Indian and Alaskan Native cultures by studying pre-contact history via oral tradition, post-European contact via biography, and present day "Indian Country" through federal policies, films, and literature. American Indian ethnic identities and stereotypes, as formed by these media, will be studied to promote new ways of thinking about race and culture. The multi-disciplinary nature of the minor allows for participation from students of all backgrounds in developing a new view of American Indian cultures while helping to dispel the Pan-Indian stereotype endemic in the American education system.

Required: 21 credit hours from the following, beginning with Introduction to Ethnicity and Race (HIST 220). Students declaring a minor may use past courses retroactively after consultation with the coordinator.

Required Course: (3 credit hours)

INDS 220/ Intro. to Ethnicity and Race 3
HIST 220

Core Courses: (9 credit hours)

INDS 105 Introduction to American Indian Studies 3
Minors must take one course in both Literature and History.

Literature:
ENGL 242/ Introduction to American Indian Literature 3
INDS 242

10 State University of New York at Fredonia

History:

One course from the following choices:

HIST 282	Pre-Columbian and Colonial Latin America	3
HIST 283	Latin America: Revolution and Reform	3
HIST 289	Comparative North America	3
HIST 325	Colonial America	3
HIST 356	American Indian History	3
HIST 358	Twentieth Century American Indian Issues	3
HIST 380	Pre-Columbian/Colonial Mexico	3
HIST 381	Mexico in the Modern World	3

Electives: (6 credit hours)

ANTH 321	Anthropology of Indian America	3
ANTH 350	Prehistory of North America (Special Topics)	3
ART 229	American Indian Art Studio I	3
SOC 316	Minority Groups	3
Credited with approval from coordinator:		
EDU 305	Cultural and Linguistic Diversity in the Classroom	3
EDU 313	Cultural and Linguistic Diversity – Field Experience	3
HIST 340	The Western Movement	3

Proposed courses include American Indian Literature in Translation, American Indian Poetry, and American Indian in Film.

Capstone Course: (3 credit hours)

INDS 404	Independent Study	3
or		
INDS 492	American Indian Studies Internship	

Courses offered as Special Topics can be credited toward the minor with approval from coordinator of the American Indian Studies minor.

AMERICAN STUDIES

(Interdisciplinary Studies major and minor)

Office: 235 Fenton Hall
(716) 673-3430
E-mail: American.Studies@fredonia.edu
Christina S. Jarvis, Coordinator

American Studies is an interdisciplinary field of study that examines the historical development and contemporary status of American cultures, including those of the American hemisphere. The American Studies major and minor programs are designed to provide students with an in-depth understanding of the multiplicity of American cultures and to serve as a useful preparation for careers in such fields as business, advertising, public relations, government service, law, journalism, television, and education.

This is an Interdisciplinary Studies major program; for specific degree requirements unique to Interdisciplinary Studies, refer to page 46.

Requirements for the Major in American Studies

1. Required Core Courses: (9 credit hours)

AMST 202	Introduction to American Studies	3
AMST 296	American Identities	3
HIST105	United States History I or	
HIST 106	United States History II	

2. Six credit hours in exploratory and preparatory courses selected from:

AMST 210	American Popular and Mass Cultures	
AMST 215	Holidays and American Culture	
AMST 289	Comparative North America	
AMST 338	Nineteenth Century American Culture	
AMST 340	Twentieth Century American Culture	
AMST 347	United States Immigration	
AMST 399	Special Topics	
COMM 102	Mass Media and Society	
HIST 353	U.S. Consumer Culture	
POLI 120	American Politics	
POLI 150	U.S. and World Affairs	
or other courses as advised.		

3. Twenty-one credit hours of special topics courses in one of the five concentrations listed below. Courses should come from at least two disciplines, and no more than

12 credit hours can be taken from any one department. Additionally, no more than 9 credit hours may be taken at the 100- or 200-level. Students should plan their concentrations carefully because they may need to complete additional prerequisites before enrolling in upper-level courses in various disciplines.

4. Three credit hours in capstone project or seminar. Students may choose either AMST 400, AMST 401, or AMST 402 to fulfill this option.

Total Credits in Major: 39

Concentrations for the American Studies Major

A. American Identities in the United States

AMST 347	United States Immigration
COMM 373	Gender and Communication
CRMJ 100	Introduction to Criminal Justice
CRMJ 321	Race and the Criminal Justice System
EDU 215	Education in American Society
ENGL 240	African American Literature and Culture
ENGL 242	American Indian Literature
ENGL 340	Black Women Writers
ENGL 342	African American Autobiography
ENGL 344	Contemporary Multicultural American Literature
HIST 220	Introduction to Ethnicity and Race
HIST 333	African American History to 1877
HIST 334	African American History Since 1877
HIST 335	African American Women
HIST 344	African American Social Thought
HIST 345	Asian American History
HIST 351	Defining America
HIST 355	American Religious History
INDS 241	Introduction to Latino Literature and Culture
INDS 315	Italian American Experience
MUS 265	History of Jazz
MUS 267	African American Music
PHIL 228	American Philosophy
POLI 365	American Political Thought
PSY 255	Psychology of Women
SOC 306	Sex and Gender
SOC 316	Minority Groups
Or other courses as advised	

B. Cultures of the Americas

- AMST 289 Comparative North America
- ANTH 321 Anthropology of Indian America
- ANTH 324 Anthropology of the Caribbean
- ANTH 325 Native Peoples of Canada
- COMM 360 Mexican Cinema/Video
- FREN 310 Quebec Literature and Culture
- HIST 282 Pre-Columbian and Colonial Latin America
- HIST 283 Revolution and Reform in Latin America
- HIST 288 The Atlantic World
- HIST 342 The American Century
- HIST 352 Environmental History of North America
- HIST 356 American Indian History
- HIST 357 Indians and Europeans in Early America
- HIST 378 Canada and the Canadians
- HIST 380 Mexico I (Pre-Columbian and Colonial Mexico)
- HIST 381 Mexico II (Mexico since Independence)
- INDS 241 Introduction to Latino/a Literature and Culture
- INDS 304 Latina Literacy and Cultural Studies
- LANG 327 Sex and Magic in Latin American Literature
- LANG 371 Canadian Writers
- LANG 378 Canada Today
- MUS 334 Music of Latin America
- POLI 356 U.S. Foreign Policy
- SPAN 325 Survey of Spanish-American Literature
- SPAN 425 Spanish-American Fiction
- WOST 203 Chicana Writers/Visual Artists

C. Democracy and Civic Engagement

- HIST 343 Civil Rights Movement
- POLI 120 American Politics
- POLI 276 Law and Society
- POLI 313 American Power Structures
- POLI 323 Elections in America
- POLI 324 President and Congress
- POLI 371 Civil Rights and Liberties
- PHIL 265 Social and Political Philosophy
- PSY 358 Psychology and the Law
- SOC 210 Social Problems
- SOC 215 Introduction to Public Health
- SOC 218 Introduction to Social Work
- SOC 303 Social Class and Inequality

Or other courses as advised.

(Students selecting this concentration will be required to include a service-learning component in their capstone project.)

D. Environment and Place in America

- BIOL 115 Environmental Biology
 - BIOL 330/331 General Ecology
 - BIOL 421 Biological Conservation
 - CHEM 113 Chemistry and the Environment
 - CHEM 302 Chemistry in Today's Society
 - ENGL 333 Environmental Literature
 - ECON 340 Urban and Regional Economics
 - ECON 380 Environmental/Natural Resource Economics
 - ENGL 399 Literature of Place (special topic)
 - GEO 121 Landform Geography
 - GEO 145 Geography of New York State
 - GEO 359 Vanishing Earth Resources
 - HIST 330 Industrial America 1890-1920
 - HIST 340 The Westward Movement
 - HIST 352 Environmental History of North America
 - POLI 240 Urbanization and Environmental Challenges
 - POLI 381 Urban Politics and Policy
 - POLI 387 Environmental Policy
 - PSY 373 Human Factors
- Or other courses as advised.

E. Popular and Visual Cultures

- ARTH 102 Art in Culture 1400 - Present
- ARTH 225 Modern Art 1900-1950
- ARTH 229 Art/Reality – 19th Century America
- ARTH 329 Art Since 1945
- COMM 102 Mass Media and Society
- COMM 350 Telecommunication Technology
- COMM 375 Media Criticism
- ENGL 381 Narrative Film after 1940
- ENGL 386 Women and Film
- ENGL 399 American Directors
- HIST 353 U.S. Consumer Culture
- HIST 376 Film and American Culture
- MUS 262 American Music
- MUS 265 History of Jazz
- MUS 267 African American Music
- MUS 270 History of American Popular Music, 1900-1963
- POLI 326 Media and Politics
- POLI 345 Politics and Film
- WOST 203 Chicana Writers/Visual Artists

Other courses as advised

Requirements for the Minor in American Studies

1. AMST 202 Introduction to American Studies 3
 - AMST 296 American Identities 3
 2. An additional 12 credit hours from the following list:
 - AMST 210 American Popular and Mass Cultures
 - AMST 215 Holidays and American Culture
 - AMST 289 Comparative North America
 - AMST 338 Nineteenth Century American Culture
 - AMST 340 Twentieth Century American Culture
 - AMST 347 United States Immigration
 - AMST 399 Special Topics
 - COMM 102 Mass Media and Society
 - ENGL 206 Survey of American Literature
 - ENGL 344 Contemporary Multiethnic American Literature
 - HIST 105 United States History I & II or 106
 - HIST 353 American Consumer Culture
 - HIST 376 Film and American Culture
 - MUS 262 American Music
 - MUS 270 History of American Popular Music, 1900-1963
 - PHIL 228 American Philosophy
 - POLI 120 American Politics
 - POLI 150 U.S. and World Affairs
 - POLI 365 American Political Thought
- Or other courses as advised.

No more than 6 credit hours from a student's major or other minors may be counted toward the American Studies minor.

(Art, see Department of Visual Arts and New Media, page 89.)

12 State University of New York at Fredonia

ARTS ADMINISTRATION

(Interdisciplinary Studies major and minor)

Office: G-15 Michael C. Rockefeller Arts Center
(716) 673-3217

E-mail: Arts.Administration@fredonia.edu
Jefferson Westwood, *Coordinator*

The world of the performing and visual arts needs not only talented, creative artists; it also needs skilled and perceptive administrators and managers. Seeking to fill this need, the major in Arts Administration prepares students for entry level work with organizations such as symphony orchestras, arts centers and museums as well as opera, theater and dance companies. The major in Arts Administration combines courses from a variety of departments and includes practica and internship experiences that may range from 3 to 15 credit hours. In addition, to ensure an in-depth understanding of at least one arts discipline, each Arts Administration major is strongly encouraged to complete a minor in music, theater, art or dance.

The Arts Administration major is closely allied with the university's Michael C. Rockefeller Arts Center, a three-theater, two-gallery complex that offers extensive internship and employment opportunities for qualified students. Through a combination of the academic course work, internships and the extracurricular opportunities available on campus, students become qualified to work in such areas as marketing, fund raising, operations, and general arts management. A number of students have also gone on to successfully pursue graduate study in the field. This is an interdisciplinary major program; for specific degree requirements unique to Interdisciplinary Studies, students should refer to page 46.

Courses in the Major:

Business and Accounting

BUAD 161	Information Technology Literacy	
	or	
CSIT 104	Introduction to Microcomputer Software	3
ACCT 201	Principles of Financial Accounting	3
BUAD 235	Business Communication	3
BUAD 310	Legal Environment of Business	3
	or	

ACCT 311	Business Law I	
	or	
POLI 277	Introduction to Law	3
BUAD 321	Management/Organizational Behavior	3

Communication/Psychology/Sociology

Choose one of the following three course sequences:

COMM 101	Fundamentals of Communication	3
COMM 221	Interpersonal Communication	3
COMM 301	Group Communication	3
	or	
PSY 129	Introduction to Psychology	3
PSY 245	Social Psychology	3
PSY 355	Group Dynamics	3
	or	
SOC 116	Introductory Sociology	3
SOC 204	Social Psychology	3
PSY 355	Group Dynamics	3

Journalism/Public Relations

Choose one of the following three-course sequences:

JOUR 270	Intro. to Print and Broadcast Journalism	3
JOUR 370	Reporting and Newswriting I	3
JOUR 371	Reporting and Newswriting II	3
	or	
COMM 222	Principles of Public Relations	3
COMM 322	Public Relations Writing	3
COMM 344	Public Relations Case Analysis	3

Specialization

Choose one of the following three courses:

MUS 285	Music Copyright	3
MUS 385	Music Contracts	3
THEA 460	Theatre Organization and Management	3

Arts Administration

Each major must take AADM 410 for 3 credit hours plus AADM 400 and/or AADM 490 for a combined minimum of 3 credit hours. (Students need the Arts Administration Practicum OR the Internship. It is optional to do both.)

AADM 400	Arts Administration Practicum (or ARTH 460 Gallery Practicum)	1-3
AADM 410	Box Office Practicum	1-3
AADM 490	Arts Administration Internship	1-15
Total Credits in Major:		42-54

Requirements for the Minor in Arts Administration

The minor combines courses from business, accounting, communication, and arts administration to equip students with some of the basic knowledge and skills they will need for entry-level work with orchestras, theaters, dance companies, and similar organizations. See also the description of the major in Arts Administration. The minor is recommended for students majoring in dance, music, theater, or art who wish to gain a better understanding of the business aspects of their discipline.

Courses in the Minor

ACCT 201	Principles of Financial Accounting	3
BUAD 161	Information Technology Literacy	3
	or	
CSIT 104	Introduction to Microcomputer Software	3
BUAD 235	Business Communication	3
COMM 101	Fundamentals of Communication	3
COMM 222	Principles of Public Relations	3
AADM 400	Arts Administration Practicum (or ARTH 460 Gallery Practicum)	3
AADM 410	Box Office Practicum	3
Total Credits in the Minor:		21

BIOCHEMISTRY

Office: 204 Houghton Hall
(716) 673-3287

E-mail: Matthew.Fountain@fredonia.edu
Matthew A. Fountain, *Coordinator*

Biochemistry is at the core of modern science, enabling fundamental advances in medicine, agriculture, industry and basic science. Indeed, biochemists conduct some of the most exciting research in science today, and careers in biochemistry rank among the highest on almost every published list of "Best Careers." Fredonia's Bachelor of Science degree program in Biochemistry is administered jointly by the Department of Biology and the Department of Chemistry and Biochemistry. With its emphasis on mastery of technical and analytical skills in biochemistry, Fredonia's program is designed to prepare students for graduate school, medical school, or careers in biochemical

research. It also provides a broad foundation in the liberal arts, enhancing graduates' abilities to meet challenges in a shifting social climate. Fredonia's program offers a unique flexibility in that students can choose between two tracks: one with a chemical emphasis for studying molecular structure and function, and one which enables students to apply a biochemical perspective to physiological problems. Course requirements of the degree program are listed below. Although not required, participation in undergraduate research in either biology or chemistry is encouraged.

Students who choose to double major in Biology and Biochemistry or Chemistry and Biochemistry must take the chemical track and biological track respectively. In addition, upper level electives cannot be counted for both majors.

For course descriptions, students should see the listings under the appropriate departments; biology, page 103, and chemistry, page 109.

Requirements for the Bachelor of Science Degree in Biochemistry

Core Program:

BIOL 131	Principles of Biology I & Lab	4
BIOL 133	Principles of Biology II & Lab	4
CHEM 115	General Chemistry I and II & CHEM 125-126 (Labs)	8
CHEM 215	Organic Chemistry I and II & CHEM 225-226 (Labs)	8
BIOL 237	Genetics & Lab	4
CHEM 317/327	Analytical Chemistry I & Lab	4
BIOL 333	Biochemistry & Lab	4
BIOL 436	Molecular Biology	3
CHEM/BIOL 475	Advanced Biochemistry	3
CHEM/BIOL 465	Advanced Experimental Biochemistry	2
CHEM/BIOL 397	Biochemistry Seminar I	1
CHEM/BIOL 497	Biochemistry Seminar II	1
CSIT 100-Level Course		3
	Total:	49

Track I (Chemical Emphasis)

CHEM 315-316	Physical Chemistry I & II and CHEM 325-326 (Labs)	8
MATH 122	University Calculus I & II	8

PHYS 230	University Physics I & II	10
-231	and PHYS 232-233 (Labs)	
BIOL and/or CHEM	Approved Upper-level Electives (listed below)	6
	Total:	32

Track II (Biological Emphasis)

BIOL 443	Plant Physiology	3
	or	
BIOL 336	Mammalian Physiology & Lab	4
CHEM 314	Principles of Physical Chemistry	3
	or	
CHEM 315	Physical Chemistry I	3
MATH 120	Survey of Calculus I & II	6
-121		
	or	
MATH 122	University Calculus I & II	8
-123		
PHYS 121	College Physics I & II and	
-122	PHYS 123-124 (Labs)	8-10
	or	
PHYS 230	University Physics I & II	
-231	and PHYS 232-233 (Labs)	
BIOL and/or CHEM	Approved Upper-Level Electives (listed below)	9
	Total:	29-34

Approved Chemistry Electives

CHEM 230	Advanced Organic Lab	1
CHEM 318/328	Analytical Chemistry II & Lab	5
CHEM 395	Introduction to Research	1
CHEM 391/491	Independent Lab Research	3
CHEM 407	Organometallics	3
CHEM 412	Advanced Organic Chemistry	3
CHEM 417/418	Polymer Chemistry I & II	3
CHEM 472	Inorganic Chemistry	3
CHEM 473	Environmental Chemistry	3
CHEM 481	Special Topics in Chemistry*	1-3

*must be approved by coordinator

Approved Biology Electives

BIOL 336	Mammalian Physiology	3
BIOL 338	Microbiology	3
BIOL 419	Genes and Genomes	2
BIOL 435	Developmental Biology	3
BIOL 440	Undergraduate Research	3
BIOL 443	Plant Physiology	3
BIOL 450	Molecular Basis of Disease	3
BIOL 451	Biomembranes	3
BIOL 451	Eukaryotic Gene Expression	3
BIOL 451	Hormone Mechanisms	3
BIOL 451	Microbial Genetics	3
BIOL 451	Radiation Biology	3

Note: No more than 3 credit hours of BIOL 440 or CHEM 391/491 can be used to satisfy BIOL/CHEM electives.

BIOLOGY

(see also Medical Technology, Molecular Genetics, and Pre-Medicine)

Office: 203 Jewett Hall
 (716) 673-3282
 E-mail: Biology.Department@fredonia.edu
Theodore Lee, Chairperson

The Department of Biology offers a strong and flexible program designed to meet the career goals of students with widely varied interests. Graduates of the program are well prepared to enter graduate school in many areas of biological science, or professional programs (such as medical, dental, veterinary, physician's assistant, etc.), become research technicians, secondary school teachers, or enter direct employment. To meet these varied interests, the department offers a wide variety of courses ranging from the molecular or physiological aspects of biology to ecology, field and environmental biology. Students interested in pre-medicine, pre-veterinary and pre-dental programs are strongly urged to register with the Biomedical Professions Council for individual advising about specific types of professional schools (see pages 73, 179). The department is also involved with two combined degree programs leading to professional degrees in dentistry and optometry. Further details of these programs are listed under Pre-Medicine (see page 73).

The Department of Biology offers Bachelor of Science degrees in Biology, Molecular Genetics (see page 59), Medical Technology (see page 56) and Biology-Adolescence Education (see below), as well as Master of Science degree programs to students who have already obtained a B.S. in Biology. The department also participates in the Biochemistry (see page 12), Cooperative Engineering (see page 34) and the Environmental Sciences (see page 37) programs.

Adolescence Education

Students who wish to teach biology may obtain initial certification by completing the Biology Adolescence Education program and the required courses in Professional Education (page 32). New York State mandates that Adolescence Education majors demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following four ways: (1) completion of three

14 State University of New York at Fredonia

years of high school language with a passing Regents score (passing = 65), or, (2) completion of course work at the 116 level at Fredonia, or, (3) transfer two successful college semesters of a foreign language, or, (4) scoring at the 50th percentile or higher on the CLEP exam. The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral.

The Department of Biology is particularly proud of its undergraduate research opportunities. Undergraduate students work closely with faculty members on original research projects (for example, see BIOL 440). Students annually present their research results at the university-wide Student Research and Creative Endeavors Exposition and at regional and national meetings. Students have been co-authors of papers published in scientific journals. A wide range of research projects is available in molecular or cellular biology, biochemistry, physiology, behavior, aquatic biology and ecology.

Summer Research Fellowships are sponsored in biology each summer. Each sophomore or junior awarded one of these prestigious fellowships will work on a specific project designed in collaboration with a faculty sponsor. These fellowships have been previously supported by the Constantine Barker Memorial Endowment, the Biology Endowment, the Holmberg Foundation, Merck/A.A.A.S. and the McNair Scholars program. Each award provides the student with a generous stipend and a supplies budget. For more information, interested students should contact a faculty sponsor in the department.

Many students also enjoy the activities of the student-run Biology Club that invites all biology students to join them. The club organizes many activities including faculty seminars on graduate school applications, careers in the Biological Sciences, and participating in undergraduate research, as well as social activities.

Members of the biology department faculty are among the Fredonia faculty members that are honored recipients of the President's Award for Excellence in Teaching.

Requirements for the Bachelor of Science Degree in Biology

Core Program:

BIOL 131 -132	Principles of Biology I & Lab	4
BIOL 133 -134	Principles of Biology II & Lab	4
BIOL 237 -238	Genetics & Lab	4
BIOL 243 -244	Biodiversity & Lab	4
BIOL 330 -331	General Ecology & Lab	4
BIOL 333 -334	Biochemistry & Lab	4
BIOL 431	Senior Seminar	1
Plus 12 additional credit hours of biology electives at the 300 to 400 level		12
		37
CHEM 115 -116	General Chemistry I & II and CHEM 125-126 (Labs)	8
CHEM 215 -216	Organic Chemistry I & II and CHEM 225-226 (Labs)	8
STAT 250	Statistics for Scientists	3
PHYS 121 -122	College Physics I & II and PHYS 123-124 (Labs)	8-10
PHYS 230 -231	University Physics I & II and PHYS 232-233 (Labs)	27-29

One-credit laboratory work normally includes three clock hours in laboratory per week.

Requirements for the Bachelor of Science Degree in Biology (Adolescence Education)

Core Program:

BIOL 131 -132	Principles of Biology I & Lab	4
BIOL 133 -134	Principles of Biology II & Lab	4
BIOL 237 -238	Genetics & Lab	4
BIOL 243 -244	Biodiversity & Lab	4
BIOL 330 -331	General Ecology & Lab	4
BIOL 333 -334	Biochemistry & Lab	4
BIOL 421	Biological Conservation	3
BIOL 431	Senior Seminar	1
Plus 9 additional credit hours of biology electives at the 300 to 400 level		9
		37
CHEM 115 -116	General Chemistry I & II and CHEM 125-126 (Labs)	8
CHEM 215 -216	Organic Chemistry I & II and CHEM 225-226 (Labs)	8
STAT 250	Statistics for Scientists	3
PHYS 121 -122	College Physics I & II and PHYS 123-124 (Labs)	8-10
		or

PHYS 230 University Physics I & II and PHYS 232-233 (Labs) 27-29

Students should refer to the Adolescence Education section in the College of Education program for a description of the education requirements for this degree.

Additional education courses are listed on page 32. Students must also maintain a minimum 2.75 GPA overall and in the major to be admitted into the senior SCED 419 Secondary School Methods and EDU 430 Student Teaching in the Secondary School. Upon completion of this program the student will be recommended for the initial certificate to teach in N.Y. State public schools.

Bachelor of Science Degree in Medical Technology

For information on this program, see page 56.

Bachelor of Science Degree in Molecular Genetics

For information on this program, see page 59.

Requirements for the Minor in Biology

A total of 22 credit hours of biology including Principles of Biology I and II with labs (BIOL 131, 132, 133 and 134); either Biodiversity and General Ecology with labs (BIOL 243, 244, 330, 331) or Genetics and Biochemistry with labs (BIOL 237, 238, 333, 334) and 6 credit hours of biology courses at the 300 or 400 level (not including BIOL 440).

Note: Students electing BIOL 330 must have completed a minimum of 4 credit hours of chemistry, students electing BIOL 333 will be expected to have completed 16 credit hours of prerequisite chemistry courses.

Requirements for Transfer Credit: The degrees offered by the biology department require students complete between 33 and 40 credit hours of biology core and elective courses (Biology and Adolescence Education, 37 credits; Medical Technology, 33 credits; Molecular Genetics, 40 credits) chosen under the careful process of advisement. Students are expected to complete at least half of the biology courses at Fredonia. Additional credit hours transferred may be used as general electives toward graduation. Students wishing to minor in Biology must complete at least 9 credit hours of

biology courses at Fredonia. As a rule the department will not accept as equivalent for upper level courses credit earned at two-year colleges.

Graduate programs are available in the department; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

BUSINESS

Office: E336 Thompson Hall
(716) 673-4813
E-mail: Business.School@fredonia.edu
Richard M. Robinson, *Director*

The School of Business includes the Department of Business Administration and the Department of Economics. It offers undergraduate degrees in Accounting, Business Administration, and Economics. The Mission of the School of Business contains three elements:

The first and foremost element is to provide "accessible" educational opportunities to Western New York, and to do so by engaging faculty who are dedicated to developing, improving and delivering an effective curriculum in business and economics. The curriculum concerns the traditional business subjects of accounting, economics, finance, management and marketing, and also the cross-disciplinary subjects of music business and information systems. In addition, the education includes strong components in ethics, global-cultural awareness, technology and leadership.

The second element is to engage faculty who maintain currency in their subject areas through discipline specific, professional and instructional research. In addition, the business and economics faculty collaborates with the more capable students in conducting research that leads to success in student competitions and publication.

The third element is to engage faculty who provide service to the university, to academic and professional organizations, and towards the development of its region.

In pursuit of its educational mission, the School of Business declares the following assessable educational goals:

Through its core courses, students develop the communication skills, the problem solving skills, the knowledge

and recognition of business ethics, and the knowledge of international institutions and cultures necessary for professional business careers.

Through major and core course work, students develop the knowledge necessary for career success, for professional certifications where applicable, and for success in graduate education.

Through student clubs and internships, students learn career potentials, and develop leadership skills.

The School of Business is currently a candidate for accreditation with the Association to Advance Collegiate Schools of Business (AACSB International). The Accounting and Business Administration programs at SUNY Fredonia have been accredited by the International Assembly for Collegiate Business Education. The Department of Business Administration presently has a number of formal and informal agreements with several universities that allow students to matriculate into accelerated B.S./M.B.A. programs.

BUSINESS ADMINISTRATION

Office: E336 Thompson Hall
(716) 673-3505
E-mail: Business.Administration@fredonia.edu
Mojtaba Seyedian, *Chairperson*

The Department of Business Administration provides its majors with a contemporary quality education in Business Administration and Accounting. These students gain an awareness of their individual strengths and vocational interests in order to make appropriate career decisions. The department offers a rigorous, up-to-date curriculum that prepares students for imaginative and responsible citizenship and domestic and international leadership roles in business and accounting. While the programs offered are career-oriented, the department realizes that successful contemporary business and accounting professionals must bring a broad and varied perspective to their careers. Accordingly, the department requires that its majors take at least 66 of the 120 credit hours needed for a degree outside the department, with particular emphasis given to the development of written and oral communicative skills and the acquisition of the ability to think creatively and critically.

The department offers five separate Bachelor of Science degree programs:

- B.S. Accounting
- B.S. Business Administration – Finance
- B.S. Business Administration – Management
- B.S. Business Administration – Marketing
- B.S. Business Administration – Individualized Specialization

Career Options

Students who major in Business Administration are prepared for a cross-section of opportunities. Recent graduates have embarked on careers in areas ranging from business and management consulting to financial planning for corporations and government. The banking and investment fields also interest many graduates. Other graduates select sales management, insurance, or personnel administration as their field. The department's programs are also designed to provide the knowledge and skills required for success in major graduate programs.

The Accounting program prepares students for the Certified Managerial Accountant examination (CMA). In addition, this degree in combination with the department's 150 Hour Program, qualifies graduates to take the Certified Public Accounting (CPA) examination.

There are three major sources of employment for Accounting graduates - public accounting, management accounting, and governmental accounting. Public accounting firms provide clients with a wide variety of services, including auditing, tax consulting, and management advisory services. Management accountants are employed by companies to perform various activities such as cost accounting, budgeting, general ledger accounting, and internal auditing. Governmental accountants, employed by the federal, state, and local governments, have the responsibility to monitor the revenues and expenditures of the public sector. In the federal government, the major sources of employment for accountants include the Internal Revenue Service, General Accounting Office, and Defense Contract Audit Agency.

16 State University of New York at Fredonia

Student Clubs and Activities

Students majoring in Business Administration or Accounting can participate in a number of clubs and activities that are designed to supplement classroom work. The student clubs include the national honor society Delta Mu Delta, the Business Club, the Financial Management Association, the American Marketing Association, Students In Free Enterprise, and the Accounting Society. Delta Mu Delta honors students who meet high scholarship standards and who perform important community service. The Business Club conducts various entrepreneurial activities and organizes the "Business Person of the Year Award" and associated annual banquet. The award honors an outstanding community business leader. The Students In Free Enterprise Club competes in regional and national academic competitions, offers consulting services to regional businesses, and conducts a wide variety of important community service. The Accounting Society conducts the Volunteer Income Tax Assistance Program under the auspices of the Internal Revenue Service. All of these student organizations bring professional guest speakers to campus to offer career development information.

Internship Opportunities

In addition to its regular course offerings, the department has an active internship program. Internships are work-experiences for which students receive academic credit. The department offers a number of internship opportunities with various local and regional firms and organizations such as Key Bank, Buffalo Sabres, Paychex, Inc., Merrill Lynch Co. and Cliffstar Corp.

Honors and Awards

Students who excel in their studies are eligible for recognition through membership in the campus chapters of Delta Mu Delta (a national honor society in business administration) and the Financial Management Association National Honor Society. Initiation is competitive and highly selective. In addition to these honor societies, individual students can be recognized for outstanding scholastic achievement. Each year the faculty presents eight special awards: the M.R. Poummit Achievement Award to the graduating senior with the highest grade point average; the Wall Street Journal

Achievement Award, given to a graduating senior for outstanding scholarship and community service; the Financial Executive Institute Award, the John T. Kennedy Memorial Award, and the New York State Society of CPA's Award, given to outstanding students in accounting; the Donald C. Brandt Memorial Scholarship to an outstanding sophomore or junior; the Students In Free Enterprise Scholarship to an outstanding SIFE member; and the Alumni scholarship, given to a junior with an outstanding record of academic achievement.

Requirements for the Bachelor of Science Degree in Business Administration

A. General Course Requirements: (48 credit hours):

Supporting Courses: 9 credit hours

MATH 120	Survey of Calculus I	3
CSIT 151	Introduction to Information Systems	3
CSIT 251	Information System Structures	3

Lower Level Business Core Courses: 18 credit hours

BUAD/ ECON 200	Fund. of Stats. for Business and Econ.	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
BUAD 235	Introduction to Business Communication	3

Upper Level Business Core Courses: 21 credit hours

BUAD/ ECON 300	Statistical Analysis	3
BUAD 310	Legal Environ. of Business or Business Law I	3
ACCT 311	Business Law I	3
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 327	Production and Operations Management I	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3

B. Major Course Requirements: 15 credit hours

Finance: (15 credit hours)

BUAD 317	Corporate Finance I	3
BUAD 416	Investment Analysis	3
BUAD 418	Corporate Finance II	3

Plus 6 credit hours from the following:

BUAD 315	Principles of Business Finance	3
ECON 315	Money/Banking/Monetary Economics	3
BUAD 321	Management and Organizational Behavior	3
BUAD 325	Principles of Marketing	3
ECON 350	Managerial Economics	3
BUAD 480	Internship	3
Any 300/400 level ACCT	designated courses.	3

Management: (15 credit hours)

BUAD 330	Human Resource Management	3
ECON 350	Managerial Economics	3
BUAD 427	Production and Operations Management II	3

Plus 6 credit hours from the following:

BUAD 315	Principles of Business Finance	3
BUAD 317	Corporate Finance I	3
BUAD 321	Management and Organizational Behavior	3
BUAD 325	Principles of Marketing	3
POLI 363	Game Theory	3
BUAD 480	Internship	3

Marketing: (15 credit hours)

BUAD 340	Marketing Research	3
BUAD 445	Integrated Marketing Communications	3
BUAD 446	Sales Management	3

Plus 6 credit hours from the following:

BUAD 315	Principles of Business Finance	3
BUAD 321	Management and Organizational Behavior	3
BUAD 325	Principles of Marketing	3
BUAD 342	Consumer Behavior	3
BUAD 411	Marketing Management	3
BUAD 427	Production and Operations Management II	3
BUAD 480	Internship	3

Individualized Specialization:

With the approval of his or her advisor and the chair of the department, a student may develop his or her own specialization in lieu of the above specific majors. Such specializations must consist of (as listed above) the Supporting Courses, the Lower Level Business Core, the Upper Level Business Core, and at least five additional upper-level courses in a cohesive subject-area germane to business. Currently popular individualized specializations include but are not limited to Sports Management, Human Resource Management, Corporate Law, and International Business. Other specializations are possible and encouraged as long as they satisfy the department's conditions for rigor and substance.

- C. Business Administration majors must complete a minimum of 27 credit hours of SUNY Fredonia's 300/400-level BUAD and/or ACCT designated courses.
- D. Business Administration majors must complete at least 66 credit hours of non-BUAD and non-ACCT designated courses.
- E. *Business Administration majors must complete all courses in the Lower Level Business Core, the Upper Level Business Core, and the Major Requirements with a minimum grade of C-.*

Requirements for the Bachelor of Science Degree in Accounting

- A. General Course Requirements: 48 credit hours
- Supporting Courses: 9 credit hours*

MATH 120	Survey of Calculus I	3
CSIT 151	Introduction to Information Systems	3
CSIT 251	Information System Structures	3

Lower Level Business Core Courses: 18 credit hours

BUAD/ECON 200	Fund. of Stats. for Business and Econ.	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
BUAD 235	Introduction to Business Communication	3

Upper Level Business Core Courses: 21 credit hours

BUAD/ECON 300	Statistical Analysis	3
ACCT 311	Business Law I	3
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 327	Production and Operations Management I	3
BUAD 328	Marketing Foundations	3
BUAD 499	Strategic Management	3

- B. Major Course Requirements: 24 credit hours

ACCT 250	Accounting Processes	3
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3

ACCT 303	Cost Management	3
ACCT 304	Taxation I	3
ACCT 305	Taxation II	3
ACCT 405	Auditing	3
ACCT 407	Accounting Information Systems	3

- C. Accounting majors must complete a minimum of 27 credit hours of SUNY Fredonia's 300/400-level BUAD and/or ACCT designated courses.

- D. Accounting majors must complete at least 66 credit hours of non-BUAD and non-ACCT designated courses.

- E. *Accounting majors must complete all courses in the Lower Level Business Core, the Upper Level Business Core, and the Major Requirements with a minimum grade of C-.*

Requirements for the Minor in Business Administration

The department offers a minor in Business Administration that requires 24 credit hours of courses as indicated below:

BUAD/ECON 200	Fund. of Stats. for Business and Econ.	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
BUAD 320	Managerial Finance	3
BUAD 323	Organizational Behavior	3
BUAD 328	Marketing Foundations	3

Accounting students wishing to minor in Business Administration must take at least 9 credit hours of BUAD designated courses beyond those required for the Accounting major.

Requirements for the Minor in Accounting

The department offers a minor in Accounting that requires 18 credit hours of accounting courses as specified below:

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ACCT 250	Accounting Processes	3
ACCT 301	Intermediate Accounting I	3
ACCT 302	Intermediate Accounting II	3
ACCT 303	Cost Management	3

150 Hour Program in Accounting

Beginning in 2009, in order to take the "Uniform CPA Exam," students must complete 150 credit hours of courses. After completing 120-credit-hour B.S. in Accounting program presented above, the following courses will prepare and enable the student to take the exam:

ACCT 312	Business Law II	3
ACCT 401	Advanced Accounting	3
ACCT 440	Accounting Theory	3
ACCT 455	Advanced Auditing	3

Plus 18 credit hours of ACCT/BUAD/ECON or any other designated elective courses.

While completing the 150 Hour Program, students may obtain a second degree, the B.S. in Business Administration – Finance major, by completing the following as part of the 18 credit hours of elective courses:

BUAD 317	Corporate Finance I	3
BUAD 416	Investment Analysis	3
BUAD 418	Corporate Finance II	3

Accelerated Master of Business Administration Degree

The department has several formal and informal agreements with universities that allow students to matriculate into accelerated B.S./M.B.A. programs. All such agreements usually reduce by one the number of years it takes a full-time student to complete a B.S. and M.B.A. The department has a 3 plus 2 agreement with the State University at Buffalo that requires three years of study at Fredonia and two years at Buffalo to finish the program. A similar 3 plus 2 agreement exists with SUNY Binghamton. The department also has 4 plus 1 arrangements with Clarkson University, Rochester Institute of Technology, St. Bonaventure University, and the University of Pittsburgh. Students who are interested in any of these accelerated M.B.A. programs should see their academic advisor early in their sophomore year.

18 State University of New York at Fredonia

ECONOMICS

Office: E336 Thompson Hall
(716) 673-3509
E-mail: Economics.Department@fredonia.edu
Amar K. Parai, *Chairperson*

Economics provides an understanding of how economic systems function and offers insight into the nature of real-world economic events, issues and problems while teaching the student a way of thinking that is clear, logical, analytical and rigorous. The study of economics encompasses a wide range of human behavior and experiences. Therefore, it has come to be widely recognized as a solid preparation for many professional careers in business, finance, non-profit organizations, and government. Courses in economics that emphasize the relevance of economic principles to areas in business, finance, quantitative and computer applications, public administration or industrial relations, provide the student with an excellent background for a variety of jobs and professions. The study of economics also provides an excellent preparation for graduate study in such professional areas as law, industrial relations, business and public administration. Economics majors have the opportunity to participate in Omicron Delta Epsilon, the International Honor Society in Economics. Annually, the Maytum scholarships and Hart-Gorman Economic Awards go to the outstanding majors and double majors in Economics.

Economics as Preparation for Master of Business Administration Degree (M.B.A.)

Most graduate schools of business prefer their students to have a broad, liberal arts background. Since economics is more closely related to business administration than many other liberal arts areas, it is an ideal preparation for study toward the Master of Business Administration degree. According to a study conducted by the American Assembly of Collegiate Schools of Business (AACSB), graduate business school professors stress economics as the most important undergraduate preparation.

Economics Major as Pre-Law Study

There are no precisely prescribed pre-law programs or undergraduate courses. However, according to the *Chronicle of Higher Education*, many law schools believe that economics is one of the best preparations for the study of law. A recent study found that

among the 14 majors that had more than 2,000 students taking the Law School Admission Test (LSAT), Economics majors received the highest average test scores in recent years.

Major, Minor in Economics and Certificate in International Economic Studies

The department offers a major in Economics (B.A. degree) with designed fields in Business and Financial Economics; Data Analysis and Computer Applications; and Public Policy and Economics. Alternatively, with consultation and approval of the faculty advisor, the student may develop his/her own field of specialization. Thirty-six credit hours of course work are required for a major in Economics. A minor, which requires 24 credit hours in economics, is also available. As an option to students majoring in Economics, the department issues a letter certifying the completion of International Economic Studies to those who complete 15 credit hours of designated course work.

Students who are contemplating graduate study in Economics should consider taking the following as part of their specialization field:

ECON 400	Econometrics
MATH 122	University Calculus I
MATH 123	University Calculus II
MATH 231	Linear Algebra

The department strongly recommends that Economics majors take additional courses in accounting, computer science and calculus.

Requirements for the Bachelor of Arts Degree in Economics: 36-37 credit hours

Supporting Course: 3 or 4 credit hours

*MATH 120	Survey of Calculus I or	3
MATH 122	University Calculus I	4

Lower Level Economics Core Courses: 9 credit hours

*ECON 200	Fundamentals of Statistics	3
*ECON 201	Principles of Macroeconomics	3
*ECON 202	Principles of Microeconomics	3

Upper Level Economics Core Courses: 12 credit hours

*ECON 300	Statistical Analysis	3
ECON 305	Intermediate Microeconomic Theory	3
ECON 310	Intermediate Macroeconomic Theory	3
ECON 450	Senior Seminar	3

*these courses are also required for accounting and business degrees

Elective Course requirements: 12 credit hours

Any four economics courses outside the core above 300 level. Popular courses are in the following suggested areas of study:

- Business and Financial Economics
- Public Policy and Economics
- Data Analysis and Computer Applications
- Human Resources
- International Economics
- Environmental and Natural Resource Economics

Requirements for the Minor in Economics: 24 to 25 hours

Supporting Course: 3-4 credit hours

MATH 120	Survey of Calculus I or	3
MATH 122	University Calculus I	4

Lower Level Economics Core Courses: 6 credit hours

ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3

Upper Level Economics Core Courses: 6 credit hours

ECON 305	Intermediate Microeconomic Theory or	3
ECON 350	Managerial Economics	3
ECON 310	Intermediate Macroeconomic Theory or	3
ECON 315	Money, Banking and Monetary Economics	3

Elective course requirements: 9 credit hours

Any three economics courses outside the core at 300 level or above.

Requirements for the Certificate in International Economic Studies

As an option to students majoring in economics, the department awards a certificate documenting the completion of International Economic Studies to Economics majors who complete the following 15 credit hours of course work:

Two of the following courses:

ECON 320	International Trade and Finance	3
ECON 345	Comparative Economic Systems	3
ECON 335	Economic Development	3
ECON 395	Comparative Human Resources	3

and 9 credit hours in foreign area study and/or international/comparative study. A maximum of 6 credit hours of a foreign language may be counted for the International Economic Studies option.

CHEMISTRY

Office: 207 Houghton Hall
(716) 673-3281
E-mail: Chemistry.Department@fredonia.edu
Thomas S. Janik, *Chairperson*

The goals of the Department of Chemistry and Biochemistry are to prepare its majors for advanced study in chemistry, chemical engineering, related disciplines or professional programs; or careers in industrial, environmental, and governmental laboratories; or for careers in teaching. The department strongly believes in the value of rigorous course work combined with practical experience. Thus, students spend much of their time in the department participating in undergraduate research; this has led to an informal atmosphere with considerable student-faculty interaction. Often the results of such research are presented at conferences or published in chemistry journals. Paid internships with local industries are also available.

The Chemistry Club is very active and includes in its activities an outreach program to local schools. Departmental honors and scholarships include the Moos, Keller, Thumm, Marletta and Dingley awards.

The department offers two tracks, each leading to a B.S. in Chemistry degree. Track I, the Standard Major, is often chosen by students having second majors or minors in related disciplines. Track II satisfies the

curriculum requirements of the American Chemical Society (A.C.S.) and is recommended for students interested in graduate or professional schools. Each track requires the completion of a Core Program plus additional course work. The Department of Chemistry and Biochemistry and the Department of Biology jointly administer a major in Biochemistry, see page 12. The department maintains a graduate program leading to a M.S. degree. A five-year program is available to outstanding students which is a combined B.S./M.S. program.

Grading Standards: A minimum C-grade is necessary for all required chemistry courses counted toward the major or minor; a collective minimum 2.00 grade point average is necessary for all required mathematics/computer science, and physics courses.

Prerequisites/Co-requisites for Laboratory Courses: Laboratory and lecture courses are separately enrolled and graded. As a result, there are some general requirements for laboratory courses: (1) CHEM 126 or 130 is a prerequisite for any laboratory course at a higher level; (2) for all laboratory courses the corresponding lecture course is a pre- or co-requisite; (3) if a student drops or withdraws from a lecture course, he/she may be required to withdraw from the corresponding laboratory course.

Cooperative Engineering: The Department of Chemistry and Biochemistry participates in the Cooperative Engineering program. Refer to the description of this program on page 34.

For the B.S. degree in Geochemistry, an interdisciplinary program with the geosciences department: The course requirements for this curriculum are given on page 41.

Teacher Certification: Students wishing to teach chemistry in the secondary schools can obtain provisional certification by completing either of the tracks described below and the required courses in Professional Education. The procedure to be followed for admission to the professional sequence of courses is described on page 32. Students in all education programs are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following four ways: (1) completion of course work at the

116 level at Fredonia, or (2) transferring of two successful college semesters of a foreign language, or (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing Regents score (passing = 65 percent).

The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral.

A.C.S. Approved Track: The curriculum for the A.C.S. Approved Track is reviewed annually by the A.C.S. Committee on Professional Training. If, because of this review, it becomes necessary to modify the curriculum requirements, revisions will be on file with both the Dean of the College of Natural and Social Sciences, and the Vice President for Academic Affairs. Such revisions would be in effect for students who had completed less than 60 credit hours at the time of the revision.

Requirements for the Bachelor of Science Degree in Chemistry Core Program (36 credit hours in chemistry; 16 credit hours in related disciplines)

CHEM 115	General Chemistry I & II	6
-116		
CHEM 125	General Chemistry I Lab	1
CHEM 126	General Chemistry II Lab	1
or 130		
CHEM 215	Organic Chemistry I & II	6
-216		
CHEM 225	Organic Chemistry I Lab	1
CHEM 226	Organic Chemistry II Lab	1
or 230		
CHEM 315	Physical Chemistry I & II	6
-316		
CHEM 317	Analytical Chemistry I & II	6
-318		
CHEM 325	Physical Chemistry I & II	2
-326	Labs	
CHEM 327	Analytical Chemistry I Lab	1
CHEM 328	Analytical Chemistry II Lab	2
CHEM 395	Introduction to Research	1
CHEM 495	Seminar	<u>2</u>
-496		36
PHYS 230	University Physics I & Lab	5
-232		
MATH 122	University Calculus I & II	8
-123		
CSIT 104	Introduction to Microcomputer Software or	
CSIT 105	Visual BASIC I	3
or		
CSIT 106	Scientific Programming Using C++	

20 State University of New York at Fredonia

Additional Requirements - Track I (Standard Major)

Independent Laboratory Research (CHEM 391, 392, 491, 492) or Advanced Lecture Elective 3

Advanced Lecture Elective (400 level) 3

PHYS 231 University Physics II & Lab -233 5

Additional Requirements - Track II (A.C.S. Approved Major)

BIOL 333/ Biochemistry 3

CHEM 333
CHEM 462 Inorganic Chemistry & Lab -472 4

Independent Laboratory Research (CHEM 391, 392, 491, 492) 3

Advanced Lecture Elective (400 level) 3

PHYS 231 University Physics II & Lab -233 5

Mathematics Elective - any mathematics course having MATH 122 or 123 as a prerequisite 3 or 4

Requirements for the Minor in Chemistry

A minimum of 24 credit hours in chemistry is required including CHEM 115-116, 125 and 126 or 130, and 16 additional hours at the 200 level or above. Of these additional hours: (1) at least 2 hours must be in laboratory courses; (2) at least 6 hours must be from 300 or 400 level courses; and (3) CHEM 154, 170, 300, 302, 305, 371, and 372 cannot be counted.

Graduate programs are available in the department; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

COMMUNICATION

Office: 324 McEwen Hall
(716) 673-3410

E-mail:

Communication.Department@fredonia.edu

Ted Schwalbe, Chairperson

Communication relates to how individuals, groups, organizations, societies, and cultures may establish humane and productive relationships in expressing needs, mediating problems, and pursuing goals. It is one of the oldest areas of academic study and, because of the transformation of personal and social life by the growth of media technologies, a central discipline. Students approach

processes, practices and distortions involved in human communication from a critical perspective, and integrate application and theory throughout the curriculum.

The Department of Communication offers majors in Audio/Radio Production, Communication Studies, Media Management, Public Relations, and Television and Digital Film Design and Production.

The department also offers a minor in Communication.

Graduates of the program have successful careers in corporate and public settings and working in media at all levels. Communication students have also continued their education in graduate programs and law schools around the country.

Students are encouraged to supplement their academic work with participation in applied activities, including the Sheldon Multimedia Computer Lab, the campus radio stations (WCVF FM and WDWL Cable/FM), the campus television station (WNYF), the Applied Communication Association (ACA) which provides communication services to the community, the Public Relations Student Society of America (PRSSA), and off-campus internships.

The department offers several awards and scholarships including the Louis C. and S. David Adler Scholarship, the Anne Bernstein Memorial Award, the Edward S. Edelman Scholarship, the Arthur R. Maytum Scholarship, the Dan Berggren Excellence in Audio/Radio Scholarship and the Arlie Muller Parks Scholarship.

Internal Transfers: Students seeking to transfer into the Department of Communication from another department must have a 2.5 or above cumulative grade point average (GPA) to be eligible. If the student's GPA is 3.0 or greater, he/she will be automatically admitted. If the GPA is below 3.0 (but 2.5 or higher), the student must successfully complete COMM 101 and at least one other 3-credit COMM course. Grades in each COMM course must be C- or above and the cumulative GPA in COMM courses must be above 2.5. An internal application form (available from the department office) must be completed and returned to the office in order for the application request to be processed.

Requirements for the Bachelor of Science Degree in Communication

Major Requirements: Students in the department may obtain a B.S. degree in one of the following majors:

- Audio/Radio Production
- Communication Studies
- Media Management
- Public Relations
- Television and Digital Film Design and Production

A major program in the Department of Communication requires 39.5 to 45.5 credit hours of study including 15.5 credit hours of core courses required by every student in the department and 24 to 30 credit hours of courses in the individual specialization. A minimum of 18 communication credit hours, including 12 credit hours within the major, must be taken at Fredonia.

B.S. degree students must complete at least 66 credit hours of course work from disciplines other than communication. This may include non-communication courses taken from other universities.

Department of Communication Minimum Standards Policy

Students in any of the communication majors must earn at least a C- grade in all courses in the major. This includes all courses taken as part of the major, both those in the department core (101, 102, 105, 155, 199, 201) and those additional courses in one of the five majors.

A student who receives a grade below C- in a course may repeat that course only once. If a student does not achieve a C- or better the second time, he/she will be required to change to a major outside of the Department of Communication.

If a course in the major is a prerequisite for another course in the major, the student will not be allowed to enroll in the second course if the grade in the prerequisite was less than a C-.

In addition, students must have, in order to graduate, a least a 2.5 average in the departmental core and in the rest of the courses in their chosen major. This does not include courses taken in the Department of Communication that do not apply to the student's major.

Any student whose cumulative average in the major falls below 2.3 for three consecutive semesters in the department will be required to change to a major outside of the Department of Communication.

Double Major: Any student wishing to take a double major with both majors inside the communication department must take at least 15 additional credit hours in the second major (i.e., credit hours not used in the first major). Students should be aware that they may have to take more than 120 credit hours in order to accumulate the required 66 credit hours outside the department to graduate. Students who have dual majors with both majors inside the Department of Communication are still required to have a minor outside the department or to meet the criteria for the study abroad option.

Minor: The department requires all students to declare and complete a minor outside the communication department or a 15 credit hour semester study abroad. The minor must be officially recognized by the offering department (including Interdisciplinary Studies minors) and be chosen in consultation with a Department of Communication advisor. A second major outside the communication department will also satisfy the minor requirement. Students electing the study abroad option are required to complete a complementary 3 credit hour course at Fredonia.

Cross-using Courses for Minors: Certain minors include some communication courses that may fulfill course requirements for that minor. Students may use (double-dip) only one COMM course (maximum 4 credit hours) required for the Communication major to fulfill course requirements for the minor.

Substitutions in requirements for majors may be made only by approval of faculty members designated for the specific majors.

Course offerings and requirements for the majors may be changed. Students are urged to see the department for the latest requirements.

Communication Core: 15.5 credit hours

COMM 101	Fundamentals of Communication	3
COMM 102	Mass Media and Society	3

COMM 105	Public Speaking	3
COMM 155	Rhetoric of Vision and Sound	3
COMM 199	Communication Orientation (required for new freshmen only)	.5
COMM 201	Rhetoric and Criticism	3

A. Audio/Radio Production Major:
40.5 credit hours (including core requirements)

Development of conceptual, aesthetic, and technical skills in audio production for radio and other media. Focus is on listening and the creative use of sound to engage an audience through the selection and use of voice, music, and ambiance. Applications to commercial and public service announcements, news, documentary, drama, music programming, audio art, and audio for television, theater and film.

Requirements:	Hrs.
Communication Core	15.5

Plus Audio/Radio Production Major:
25 credit hours - at least 12 credit hours at Fredonia

Group A - Major Core - 16 credit hours

COMM 251	Audio Production I	3
COMM 351	Audio Production II	3
COMM 420	Communication Law and Ethics	3

and one of the following:

COMM 200	Electronic Media Writing or	3
COMM 361	Script Writing for Video, Film and Radio	3

and one of the following

COMM 395	Radio News	4
COMM 451	Audio Documentaries/ Soundscapes	4
COMM 456	Radio Programming and Production	4

Group B - Major Electives - 9 credit hours –
choose three of the following:

COMM 110-119	- Any three of the 1 credit hour computer courses	3
COMM 221	Interpersonal Communication	3
COMM 222	Principles of Public Relations	3
COMM 312	Multimedia Integrations	3
COMM 350	Telecommunication Technology	3
COMM 375	Mass Media Theory	3
COMM 385	International Media	3
COMM 386	International Films	3
COMM 400	Telecommunications Management	3

B. Communication Studies Major:
39.5 credit hours (including core requirements)

Emphasizes the study of human interaction in both mediated and non-mediated communication. Courses will cover theories and skills regarding relational development, group decision-making, public speaking, communication ethics, research and evaluation, and organizational communication. The goal of the major is to develop the student's ability to understand and apply theories and skills in communication performance, message construction, and communication analysis and evaluation across social and professional settings.

Requirements:	Hrs.
Communication Core	15.5

Plus Communication Studies Major:
24 credit hours - at least 12 at Fredonia

Group A - Major Core – 12 credit hours:

COMM 221	Interpersonal Communication	3
COMM 295	Communication Research and Survey Methods	3
COMM 301	Group Communication	3
COMM 430	Communication Theory	3

Group B - Major Electives - 12 credit hours -
choose four from the following.

COMM 222	Principles of Public Relations	3
COMM 310	Language and Communication	3
COMM 373	Gender and Communication	3
COMM 375	Mass Media Theory	3
COMM 379	Persuasion	3
COMM 458	Special Topics	3
COMM 460	Organizational Communication	3
COMM 465	Intercultural Communication	3

C. Media Management Major: 39.5 credit hours (including core requirements)

For students interested in non-production areas of electronic media. Includes sales, management, regulation, promotion, and research in broadcast and other electronic media such as cable television, telephone, and satellites.

Requirements:	Hrs.
Communication Core	15.5

22 State University of New York at Fredonia

Plus Media Management Major: 24 credit hours - at least 12 at Fredonia

Group A - Major Core - 15 credit hours - choose five from among the following:

COMM 110-119 - Any three of the 1 credit hour computer courses	3
COMM 222 Principles of Public Relations	3
COMM 295 Communication Research and Survey Methods	3
COMM 350 Telecommunication Technology	3
COMM 385 International Media	3
COMM 400 Telecommunications Management	3
COMM 420 Communication Law and Ethics	3
COMM 460 Organizational Communication	3

Group B - Major Electives - 9 credit hours - choose three from among the following, at least one at 300-400 level:

COMM 221 Interpersonal Communication	3
COMM 235 Business Communication	3
COMM 301 Group Communication	3
COMM 312 Multimedia Integrations	3
COMM 375 Mass Media Theory	3
COMM 379 Persuasion	3
COMM 386 International Films	3
COMM 430 Communication Theory	3
COMM 465 Intercultural Communication	3

D. Public Relations Major: 42.5 credit hours (including core requirements)

Focuses on the theoretical constructs and professional skills necessary to effectively mediate the goals and obligations of an organization and the needs and concerns of the public. The emphasis on ethics, campaign design and management and the production of messages for targeted audiences prepares students to serve as communication advocates in a variety of professional and civic settings.

Requirements: Hrs.
Communication Core 15.5

Plus Public Relations Major: 27 credit hours - at least 12 at Fredonia

Group A - Major Core - 15 credit hours

COMM 222 Principles of Public Relations	3
COMM 295 Communication Research and Survey Methods	3

COMM 322 Public Relations Writing	3
COMM 344 Public Relations Case Analysis	3
COMM 422 Public Relations Management	3

Group B - Major Electives - 12 credit hours – 6 credit hours at 300 or above level from the following:

COMM 110-119 - Any three of the 1 credit hour computer courses (recommended)	3
COMM 221 Interpersonal Communication	3
COMM 235 Introduction to Business Communication	3
COMM 251 Audio Production I	3
COMM 255 Studio Production	3
COMM 301 Group Communication	3
COMM 312 Multimedia Integrations	3
COMM 350 Telecommunication Technology	3
COMM 375 Mass Media Theory	3
COMM 379 Persuasion	3
COMM 385 International Media	3
COMM 420 Communication Law and Ethics	3
COMM 430 Communication Theory	3
COMM 460 Organizational Communication	3
COMM 465 Intercultural Communication	3

E. Television and Digital Film Design and Production Major: 45.5 credit hours (including core requirements).

Focuses on the theoretical, technical, and practical issues of television and digital film production. Hands-on project-based major with emphasis on pre-production, production, postproduction and distribution. Students gain experience in multi-camera studio production, electronic news gathering, field production, documentary, and narrative. Topics covered include: concept development, visualization, writing, aesthetics, ethics, shooting and editing techniques, and sound design.

Requirements: Hrs.
Communication Core 15.5

Plus Television and Digital Film Design and Production Major: 30 credit hours – Group C must be taken at Fredonia

Group A - Major Core - 15 credit hours	
COMM 251 Audio Production I	3
COMM 255 Studio Production	3
COMM 354 Video Field Production	3

COMM 420 Communication Law and Ethics	3
---------------------------------------	---

and one of the following:

COMM 200 Electronic Media Writing or	3
COMM 361 Script Writing for Video, Film and Radio	

Group B - 3 credit hours - one of the following

COMM 312 Multimedia Integrations	3
COMM 358 Television News	3

Group C - 12 credit hours - one of the following three course sequences must be taken at Fredonia. The documentary and drama sequences must be taken in consecutive semesters.

COMM 366 Video Postproduction	4
COMM 452 Video Documentaries I	4
COMM 462 Video Documentaries II or	4
COMM 366 Video Postproduction	4
COMM 454 Video Drama I	4
COMM 464 Video Drama II	4

Requirements for the Minor in Communication

A minor in Communication requires 18 credit hours including COMM 101 and a minimum of 9 credit hours at the 300 level or above. A minimum of 9 credit hours must be taken at Fredonia. Students may not use COMM 475 (Communication Supervision), COMM 480 (Communication Internship), or COMM 490 (Independent Study) toward the minor requirements.

Advising with the department is strongly recommended. The minimum GPA for successful completion of the minor is 2.50.



COMPUTER AND INFORMATION SCIENCES

Office: 2154 Fenton Hall
(716) 673-4820
E-mail: Computer.Science@fredonia.edu
Khalid J. Siddiqui, *Chairperson*

The Department of Computer and Information Sciences offers two Bachelor of Science degrees. One degree is in Computer Science (CS) with five study options: Computer Theory, Systems Software, Applied Mathematics, Geographic Information Systems, and a General Major. The other degree is in Computer Information Systems (CIS) with two study options: Systems Development and Systems Management.

The CS degree focuses on a traditional computer science discipline with applications in scientific problem-solving, software for computer systems, and GIS. The CIS degree is geared toward commercial computer-based information processing, management and administrative applications. The CS and CIS degrees together with their study options prepare students for the future by providing a study of the current state of computers and information sciences embedded within a well-rounded liberal arts education. As a Computer and Information Sciences major at Fredonia, a student may select a program that suits his/her career objectives and academic goals.

The department also participates in the SUNY Learning Network (SLN) program. Over the past several semesters, a number of courses have been offered on the Internet. For additional information, students should call the SLN program at 1-800-875-6269 or check the web site at www.sln.suny.edu/sln.

Scholarships available to students in Computer and Information Sciences include the John Beck Scholarship, the Arthur R. Maytum Scholarships, and the MACS Scholarships sponsored by the National Science Foundation. The scholarships are awarded annually on the recommendation of the computer and information sciences faculty.

Programs in Computer and Information Sciences

The department offers two degrees, a B.S. in Computer Science and a B.S. in Computer Information Systems. Two

minor programs in both CS and CIS are also offered. A dual-diploma, joint degree program in CIS with EGE University, Izmir, Turkey is available as well. The department also participates in the Cooperative Engineering program; refer to page 34. Many service level courses such as Microsoft Office, web programming and visual Basic are also offered. Currently, the primary languages of computer science instruction are C and C++ in the MS Windows and Unix environments. For further details about the programs in computer and information sciences, contact the chairperson of the Department of Computer and Information Sciences.

Bachelor of Science Degree Program in Computer Science

The Bachelor of Science in Computer Science (CS) degree is available with five options (tracks):

- Computer Theory (CT)
- Systems Software (SS)
- Applied Mathematics (AM)
- Geographic Information Systems (GIS)
- General Major (GM)

All five options contain a common core of fundamental courses in the science of computing, with essential emphasis on theory, practice, and applications. Further, courses in the CT track prepare graduates for post-graduate education in computer science and careers in the scientific computing sectors. The SS track prepares graduates for systems level software design and development, as well as for networking. The AM and GIS tracks emphasize computer applications with interdisciplinary opportunities in applied mathematics and geographic information systems. The GM track is a general track and allows students more latitude in the choice of 400-level courses in meeting the CS requirements.

Requirements for the Bachelor of Science Degree in Computer Science

The Bachelor of Science degree in Computer Science is built on a required core of course work in computer science, plus a calculus sequence, to which is added the requirements in the student's selected track.

Computer Sciences (CS Core): (25 credit hours)

CSIT 121	Computer Science I	3
CSIT 221	Computer Science II	3
CSIT 224	Problem Solving Using Objects	3
CSIT 231	Systems Programming	3
CSIT 241	Discrete Mathematics for Computer Science I	4
CSIT 311	Assembly Language and Computer Organization	3
CSIT 321	Paradigms of Programming Languages	3
CSIT 341	Data Structures	3

A. Computer Theory (CT) Track: (58 credit hours)

The track is designed for students who intend to pursue graduate education in computer science or who seek careers in scientific computing. The majority of course work in this track is in the area of Theoretical Foundations.

The CT track requires the CS Core, plus:

MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
CSIT 242	Discrete Mathematics for Computer Science II	4
CSIT 425	Software Engineering	3
CSIT 431	Introduction to Operating Systems	3
CSIT 441	Analysis and Design of Algorithms	3
CSIT 443	Theory of Computation	3
Three additional courses chosen from:		9
CSIT 411, 413, 433, 435, 455, 461, 462, 463, 490, 496, 497, 499*		

B. Systems Software (SS) Track: (56-58 credit hours)

The track emphasizes computer systems development, design and architecture. It prepares graduates for systems-level programming, and for careers in system design, ensembles, architecture, and networking. The majority of course work is in the area of Computer Systems Software.

The SS Track requires the CS Core, plus:

MATH 120	Survey of Calculus I or	3
MATH 122	University Calculus I	4
MATH 121	Survey of Calculus II or	3
MATH 123	University Calculus II	4
CSIT 242	Discrete Mathematics for Computer Science II	4
CSIT 413	Computer Architecture	3
CSIT 425	Software Engineering	3
CSIT 431	Introduction to Operating Systems	3

24 State University of New York at Fredonia

CSIT 433	Compiler Construction	3
CSIT 437	Advanced Operating Systems	3
Two additional courses chosen from:		6
CSIT 411, 435, 441, 455, 461, 462, 463, 490, 496, 497, 499*		

C. Applied Mathematics (AM) Track: (66 credit hours)

The track is designed for students who have interdisciplinary interests in computer science and mathematical sciences. It prepares students for scientific and mathematical modeling applications. The students in the AM Track complete a minor in Applied Mathematics.

Specifically, the AM Track requires the CS Core, plus:

MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 223	University Calculus III	4
MATH 231	Linear Algebra	4
CSIT 242	Discrete Mathematics for Computer Science II	4
CSIT 425	Software Engineering	3
CSIT 431	Introduction to Operating Systems	3
CSIT 441	Analysis and Design of Algorithms	3

Three additional courses chosen from: CSIT 411, 413, 433, 435, 437, 455, 461, 462, 463, 490, 496, 497, 499*

One additional course chosen from: MATH 325, 329, 331, 335, 359, 375, 440; STAT 350.

D. Geographic Information Systems (GIS) Track: (74-76 credit hours)

The track is designed for students who have interdisciplinary interests in both computer science and geographic information systems. It prepares students for geosciences applications. The students in the GIS Track complete a minor in GIS offered by the Department of Geosciences.

Specifically, the GIS Track requires the CS Core, plus:

MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4
MATH 121	Survey of Calculus II	3
	or	
MATH 123	University Calculus II	4
CSIT 425	Software Engineering	3
CSIT 431	Introduction to Operating Systems	3
CSIT 455	Relational and Object Databases	3
CSIT 462	Computer Graphics	3
	or	
CSIT 463	Digital Image Processing and Computer Vision	3

Two additional courses chosen from: CSIT 225, 411, 413, 433, 435, 441, 461, 462, 463, 490, 496, 497, 499*

* Only one course numbered 490 or above is allowed.

Minor in Geographic Information Systems (with CSIT 121 substituted for CSIT 106 and CSIT 205 substituted for CSIT 105). 25

E. General Major (GM) Track: (55-57 credit hours)

The track is designed to provide students with exposure to a significant range of topics within the computer science field, while at the same time ensuring their ability to select those courses that most interest them.

Specifically, the GM track requires the CS Core, plus:

MATH 120	Survey of Calculus I	3
	or	
MATH 122	University Calculus I	4
MATH 121	Survey of Calculus II	3
	or	
MATH 123	University Calculus II	4

A total of eight courses with at least two courses from each of the following areas are required.

1. Software:

CSIT 431	Introduction to Operating Systems
CSIT 433	Compiler Construction
CSIT 435	Data Communications and Networks II
CSIT 437	Advanced Operating Systems
CSIT 461	Introduction to AI and Knowledge Engineering

2. Hardware:

CSIT 411	Programming for Embedded Microcontrollers
CSIT 413	Computer Architecture
PHYS 326	Digital Logic

3. Computer Science Theory:

CSIT 242	Discrete Mathematics for Computer Science II
CSIT 441	Analysis and Design of Algorithms
CSIT 443	Theory of Computation
MATH 325	Numerical Analysis
MATH 337	Combinatorics

4. Computer Applications:

CSIT 425	Software Engineering
CSIT 455	Relational and Object Databases
CSIT 462	Computer Graphics
CSIT 463	Introduction to Digital Image Processing and Computer Vision

Sections of CSIT 490 Seminar on Selected Topics, CSIT 496 Special Topics in Computer Science, CSIT 497 Computer Science Thesis, and CSIT 499 Computer Science Project may be offered as options.

Requirements for the Bachelor of Science in Computer Information Systems (CIS) (64 credit hours)

The degree program prepares graduates for careers in two major areas: systems development and systems management. The major in Computer Information Systems helps students acquire knowledge and gain expertise in all important aspects of the development, use, and management of (business) information systems. As part of the program, majors learn about: computer hardware, software, and information technology (IT) tools; information systems analysis and design methodologies; data and telecommunications technologies; information (systems and projects) management.

Computer Information Systems (CIS) Core: (24 credit hours)

CSIT 151	Introduction to Information Systems	3
CSIT 105	Visual BASIC I	3
	or	
CSIT 121	Computer Science I	3
CSIT 205	Visual BASIC II	3
	or	
CSIT 221	Computer Science II	3
CSIT 207	Web Programming II	3
CSIT 251	Information Systems Structures	3
CSIT 312	Computer Systems Structures	3
CSIT 335	Data Communications and Networks I	3
CSIT 351	Business Systems Development	3

COMPUTER AND INFORMATION SCIENCES 25

<i>Business and Mathematics Core:</i> (24 credit hours)		CSIT 463	Introduction to Digital Image Processing and Computer Vision	3	
MATH 108	Mathematics for the Management, Life, and Social Sciences	3	CSIT 471	Information Systems Management	3
ACCT 201	Principles of Accounting I	3	CSIT 473	Data Warehousing and Mining	3
ECON 202	Principles of Microeconomics	3	CSIT 475	Electronic Commerce	3
STAT 200	Statistical Methods I or	3	Requirements for the Minor in Computer Science		
ECON 200	Fundamentals of Statistics for Business Administration and Economics	3	MATH 120	Survey of Calculus I or	3
Two courses chosen from:		6	MATH 122	University Calculus I	4
MATH 120	Survey of Calculus I		MATH 121	Survey of Calculus II or	3
MATH 121	Survey of Calculus II		MATH 123	University Calculus II	4
ACCT 202	Principles of Accounting II		CSIT 121	Computer Science I	3
STAT 300	Statistical Methods II or		CSIT 221	Computer Science II	3
ECON 300	Statistical Analysis		CSIT 241	Discrete Mathematics for Computer Science I	4
Two courses chosen from:		6	CSIT 311	Assembly Language and Computer Organization	3
BUAD 315	Principles of Business Finance		CSIT 341	Data Structures	3
BUAD 321	Management and Organizational Behavior		Two additional courses selected from:		6
BUAD 327	Production and Operations Management I		CSIT 205, 225, 231, 321, 351, 413, 425, 431, 433, 435, 441, 443, 455, 456, 461, 462, 463, 490, 496, 497, 499* with at least one of these at the 300-400 level.		
BUAD 330	Human Resources Management		Total credit hours:		28-30
BUAD 427	Production and Operations Management II				

Track Requirements: (9 or 10 credit hours)

Systems Development Track:

CSIT 241	Discrete Mathematics for Computer Science I	4
CSIT 341	Data Structures	3
CSIT 425	Software Engineering	3

Systems Management Track:

Three courses chosen from:		
CSIT 425	Software Engineering	3
CSIT 471	Information Systems Management	3
CSIT 473	Data Warehousing and Mining	3
CSIT 475	Electronic Commerce	3

Electives (6 credit hours):

Two additional courses chosen from:		
CSIT 341	Data Structures	3
CSIT 411	Programming for Embedded Microcontrollers	3
CSIT 425	Software Engineering	3
CSIT 435	Data Communications and Networks II	3
CSIT 455	Relational and Object Databases	3
CSIT 456	Introduction to Decision Support Systems	3
CSIT 461	Introduction to AI and Knowledge Engineering	3

Requirements for the Minor in Computer Information Systems

CSIT 151	Introduction to Information Systems	3
CSIT 105	Visual BASIC I or	3
CSIT 121	Computer Science I	3
CSIT 205	Visual BASIC II or	3
CSIT 221	Computer Science II	3
CSIT 207	Web Programming II	3
CSIT 251	Information Systems Structures	3
CSIT 335	Data Communications and Networks I	3
MATH 108	Mathematics for the Management, Life, and Social Sciences	3
ACCT 201	Principles of Accounting I	3
ECON 202	Principles of Microeconomics	3
Two additional courses selected from:		6-7
MATH 120 or MATH 122, CSIT 225, 312, 341, 351, 411, 425, 455, 456, 461, 462, 463, 471, 473, 475, 490, 496, 497, 499 with at least one of these at the 300-400 level*		
Total Hours Required:		33-34

*Only one course numbered 490 or above is allowed.

Note: A minimum 15 credit hours counted toward the minor must be taken at Fredonia.

Internships and Employment Opportunities

Experiential learning is encouraged through internships. Internships are designed as a way to develop knowledge and gain experience with computers and information technology in a job setting. Recently, students have successfully completed internships at AL Tech Specialty Steel, Chemical Process Corporation, Ultrapak, Buffalo General Hospital, Cummins Engine, M&T Bank, and the Dunkirk and Fredonia Telephone Company. Several internships pay honoraria or minimum wages. Every semester department hires at least 10 laboratory proctors to manage its CS Lab. Many other opportunities exist on campus for students to earn money as tutors, work study, or computer laboratory assistants.

Computer Laboratories and Equipment

The department manages its own laboratory (CS Lab) and has class scheduling rights to another laboratory in Fenton Hall. The CS Lab is maintained by a systems administrator and a staff of paid student proctors from the Computer and Information Sciences Department. The main equipment in the lab consists of several workstations running Unix, together with a cluster of 23 Intel-based workstations running Windows and Linux. A Linux-based cluster of servers connected to a high-speed network provides Internet access. Popular software development tools such as C, C++, Java, Open GL and other utilities are available, in addition to standard Microsoft software packages such as Office and Visual Studio. The computers in the laboratory are accessible from various locations across the campus, including the dormitories. The other laboratory that is used by the department is primarily an instructional laboratory and houses a network of 30 Intel-based workstations that run under Windows. Both of these facilities are dedicated to supporting instruction in the Computer and Information Sciences programs. There are also several other microcomputer laboratories on campus. The department upgrades its laboratory equipment every three years.

26 State University of New York at Fredonia

Faculty and Student Research and Scholarship

The Computer and Information Sciences faculty and majors are actively involved in various research activities such as participating in international, national, and regional conferences, workshops and seminars, and publishing their work in well-known journals and proceedings. With the cooperation of the Computer Science Club, the department frequently runs joint faculty and student colloquia. Several students have won research paper competitions, and teams have successfully competed in regional programming competitions. Current areas of faculty and student research are computer architecture, networking, image processing, pattern recognition, knowledge engineering, computer graphics, data compression, performance analysis and benchmarking, automated performance tuning, theoretical computer science, remote sensing, natural languages, embedded processor applications, computer science education, and interdisciplinary applications.

CRIMINAL JUSTICE

Office: W369 Thompson Hall
(716) 673-3421
E-mail: Criminal.Justice@fredonia.edu
Leonard G. Brown, Director

The Bachelor of Arts degree program in Criminal Justice is an interdisciplinary curriculum that offers broad based knowledge of crime and delinquency, criminal law and procedure, police science and security, and the juvenile justice system. The curriculum includes courses in criminal law and procedure, crime theory, human deviant behavior, police science, security, corrections, statistics and research methods. Graduates will be prepared for careers in the field of juvenile justice, court system administration, law enforcement, adult corrections, rehabilitation, crime data analysis and security at the city, county, state and federal level. Internships are highly recommended. Participating internship sponsors include local police and sheriff departments, the county district attorney's office, Department of Probation, New York State

Department of Corrections, U.S. Customs, and the Chautauqua County Victim/Witness program. In addition to the Core Curriculum and elective requirements listed below, students are strongly urged to include elective courses that will help develop effectiveness in speaking and in writing. Students are required to be computer literate, able to use word processing software, conduct research, access internet data bases and communicate in cyberspace. Familiarity with bibliographic and data search routines is strongly encouraged.

Students are strongly advised to complete a minor in a related discipline given the interdisciplinary characteristics of the Criminal Justice major.

Requirements for the Bachelor of Arts Degree in Criminal Justice

Completion of a minimum of 39 credit hours of course work comprised of 18 credit hours of core requirements, 6 credit hours of a statistics-research methods sequence, and 15 credit hours of elective credit.

<i>Core Courses include:</i>		18
CRMJ 100	Introduction to Criminal Justice	3
POLI 277	Introduction to Law or	3
POLI 276	Law and Society	
CRMJ 310	Law Enforcement Policy and Practice	3
CRMJ 320	Crime and Crime Theory	3
CRMJ 340	Introduction to Corrections	3
CRMJ 400	Senior Seminar	3

Statistics-Research Methods sequence:

SOC 200	Social Statistics	3
SOC 300	Research Methods or	3
POLI 200	Statistics	3
POLI 210	Research Methods	3

Electives: 15 credit hours from among the following courses

CRMJ 321	Race and Criminal Justice	
CRMJ 330	Criminal Law	
CRMJ 331	Criminal Procedure	
CRMJ 332	Homeland Security	
CRMJ 333	Criminal Investigations	
CRMJ 350	Special Topics	
CRMJ 360	Criminal Justice Ethics	
CRMJ 470	Criminal Justice Internship	

PHIL 262	Crime and Punishment	
PHIL 310	Business Ethics	
PHIL 362	Philosophy of Law	
POLI 311	Fundamentals of Public Administration	
POLI 370	American Constitutional Law	
POLI 371	Civil Rights and Liberties	
POLI 383	Courts and Social Policy	
PSY 245	Social Psychology	
PSY 246	Personality	
PSY 356	Abnormal Psychology	
PSY 358	Psychology and the Law	
SOC 204	Social Psychology	
SOC 303	Social Class and Inequality	
SOC 310	Sociology of Deviant Behavior	
SOC 311	Sociology of Addiction	
SOC 316	Minority Groups	
SOC 361	Law in the World	
SOC 363	Victimology	
SOC 364	Juvenile Delinquency	
SOC 365	Family Violence	

Policy on Transfer Credit into the Major

Transfer students will be required to complete a minimum of 21 (up to 39) credit hours of course work in the Criminal Justice major. This must include all of the courses required for the major. A maximum of 18 credit hours of course work completed elsewhere that are similar to classes in the major offered at Fredonia will be accepted toward completion of the B.A. degree in Criminal Justice. The student must have completed this course work with a grade of C or better to have it applied to the major.

Requirements for the Minor in Criminal Justice

The minor in Criminal Justice consists of a minimum of 21 credit hours that must include the following:

CRMJ 100 and at least two of the core courses required for the major. In addition, among the 21 credit hours, classes must come from at least two of the disciplines that provide courses to the major. Students may transfer up to 6 credit hours of appropriate course work towards completion of the minor.

(Dance, see Department of Theatre and Dance, page 85).

(Earth Sciences, see Department of Geosciences, pages 41-42.)

(Economics, see School of Business, page 18.)

EDUCATION

Office: 810 Maytum Hall
(716) 673-3311
E-mail: Christine.Givner@fredonia.edu
Christine Givner, Dean

Department of Curriculum and Instruction

Office: E268 Thompson Hall
(716) 673-3701
E-mail: Lawrence.Maheady@fredonia.edu
Lawrence Maheady, Chairperson

Department of Language, Learning and Leadership

Office: E268 Thompson Hall
(716) 673-3702
E-mail: Anna.Thibodeau@fredonia.edu
Anna M. Thibodeau, Chairperson

Office of Field Experiences

Office: W249 Thompson Hall
(716) 673-3443
E-mail: Annmarie.Loughlin@fredonia.edu
Ann Marie Loughlin, Director

Office: W261 Thompson Hall
(716) 673-3443
E-mail: Amy.Chavez@fredonia.edu
Amy Chavez, Coordinator of Early Field Experiences

Office of Student Services

Office: E259 Thompson Hall
(716) 673-4768
E-mail: Pamela.Enser@fredonia.edu
Pamela Enser, Coordinator

Important Notification to All Education Majors

All programs and degree options in the College of Education lead to New York State Certification and are subject to the guidelines and mandates established by New York State. Additionally, all programs and degree options are held accountable to the National Council for the Accreditation of Teacher Education (NCATE) standards. As such, any changes made by the New York State Board of Regents or the NCATE review board have the potential to impact the requirements of the program. Undergraduate programs are reviewed each semester to check compliance with state certification and national accreditation requirements. Candidates should meet with their faculty advisors and attend all advisement sessions for up-to-date information on current programs and certification requirements.

National Council for the Accreditation of Teacher Education (NCATE)

NCATE is a partnership of over 30 national professional organizations, representing over three million Americans, who have united to ensure high quality teacher preparation. NCATE ensures that subject matter content, and how to teach it, is the priority. NCATE standards expect the College of Education to base its programs on content and teaching standards set by professional associations in each content area. NCATE also expects candidates to gain a firm foundation in the liberal arts. NCATE endorsement adds credibility and national transportability to SUNY Fredonia certification programs. SUNY Fredonia is fully accredited by NCATE.

Certification Programs

The College of Education offers opportunity for certification in the following areas:

Early Childhood Education: Preparation to teach very young children, birth through age 8 (B.S. in Ed. degree: Certification Birth through Grade 2).

Childhood Education: Preparation to teach elementary school (B.S. in Ed. degree: Certification Grades 1 to 6).

Middle Childhood Education – Mathematics Specialist: Preparation to teach middle school mathematics (B.S. in Ed. degree: Certification Grades 5 to 9). Core education courses for the degree are taught in both the College of Education and the Department of Mathematical Sciences. Candidates in the degree program will be assigned an academic advisor from the Department of Mathematical Sciences. For information on the program, students should see the Department of Mathematical Sciences information on page 55 of the catalog.

Adolescence Education: Preparation to teach biology, chemistry, earth science, English, French, mathematics, physics, social studies or Spanish (B.A. or B.S. degree: Certification Grades 7 to 12). Core education courses for these degrees are taught in both the College of Education and the academic departments. Candidates in these degree programs major in the academic discipline and will be

assigned an academic advisor from the appropriate academic department. For information on Adolescence Education programs, students should refer to the appropriate academic department in the catalog.

Program Philosophy and Conceptual Framework for All Certification Programs

The College of Education believes that all children can learn and that they learn best when taught by reflective and responsive educators who carefully assess their instructional competence via reflections upon pupil performance. Responsive educators make informed decisions based on these reflections and adjust instruction to enhance pupil progress. All candidates in the College of Education complete a series of four field-based experiences in local schools. Each field-based experience is taught in conjunction with a required education course to clearly connect educational theory and practice. Each of the field experiences is highly structured, well supervised, and intended to provide multiple opportunities for candidates to Plan, Instruct, Reflect, and Respond with school children in classroom settings. Candidates also enroll in course work related to child and adolescent development, applications of psychology in the classroom, and pedagogical strategies as well as liberal arts and discipline-specific content courses. All of the courses work together to strengthen the candidates' Four Pillars of Understanding—Knowledge, Pedagogy, Diversity, and Professionalism—which in turn support the process of effective planning, instructing, reflecting, and responding.

Course work and instruction are rooted in a strong foundation of research-based practices and strategies, contextual factors that influence instruction, and standards for teaching and learning.

Requirements for All Certification Programs

Candidates in the College of Education are regularly monitored and evaluated throughout the program via degree-specific Gated Assessment Models. The Gated Assessment Models present an organized series of performance based checkpoints that documents candidates' competencies

28 State University of New York at Fredonia

and positive impact on learners. Specific requirements and deadlines, minimal satisfactory performance levels (including grade point average requirements), and remediation plans are detailed in the models. All candidates should obtain a copy of the appropriate Gated Assessment Model from an academic advisor and become familiar with the requirements established therein.

Note: Candidates transferring into a certification program (both internally and externally) must pass through each of the aforementioned gates regardless of the candidate's academic standing at the time of transfer.

Professional Dispositions for All Certification Programs

Candidates in professional education are expected to demonstrate a set of values and attitudes consistent with the highest professional standards. These values and attitudes must be demonstrated in concrete ways in candidates' interactions with members of the faculty, school personnel, and with students. Information regarding the professional dispositions is available from academic advisors from the College of Education Office of Student Support Services, and online, through the College of Education website. Inappropriate behavior may warrant remediation, probation, or dismissal from the program.

Candidate Organizations for All Certification Programs

Within the College of Education, a dynamic and active Teacher Education Club offers activities that provide an array of opportunities for academic, personal, and professional growth, as well as community service. The College of Education also houses the Zeta Upsilon Chapter of the International Honor Society in Education, Kappa Delta Pi. This invitation-only, service-orientated organization provides multiple opportunities for professional growth. In addition, the College of Education sponsors a chapter of the Golden Key International Honour Society.

International Exchange Program

Upon completion of degree requirements, candidates have the opportunity to experience a cultural and educational exchange with either University of Plymouth in Exmouth, England, or Swansea Institute in Swansea, Wales. The five-week internship includes classroom experience in the United Kingdom, organized cultural excursions, and free travel time for individual development. Participants earn 3 hours of graduate course credit.

Special Requirements for All Certification Programs

In light of the statutory requirements found in the Commissioner's Regulations subdivision 52.21(b), ALL candidates for New York State certification must complete required training in Child Abuse Detection and Reporting; Abduction Prevention; Alcohol, Tobacco and Drug Abuse Prevention; Fire Safety; and Schools Against Violence in Education (SAVE) legislation. In the College of Education, candidates participate in a series of three 1-credit-hour courses (EDU 301, EDU 302, EDU 303) to fulfill these New York State requirements.

In addition, New York State legislation effective July 1, 2001, requires that all applicants for initial certification and all new school employees be cleared through FBI fingerprinting and criminal background check. The candidate incurs the costs for the fingerprinting and the background check. Current forms and regulations are available at <http://ohe32.nysed.gov/tcert/ospra/index.html>. New York State Certification Examinations Candidates for Initial teacher certification must successfully complete the New York State Teacher Certification Examinations: the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATSW), and the appropriate Content Area Specialty Test for the area of certification. These certification exams must be completed successfully prior to graduation. Further information on New York State Teacher Examinations is available at www.nystce.nesinc.com.

Foreign Language Requirement

Candidates in all education programs are required to demonstrate competence in a foreign language. This requirement must be satisfied in

any one of the following four ways: (1) completion of course work at the 116 level at SUNY Fredonia, (2) transferring of two successful college semesters, (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing Regents score (65 or higher).

Course Requirements

Childhood Education Hrs.

Note: (F) designates courses that have a field experience component.

EDU 105/106	Introduction to Contemporary Education (F)	3
EDU 225	Developmental Psychology	3
EDU 250/251	Introduction to the Exceptional Learner (F)	3
EDU 276	Foundations of Literacy and Technology	3
EDU 305/313	Cultural and Linguistic Diversity in the Classroom (F)	3
EDU 349	Educational Psychology	3
EDU 301	Child Abuse Reporting/Abduction Prevention	1
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention	1
EDU 303	Fire Safety and SAVE Legislation	1
MAED 301	Math for School Teachers I	3
MAED 302	Math for School Teachers II	3
	Natural Science courses (from two different departments)	7
	(<i>Note:</i> SCI courses are considered multi-disciplinary—all 7 credit hours can be taken in SCI)	
	Plus an area of concentration	30-37

Methods of Instruction:

EDU 402	Teaching Mathematics in the Elementary School	3
EDU 403	Teaching Science in the Elementary School	3
EDU 404	Teaching Social Studies in the Elementary School	3
EDU 405	Teaching Literacy in Inclusive Educational Settings	3
EDU 406	Literacy and Assessment in Inclusive Educational Settings	3

Capstone Experience – Student Teaching:

EDU 416	Capstone Seminar	3
EDU 420	Student Teaching - Primary	6
EDU 422	Student Teaching - Intermediate	6

Early Childhood Education		Hrs.	Areas of Concentration for Childhood and Early Childhood Education		SCI 301	Science for Elem. School Teachers I	3		
<i>Note: (F) designates courses that have a field experience component.</i>									
EDU 105/106	Introduction to Contemporary Education (F)	3	<i>Art Concentration</i> (30 credit hours)		SCI 303	Science for Elem. School Teachers II	3		
EDU 214	Children's Literature	3	<i>Studio Art</i> (6 credit hours)		SCI 302/304	Science for Elem. School Teachers (Lab)	1		
EDU 220	Child Development	3	ART 150	Drawing I	3	SCI 325	Science Teaching Assistantship Labs	2	
	or	3	ART 155	2-Dimensional Design	3	EDU 403	Teaching Science in the Elem. School	3	
EDU 225	Developmental Psychology		<i>Foundations of Art History</i> (6 credit hours)		<i>Earth Science Concentration</i> (32-33 credit hours)				
EDU 250/251	Introduction to the Exceptional Learner (F)	3	ARTH 101	Art in Culture to 1400	3	GEO 160	Oceanography	3	
EDU 276	Foundations of Literacy and Technology	3	ARTH 102	Art in Culture from 1400	3	GEO 165	Geology I	3	
EDU 305/313	Cultural and Linguistic Diversity in the Classroom (F)	3	<i>Art History</i> (18 credit hours)*		Select from the following:				
EDU 312	Infant/Toddler Care and Education (F)	3	ARTH 310	Ancient Art: (subtitle varies)	3	GEO 169	General Geology (Lab)*	1	
EDU 314	Developmental Learning	3	ARTH 311	Medieval Art: (subtitle varies)	3	GEO 210	Geology II*	3	
EDU 349	Educational Psychology	1	ARTH 315	Renaissance Art: (subtitle varies)	3	GEO 215	Minerals and Rocks*	4	
EDU 301	Child Abuse Reporting/Abduction Prevention	1	ARTH 329	Art Since 1945	3	GEO 311	Global Climate	3	
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention	1	ARTH 351	Readings in Art History	3	Any 300, 400 level geology elective		3-4	
EDU 303	Fire Safety and SAVE Legislation	1	ARTH 390	Special Topics: Art History	3	SCI 301	Science for Elem. School Teachers I	3	
MUED 315	Music, Play and Self	3	ARTH 440	Visual Culture	3	SCI 303	Science for Elem. School Teachers II	3	
MAED 301	Math for School Teachers I	3	ARTH 494	Directed Studio: Art History	3	SCI 302/304	Science for Elem. School Teachers (Lab)	1	
MAED 302	Math for School Teachers II	3	ARTH 495	Independent Study: Art History	3	SCI 325	Science Teaching Assistantship Labs	2	
Natural Science courses (from two different departments)		7	*minimum of 6 credit hours at the 400 level		EDU 403			Teaching Science in the Elem. School	3
<i>(Note: SCI courses are considered multi-disciplinary—all 7 credit hours can be taken in SCI)</i>			<i>Biology Concentration</i> (33 credit hours)		*Prerequisite or co-requisite - GEO 165				
Plus an area of concentration		30-37	BIOL 110	Human Biology	3	<i>English Concentration</i> (30 credit hours)			
			BIOL 131/132	Principles of Biology I & Lab	4	ENGL 357	Literacy, Language and Reading	3	
			BIOL 133/134	Principles of Biology II & Lab	4	ENGL 358	Comp. for Elem. Ed. Teachers	3	
			BIOL 330/331	General Ecology & Lab	4	Plus three of the following:		9	
			Plus 6 elective credit hours in biology at the 300 and/or 400 level by advisement		6	ENGL 205	Epic and Romance		
			SCI 301	Science for Elem. School Teachers I	3	ENGL 207	Drama and Film		
			SCI 303	Science for Elem. School Teachers II	3	ENGL 209	Novels and Tales		
			SCI 302/304	Science for Elem. School Teachers (Lab)	1	ENGL 211	World Poetry		
			SCI 325	Science Teaching Assistantship Labs	2	English courses at the 300 and/or 400 level by advisement		15	
			EDU 403	Teaching Science in the Elem. School	3	<i>French Concentration</i> (30 credit hours)			
			<i>Chemistry Concentration</i> (34 credit hours)		FREN 215			Intermediate French I	3
			CHEM 115/125	General Chemistry I & Lab	4	FREN 216	Intermediate French II	3	
			CHEM 116/126	General Chemistry II & Lab	4	FREN 317	French Conversation	3	
			CHEM 215/225	Organic Chemistry I & Lab	4	FREN 318	French Composition	3	
			CHEM 216/226	Organic Chemistry II & Lab	4	FREN 319	Survey of French Literature I	3	
			Plus 6 elective credit hours in chemistry at the 300 and/or 400 level by advisement		6	FREN 421	Advanced French Pronunciation	3	
						Plus one of the following:		3	
						FREN 315	French Masterpieces I		
						FREN 316	French Masterpieces II		
						French at the 300 and/or 400 level by advisement		9	
<i>Capstone Experience – Student Teaching</i>									
EDU 416	Capstone Seminar	3							
EDU 420	Student Teaching - Primary	6							
EDU 421	Student Teaching – Pre-K	6							
EDU 432	Building Home-School Partnerships in Diverse Society	3							

30 State University of New York at Fredonia

<i>Mathematics Concentration</i> (34-36 credit hours)	MATH 122/ 123	University Calculus I and II	8	School Extension by completing (a) two (2) additional courses in professional education and (b) one of the enhanced concentrations below (instead of the previously delineated concentrations).
MATH 210 Discrete Math.	4	SCI 301 Science for Elem. School Teachers I	3	
MAED 301 Mathematics for School Teachers I	3	SCI 303 Science for Elem. School Teachers II	3	
MAED 302 Mathematics for School Teachers II	3	SCI 302/ 304 Science for Elem. School Teachers (Lab)	1	
MAED 303 Mathematics for School Teachers III	3	SCI 325 Science Teaching Assistantship Labs	2	
MAED 310 Reading and Writing Mathematics	3	EDU 403 Teaching Science in the Elem. School	3	
MAED 325 Software for Mathematics Education	3			
One of the following:	3	<i>Social Studies Concentration</i> (33 credit hours)		
MATH 110 Math in Action		HIST 105 United States History I	3	
MATH 117 Why Mathematics?		HIST 106 United States History II	3	
One of the following sequences:		Plus one of the following:	3	
MATH 120/ 121 Survey of Calculus I and II	6	POLI 120 American Politics		
MATH 122/ 123 University Calculus I and II	8	POLI 150 U.S. and World Affairs		
One of the following:	3	Plus one of the following sequences:	6	
STAT 200 Statistical Methods		HIST 115 Western Civilization I and		
STAT 350 Probability and Statistics		HIST 102 World History II or		
EDU 402 Teaching Mathematics in Elem. School	3	HIST 116 Western Civilization II and		
		HIST 101 World History I		
<i>Music Concentration</i> (32 credit hours)		Plus one of the following:	3	
MUS 121 Aural Theory I	2	POLI 321 Political Parties and Interest Groups		
MUS 122 Aural Theory II	2	POLI 323 Elections in America		
MUS 123 Written Theory I	2	POLI 324 President and Congress		
MUS 124 Written Theory II	2	POLI 356 U.S. Foreign Policy		
MUED 315 Music, Play, and Self	3	POLI 370 American Constitutional Law		
MUS 450 Dir. Studies (Musicianship I/Obs.)	2	POLI 371 Civil Rights and Liberties		
MUS 451 Dir. Studies (Musicianship II/Obs.)	2	Plus a course in each of the following at the 300 level or above:		
Music history courses at the 300 and/or 400 level by advisement	12	One course in American Minority Studies	3	
Plus any three from the following:		One course in Non-Western Studies	3	
MUS 118 Piano Class	1	One course in European Studies	3	
MUS 217 Piano Class Inter.	1	One course in U.S. History	3	
MUS 218 Piano Class Inter.	1	EDU 404 Teaching Social Studies in Elem. School	3	
MUS 317 Piano Class Adv.	1			
MUS 318 Piano Class Adv.	1			
Plus either:		<i>Spanish Concentration</i> (30 credit hours)		
MUED 210 Guitar and	1	SPAN 215 Intermediate Spanish I	3	
MUED 211 Guitar or	1	SPAN 216 Intermediate Spanish II	3	
MUTY 270 Social Instruments	2	SPAN 315 Intro. Hispanic Literature	3	
		SPAN 313 Spanish Conversation	3	
		SPAN 314 Spanish Composition	3	
		Spanish at the 300 and/or 400 level by advisement	15	
<i>Physics Concentration</i> (35-37 credit hours)		Middle School Extension— Certification Grades 1-9 (Childhood Education Majors Only)		
PHYS 101 Contem. Physics for Non-Sci. Majors	3	Childhood Education (Grades 1-6) plus Middle School Extension (Grades 7-9).		
PHYS 121/ 122 College Physics I & Lab	4	Candidates registered in the Childhood Education program can extend their certification via the Middle		
PHYS 123/ 124 College Physics II & Lab	4			
PHYS 311 Acoustics I	3			
PHYS 318 Basic Electronics	3			
One of the following sequences:				
MATH 120/ 121 Survey of Calculus I and II	6			
		EDU 224 Adolescent Development and Child Abuse Workshop	3	
		EDU 321 Teaching in the Middle School	3	
		<i>Enhanced Concentrations for Childhood Education with Middle School Extension:</i>		
		<i>English Concentration for Childhood with Middle School Extension</i> (36 credit hours)		
		ENGL 355 Adolescent Literature	3	
		ENGL 357 Literacy, Language and Reading	3	
		ENGL 358 Comp. for Elem. Ed. Teachers	3	
		Plus three of the following:	9	
		ENGL 205 Epic and Romance		
		ENGL 207 Drama and Film		
		ENGL 209 Novels and Tales		
		ENGL 211 World Poetry		
		English at the 300 and/or 400 level by advisement	18	
		<i>French Concentration for Childhood with Middle School Extension</i> (36 credit hours)		
		FREN 215 Intermediate French I	3	
		FREN 216 Intermediate French II	3	
		FREN 317 French Conversation	3	
		FREN 318 French Composition	3	
		FREN 319 Survey of French Literature I	3	
		FREN 421 Advanced French Pronunciation	3	
		Plus one of the following:	3	
		FREN 315 French Masterpieces I		
		FREN 316 French Masterpieces II		
		French at the 300 and/or 400 level by advisement	15	
		<i>Mathematics Concentration for Childhood with Middle School Extension</i> (41-43 credit hours)		
		MATH 210 Discrete Math	4	
		MATH 231 Linear Algebra	4	
		MATH 341 Geometry	3	
		MATH 381 History of Mathematics	3	
		MAED 301 Mathematics for School Teachers I	3	
		MAED 302 Mathematics for School Teachers II	3	
		MAED 303 Mathematics for School Teachers III	3	
		MAED 310 Reading and Writing Mathematics	3	

One of the following sequences:		<i>Spanish Concentration for Childhood with Middle School Extension (36 credit hours)</i>			
MATH 120/ 121	Survey of Calculus I and II	6			
MATH 122/ 123	University Calculus I and II	8	SPAN 215	Intermediate Spanish I	3
One of the following:		3	SPAN 216	Intermediate Spanish II	3
STAT 200	Statistical Methods		SPAN 313	Spanish Conversation	3
STAT 350	Probability and Statistics		SPAN 314	Spanish Composition	3
MATH or STAT course at the 300 or 400 level as advised		3	SPAN 315	Intro. Hispanic Literature	3
EDU 402	Teaching Mathematics in Elem. School	3	SPAN 319	Survey of Spanish Literature	3
<i>Note: Candidates who complete MATH 122/123 or MATH 120/121/124 qualify for a minor in Mathematics. This minor must be declared.</i>			SPAN 320	Survey of Spanish Literature II	3
			SPAN 325	Survey of Spanish American Lit.	3
			SPAN 421	Adv. Spanish Phonetics and Diction	3
<i>Social Studies Concentration for Childhood with Middle School Extension (39 credit hours)</i>			Spanish at the 300 and/or 400 level by advisement		9
HIST 105	United States History I	3	Eligibility for Student Teaching Childhood and Early Childhood Education		
HIST 106	United States History II	3	Student Teaching is a full time, semester long experience under the supervision of a mentor teacher and a college supervisor which can take place in the fall or spring semester. To be eligible to student teach, candidates must successfully complete all Professional Education courses, maintain the required 2.75 minimum cumulative grade point average (GPA), and apply by the deadline stipulated each year by the Office of Field Experiences. Candidates are responsible for contacting the Office of Field Experiences early in the semester BEFORE participating in Methods of Instruction courses.		
Plus one of the following:		3	Student teachers are expected to observe the calendars, regulations, and philosophies of the schools in which they are placed. The Office of Field Experiences, in collaboration with the participating schools, determines the beginning and ending dates for student teaching placements. Student teaching placements involve full-day (8:00 a.m. – 4:00 p.m.), Monday through Friday involvement for 15 weeks, and prospective student teachers are advised to plan their extra-curricular schedules accordingly.		
POLI 120	American Politics		Placements of all candidates in all certification areas is at the discretion of the Office of Field Experiences, based upon factors including candidates' content area qualifications, availability of college supervisors, willingness of schools to accept student teachers, and the College of Education's commitment to serve		
POLI 150	U.S. and World Affairs				
Plus one of the following sequences:		6			
HIST 115	Western Civilization I and				
HIST 102	World History II or				
HIST 116	Western Civilization II and				
HIST 101	World History I				
Plus one of the following:		3			
HIST 261	Islamic Civilization				
HIST 264	East Asian Civilizations				
HIST 272	Africa to 1800				
HIST 273	Africa Since 1880				
HIST 282	Pre-Columbian and Colonial Latin America				
HIST 283	Latin America: Revolution and Reform				
Plus one of the following:		3			
POLI 321	Political Parties and Interest Groups				
POLI 323	Elections in America				
POLI 324	President and Congress				
POLI 356	U.S. Foreign Policy				
POLI 370	American Constitutional Law				
POLI 371	Civil Rights and Liberties				
Plus a course in each of the following at the 300 level or above:					
One course in American Minority Studies		3			
One course in Non-Western Studies		3			
One course in European Studies		3			
One course in U.S. History		3			
One course in History or Political Science		3			
EDU 404	Teaching Social Studies in Elem. School	3			

The College of Education reserves the right to remove any student teacher from any student teaching placement at any time for inadequate performance or inappropriate behavior. Prospective candidates are advised that student teaching placements are currently limited to Chautauqua County, Erie (N.Y.) County, Cattaraugus County, New York City, and the City of Elmira, N.Y.

Fredonia/Hamburg Teacher Education Center

The College of Education and the Hamburg (N.Y.) Central School District have cooperated in developing an innovative teacher education program for Childhood Education that combines the Professional Methods Semester course work and the student teaching experience during a full year internship at the Fredonia/Hamburg Teacher Education Center. The program received the Distinguished Program Award in 1985 from the National Association of Teacher Educators. Further information concerning the program can be obtained from the Dean of the College of Education and/or the Director of the Office of Field Experiences.

SUNY Urban Teacher Education Center (SUTEC)

The Office of Field Experiences works closely with the SUNY Urban Teacher Education Center (SUTEC), under the direction of the New York City Department of Education. SUTEC's primary mission is to assist the 17 SUNY campuses that offer teacher education programs in the placement of teacher candidates in New York City public schools. These experiences prepare candidates for teacher certification to become competent and confident education professionals in urban, multicultural environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for research and scholarship in urban education.

32 State University of New York at Fredonia

Adolescence Education Course Requirements

English (38 credit hours)

Note: (F) indicates Field Experiences

ENGL 101	Introduction to English Education (F)
ENGL 103	Readings and Observations in English Education (F)
ENGL 250	Literacy and Technology
ENGL 355	Literature for Adolescents
EDU 224	Adolescent Development
EDU 250	Introduction to the Exceptional Child (F)
EDU 301	Child Abuse Reporting/Abduction Prevention
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention
EDU 303	Fire Safety and SAVE Legislation
EDU 349	Educational Psychology
EDU 419	Adolescence (Secondary) Methods Fall Semester Only (F)
EDU 430	Student Teaching in the Secondary School Spring Semester Only

French, Spanish, and Social Studies (39 credit hours)

Note: (F) indicates Field Experiences

EDU 105	Introduction to Contemporary Education (F)
EDU 224	Adolescent Development
EDU 250	Introduction to the Exceptional Child (F)
EDU 276	Foundations of Literature and Technology in the Elementary School
EDU 301	Child Abuse Reporting/Abduction Prevention
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention
EDU 303	Fire Safety and SAVE Legislation
EDU 305	Cultural and Linguistic Diversity in the Classroom (F)
EDU 349	Educational Psychology
EDU 419	Adolescence (Secondary) Methods Fall Semester Only (F)
EDU 430	Student Teaching in the Secondary School Spring Semester Only

Mathematics (36 credit hours)

Note: (F) indicates Field Experiences

MAED 105	Introduction to Contemporary Education (F)
EDU 224	Adolescent Development
EDU 250	Introduction to the Exceptional Child (F)
MAED 276	Foundations of Literature and Technology in the Elementary School
MAED 305	Cultural and Linguistic Diversity in the Classroom (F)
EDU 301	Child Abuse Reporting/Abduction Prevention
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention
EDU 303	Fire Safety and SAVE Legislation
EDU 349	Educational Psychology
EDU 419	Adolescence (Secondary) Methods Fall Semester Only (F)
EDU 430	Student Teaching in the Secondary School Spring Semester Only

Biology, Chemistry, Earth Science, and Physics (39 credit hours)

Note: (F) indicates Field Experiences

SCED 105	Introduction to Contemporary Education (F)
EDU 224	Adolescent Development
EDU 250	Introduction to the Exceptional Child (F)
SCED 276	Foundations of Literature and Technology in the Elementary School
SCED 303	Assessment of Inquiry-Based Science
SCED 305	Cultural and Linguistic Diversity in the Classroom (F)
EDU 301	Child Abuse Reporting/Abduction Prevention
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention
EDU 303	Fire Safety and SAVE Legislation
EDU 349	Educational Psychology
EDU 419	Adolescence (Secondary) Methods Fall Semester Only (F)
EDU 430	Student Teaching in the Secondary School Spring Semester Only

Entrance into Adolescence Education Certification Program

Adolescence Education students are majors in the department of their certification area. Students are encouraged to declare their intent in an adolescence certification curriculum upon entering the university. However, this may be done later by meeting with the department chair. It is recommended that this change be made no later than Nov. 1 of the year in which the student will have earned 60 credit hours. However, declaration of an adolescence curriculum code does not guarantee admission to methods and student teaching.

Eligibility for Methods and Student Teaching – Adolescence Education

Students are responsible for contacting the Office of Field Experiences during the first week of classes in the spring semester of the year prior to the Student Teaching Year, to apply for student teaching. Applications for student teaching must be submitted by the deadline. Students should refer to the departmental Gated Assessment Model for specific criteria regarding entrance into student teaching.

Honors and Awards

Academic Excellence in Childhood and Early Childhood Education

Eligibility: (1) acceptance to the Professional Year program, (2) an overall GPA of 3.2 or higher, (3) a minimum of a B+ in each education course taken during the freshman, sophomore and junior years, and (4) a minimum of 12 credit hours in education courses taken at SUNY Fredonia.

Selection process: final decision as to the actual recipients rests with the College of Education Honors and Awards Committee. If needed, input may be requested from the faculty of the College of Education.

Honors in Childhood and Early Childhood Education Methods

Eligibility: the candidate must receive an A in each methods course taken during the Professional Year program.

Selection process: final recipients will be decided by a vote of the Professional Year faculty based upon evidence of exceptional work done by the candidate during methods courses.

Excellence in Student Teaching

Eligibility: (1) the candidate must be nominated as showing “exceptional promise” across all student teaching experiences, and (2) the candidate must be nominated as being an “exceptional beginning teacher” during the spring semester student teaching experience.

Selection process: (1) in the fall the college supervisors will submit nominations of student teachers whom they consider to have shown “exceptional promise” of continued growth as future classroom teachers, (2) in the spring, the college supervisor, using the nomination checklist supplied by the Office of Field Experiences, will submit nominations of student teachers whom they consider to be “exceptional beginning teachers, and (3) all nominees will be reviewed by the Professional Year faculty and listed under the categories “definite” or “marginal.” Their recommendations will be given to the Honors and Awards Committee who will make the decision as to the final recipients of the award.

Tuition Remission Awards in Childhood and Early Childhood Education

Eligibility: candidates who have received Academic Excellence in Childhood Education Award or Early Childhood Education Award and/or who are on the fall list for Honors in Childhood Education Methods or Early Childhood Education Methods.

Selection process: (1) the Professional Year faculty will submit the list of candidates under consideration for Honors in Childhood Education Methods or Early Childhood Education Methods to the Honors and Awards Committee, (2) notification of eligible candidates by mail will be made within the following week, (3) eligible candidates will be told for which award they are being considered and requested to write a one-page letter justifying their selection, and (4) the Honors and Awards Committee will make its decision as to the award recipients and notify the Fredonia College Foundation. The following awards are included in this category:

- Anthony M. Deulio Memorial Scholarship
- Helen Kelly Lillie Award

- Floyd and Mabel Melvin Scholarship Fund
- Byron and Carrie Record Scholarship
- Marjorie E. Woods Scholarship

Cash Awards in Childhood and Early Childhood Education

Eligibility: candidates who have received Academic Excellence in Childhood Education Award and/or who have received Honors in Childhood Education Methods.

Selection process: (1) at the end of the second semester methods classes of the Professional Year program, faculty will submit to the committee the names of those candidates who are under consideration for Honors in Childhood Education Methods, and (2) the Honors and Awards Committee, taking into consideration the specific requirements of the individual awards, will decide the recipients. The following awards are included in this category:

- Fanny Bartlett Award (Alumni Association)
- Louis E. Rath Award (Early Childhood Education, even years)
- Helen Buderkin Award (Early Childhood Education, odd years)
- Carol Scrace Pierce Award (Exceptional Education).

College of Education Awards for Adolescence Student Teaching

Eligibility: each academic department having an Adolescence Education program is eligible to submit the name of one candidate for the award in their discipline (English, French, Spanish, Biology, Earth Science, Chemistry, Physics, Mathematics, Social Studies).

Selection process: nominees will be judged on criteria established by their individual departments to include performance in content and methods classes, as well as student teaching. The winning name from each department will be given to the Honors and Awards Committee for presentation.

Junior Year, Tuition Remission Special Education Awards

Eligibility: the criteria for this award are currently under review.

- Gustave and Geraldine Werner Foundation Scholarship

Adolescence Education in Social Studies Awards

Included in this category is:

- Terry L. Wolfenden Scholarship Fund.

Graduate and advanced certificate programs are available in the College of Education; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.



34 State University of New York at Fredonia

ENGINEERING (COOPERATIVE)

Office: 121 Houghton Hall
(716) 673-3302

E-mail:

Cooperative.Engineering@fredonia.edu

Michael Grady, Director

The Cooperative Engineering program takes its name from the academic cooperative agreements between SUNY Fredonia and its affiliated engineering schools. The intent is to combine liberal arts and sciences at Fredonia with engineering at another school, thereby maximizing the student's potential as a member of society and as an employer or employee. The agreements facilitate student transfer and mutual recognition of general education requirements. SUNY Fredonia is currently affiliated in a Cooperative Engineering program with the following institutions:

- Case Western Reserve University (1)
- Clarkson University (2)
- Columbia University (3)
- Cornell University (4)
- Louisiana Tech University (5)
- New York State College of Ceramics at Alfred (6)
- Ohio State University (7)
- Penn State Erie (8)
- Rensselaer Polytechnic Institute (9)
- Rochester Institute of Technology (10)
- State University of New York at Binghamton (11)
- State University of New York at Buffalo (12)
- Syracuse University (13)
- Tri-State University (14)

The following is a list of the diverse program options available at the engineering colleges, under the Fredonia Cooperative Engineering program, identified by the institution code number given above. As institutions are continually revising and updating their offerings, students are advised to consult with the catalogs of affiliated schools for recent additions and changes.

- Aeronautical (2), (9)
- Aerospace (1), (4), (12), (13)
- Aerospace and Aviation (7)

- Applied and Engineering Physics (4)
- Applied Physics (3), (4)
- Bioengineering (13)
- Biological (4)
- Biomedical (1), (3), (4), (5), (7), (9)
- Biomedical Materials Eng. Science (6)
- Ceramic (6), (7)
- Chemical (1), (2), (3), (4), (5), (7), (9), (12), (13), (14)
- Civil (1), (2), (3), (4), (5), (9), (12), (13), (14)
- Civil and Environmental (7), (13)
- Computer (1), (2), (3), (4), (8), (10), (13), (14)
- Computer and Systems (9)
- Earth and Atmospheric Sciences (4)
- Electrical (1), (2), (3), (4), (5), (7), (8), (9), (10), (11), (12), (13), (14)
- Electrical Power (9)
- Engineering Administration (14)
- Engineering Mechanics (3)
- Engineering Physics (1), (7), (9), (12), (13)
- Engineering Science (9), (13)
- Environmental (3), (4), (9), (12), (13)
- Fluid and Thermal Science (1)
- Food, Agricultural, and Biological (7)
- Geomatics (7)
- Glass Science (6)
- Industrial (3), (5), (12)
- Industrial and Management (9)
- Industrial and Operations Research (3)
- Industrial and Systems (7), (10), (11)
- Interdisciplinary and Management (2)
- Manufacturing (13)
- Materials (9)
- Materials Science (3), (13)
- Materials Science and Engineering (1), (3), (4), (6), (7)
- Mechanical (1), (2), (3), (4), (5), (7), (8), (9), (10), (11), (12), (13), (14)
- Metallurgical (3), (7)
- Microelectronic (10)
- Nuclear (9)
- Operations Research (3), (4)
- Operations Research and Industrial Engineering (4)
- Polymer Science (1)
- Software Engineering (2), (8), (10), (11)
- Systems and Control Engineering (1), (7)
- Theoretical and Applied Mechanics (4)
- Welding (7)

These cooperative arrangements include but are not limited to the

popular Three-Two (3-2) option. Briefly, a student in the 3-2 option takes a minimum of 90 credit hours (three years) at SUNY Fredonia in a curriculum, modified specifically for this program, in biology, business administration, chemistry, computer science, economics, English, geology, history, mathematics, mathematics-physics, philosophy, physics, political science, psychology, or sociology. The student then transfers to an affiliated school and completes at least 60 credit hours (two years) in an engineering discipline. When the student completes this five-year option, he/she obtains a baccalaureate from the engineering institution. Provided the student has satisfied Fredonia's remaining requirements at the engineering school, he/she obtains a second baccalaureate; this one from Fredonia according to the curriculum there followed.

It is possible for students who do not wish to major in any one of the specified departments to enter the Interdisciplinary Studies program, which allows the student to design his/her own Cooperative Engineering curriculum. This curriculum will include, but not be limited to, the engineering core and related courses for the engineering college of the student's choice.

Although the popular 3-2 option is considered the basic option for Cooperative Engineering, 2-2, 2-3, 3-3, and 4-2 options are available. The 2-2 and 2-3 options do not lead to SUNY Fredonia degrees; the 3-3 and 4-2 programs do. In many cases the latter will result in a master's degree in engineering in addition to the bachelor's degree from Fredonia.

Suggested Engineering Core:

Core Program:		Hrs.
CHEM 115 -116	General Chemistry I & II and CH 125-126 (Labs)	8
MATH 122 -123, 223	University Calculus I, II, & III	12
MATH 224	Differential Equations	3
PHYS 230 -231	University Physics I & II and PHYS 232-233 (Labs)	10
PHYS 321 -322	Engineering Mechanics I & II*	8
PHYS 323 -324	Circuit Analysis I & II*	6
ENGL 100	English Composition	3

*Students interested in electrical engineering may omit PHYS 322;

areas other than electrical and mechanical engineering may omit PHYS 324 (in some cases mechanicals may omit this also). Students are encouraged to consult engineering school catalogs for specific requirements.

Strongly recommended are courses in computer programming such as Computer Science I (CSIT 121), Modern Physics (PHYS 234), and 3 to 6 credit hours of economics. This core, coupled with the departmental and general university requirements, forms the basic curriculum for the three-year program at SUNY Fredonia.

An attractive feature of the 3-2 option is that the final decision regarding the area of engineering usually is not made until the third year, thus providing the student with sufficient experience to make a proper choice. However, it is to the student's advantage to choose the second institution and the area of engineering as soon as possible. To transfer, the student first consults with the Cooperative Engineering director and then applies to one of the affiliated engineering colleges or to any other engineering college of his/her choice. Usually, a favorable letter of recommendation from the director is forwarded for highly motivated students with satisfactory academic records. At the affiliated engineering institution, a SUNY Fredonia student application is given special consideration. However, it should be noted that for Case Western Reserve and Columbia, admission is guaranteed to students with an overall average of B+ (3.3).

Since there are more than 60 baccalaureate programs with numerous concentrations available at the affiliated institutions, and since these curricula are frequently updated, it is mandatory that all students registered in Cooperative Engineering meet the director or authorized designee for advisement each and every semester.

For students interested in transferring to the Cooperative Engineering program either from other Fredonia majors or from other colleges, the following applies:

1. The student should have completed sufficient background courses to insure timely completion of the three-year Fredonia component.

2. The student should have a cumulative GPA of approximately 2.5 or higher. Students should be aware that engineering schools will not accept students with less than outstanding academic records.

A student organization, the Fredonia Engineering and Physics Society, provides a lecture series given by engineers invited from industry as well as from the affiliated institutions, who speak about their work and about engineering careers. The society also provides other extracurricular activities including design projects. Recent projects include the design and construction of a magnetically levitated model train, an optical holography table, and a small robot.

A large number of engineering and engineering-related courses comprising most courses typically taught in the first two years at engineering schools are offered at Fredonia. These include Engineering Mechanics I and II (PHYS 321-322), Circuit Analysis I and II (PHYS 323-324), Thermodynamics (PHYS 330), Optics w/lab (PHYS 340, 341), and Electronics w/lab (PHYS 325/327).

Students should contact the director of the Cooperative Engineering program for additional details for the following awards:

- Herbert P. Carlyon Scholarship
- Cooperative Engineering Scholarship Award

ENGLISH

Office: 277 Fenton Hall
(716) 673-3125
E-mail: English.Department@fredonia.edu
Adrienne McCormick, *Chairperson*

The Department of English offers a broad education in the literature of current and historical times and places, emphasizing critical reading and thoughtful writing. Traditional literary and historical analysis of fiction, poetry, and drama is basic to the discipline, however that study may be extended in many ways. Options include film, cultural studies, language study, pedagogy, and creative writing.

Graduates of the department are employed by journals, publishers, business firms, arts organizations, and schools; some may also go on to

graduate programs in English, education, American studies, journalism, law, and social work. Others choose to pursue the department's Master of Arts degree in English or Master of Science in (English) Education degree.

For the English major, the department offers a varied exposure to literature and criticism through a core of required courses. Internships in English-related fields are also available.

For the English minor, the department offers courses that can easily be organized to complement any major or pre-professional study.

Awards and Scholarships

The department awards several scholarships and prizes recognizing both financial need and superior achievement:

Fall Awards

- Laura D. Foster/Florence Jeanetta Dick Literature Award
- Mary Louise White Book Awards for First-Year Students

Spring Awards

- John and Eleanor Courts Memorial Scholarship
- Crescence Ehmke Graham Scholarship
- The Howard Herkimer and Hildegard Maytum Strong Scholarship
- Henry F. Salerno Scholarship for a Graduating Senior
- Undergraduate Writing Beyond First Year Award
- Graduate Writing Award
- Mary Louise White Poetry Award
- Mary Louise White Fiction Award
- Mary Louise White Creative Writing Award

Requirements for the Bachelor of Arts Degree in English (323 liberal arts)

The major in English requires a minimum of 36 credit hours of courses selected according to the outline given below. It also requires the completion of a reflective portfolio. In special circumstances, a particular course requirement may be waived and

36 State University of New York at Fredonia

another course substituted with written approval of the chairperson. Students seeking a waiver of a particular course requirement should consult their advisors; approval for such waivers is granted by the Department of English chairperson or his/her designee.

No more than 6 credit hours earned in any combination of internships and independent studies may be counted toward the major.

Majors in English must complete at least 75 credit hours outside the major in order to graduate. Credit earned for ENGL 100 (English Composition) does not count toward the major.

All students are required to complete a separate minor in another discipline or in one of the interdisciplinary programs. Double majors are exempt from the minor requirement.

Program Outline:

I. 16.5 hours from the following core courses:

A. Required Core

ENGL 106	The English Major: An Introduction	1.5
Plus three of the following four courses (9 credit hours):		
ENGL 205	Epic and Romance	3
ENGL 207	Drama and Film	3
ENGL 209	Novels and Tales	3
ENGL 211	World Poetry	3
Plus:		
ENGL 345	Critical Reading	3
ENGL 400	Senior Seminar	3

B. Portfolio Completion

ENGL 401	Portfolio Completion	0
----------	----------------------	---

II. 21 credit hours of electives

The required 21 additional credit hours in Department of English courses must include one course in a literary period and one course on a major author. Students are encouraged to take no more than 6 elective credit hours at the 200-level.

English-Adolescence Education (120, secondary education)

Candidates in English-Adolescence Education are required to earn at least a C+ in each required English course and in EDU 419, and to maintain an overall GPA of 2.75. In addition to the English courses listed below, English-Adolescence Education majors must also take the following courses, achieving an average of 2.75:

EDU 224, EDU 250, EDU 251, EDU 301, EDU 302, EDU 303, EDU 349, and EDU 430. Also, candidates in Adolescence Education programs are required to demonstrate competence in a foreign language. This requirement must be satisfied in one of the following four ways: (1) completion of course work at the 116 level or above at Fredonia; (2) transferring of two successful college semesters of foreign language; (3) scoring at the 50th percentile or higher on the CLEP exam; (4) completion of three years of high school language with a passing Regents score (passing = 65).

Acceptance into the professional year is contingent upon: (1) completion of all course work for the major before the student-teaching semester; (2) an overall minimum GPA of 2.75; and, (3) a satisfactory screening interview with English-Adolescence Education faculty. Candidates are expected to demonstrate professional dispositions as part of their program requirements. Students should see the English department website for more information about dispositions for the English-Adolescence Education program. Candidates who will be ineligible to student teach will not be permitted to enroll in ENGL 450 or EDU 419.

Program Outline:

I. 24 credit hours from the following core courses:

A. Required Core:

Three of the following core courses (9 credit hours):

ENGL 205	Epic and Romance	3
ENGL 207	Drama and Film	3
ENGL 209	Novels and Tales	3
ENGL 211	World Poetry	3
Plus five courses as follows (15 credit hours):		

Literary period course	3
Major author course	3
Three English electives	9
Students are encouraged to take no more than 6 elective credit hours at the 200-level.	

B. Portfolio Completion

ENGL 401	Portfolio Completion	0
----------	----------------------	---

II. The following English pedagogy courses (18 credit hours):

Candidates in the English-Adolescence Education program may count the following courses as part of the 75 credit hours outside their major discipline: ENGL 101, ENGL 103, ENGL 250, ENGL 355, ENGL 356, ENGL 357, ENGL 450.

ENGL 101	Introduction to English-Adolescence Education	1.5
ENGL 103	Readings and Observations in English-Adolescence Education	1.5
ENGL 250	Literacy and Technology	3
ENGL 355	Adolescent Literature	3
ENGL 356	Teaching Writing in the Secondary School	3
ENGL 357	Literacy, Language, and Learning Theory	3
ENGL 450	Seminar for Teachers of English (seniors only)	3

III. The following education and health courses (30 credit hours):

EDU 224	Adolescent Development	3
EDU 250	Introduction to the Exceptional Learner	3
EDU 251	Introduction to the Exceptional Learner—Field Experience	0
EDU 301	Child abuse Reporting/Abduction Prevention	1
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention	1
EDU 303	Fire Safety and SAVE Legislation	1
EDU 349	Educational Psychology and Child Abuse Workshop	3
EDU 419	Secondary School Methods	3
EDU 430	Student Teaching Grades 7-12	15

Note: New York State Regents' revisions of programs in Adolescence Education may result in changes in the above requirements, and these changes may affect current as well as future English Adolescence Education majors.

Department of English Honors Program

Honors in English consists of writing a thesis during the senior year on a topic related to the study of literature, language, or English pedagogy.

Students can be nominated by a faculty member or may nominate

themselves, and must include a brief recommendation from a faculty member. Nominations should be made to the department's Honors Coordinator.

Students writing an English Honors Thesis should enroll in HONR 400. Students who choose to write the thesis in the fall semester should use the preceding summer for research. Students who choose to write the thesis in the spring semester should use the fall semester for research by taking ENGL 490 Independent Study.

Before beginning work on the thesis, the student should identify a faculty member who will be willing to serve as the thesis director. The completed thesis should be read by the director and one other reader, who will typically be a member of the English department but who may, if the topic so requires, be from another department.

Requirements for Transfer Credit

The Department of English at Fredonia requires majors in English to complete at Fredonia a minimum of 24 credit hours of courses applied to the major. Thus, students transferring to Fredonia should normally expect no more than 12 credit hours earned elsewhere to apply to the major in English. Additional hours earned in English may be used as general electives or may be applied, under prescribed conditions, to the College Core Curriculum.

As a rule, the department will not accept credits earned at two-year colleges as equivalents for upper-level courses.

Requirements for the Minor in English

The minor in English requires a minimum of 21 credit hours of courses, no more than 9 credit hours at the 200-level and at least 12 credit hours in courses numbered 300 and above. One of the 200-level courses must be selected from the world literature core, i.e., 205 (Epic and Romance), 207 (Drama and Film), 209 (Novels and Tales), 211 (World Poetry). One of the 300-level or above courses must be a criticism/theory course.

ENGL 100 may not be counted as part of the minor. A maximum of 9 credit hours may be transferred from other institutions toward the minor in

English. A maximum of 3 credit hours earned in internships and independent study may be counted toward the minor. A maximum of 6 credit hours may be applied to the minor from the student's major program.

Advising

An assigned faculty advisor will aid each student majoring in English or English-Adolescence Education in completing his or her portfolio. Advisors also help both major and minor advisees in preparing course schedules, understanding requirements, making broad educational decisions, and solving other academic problems. As a further aid, the department regularly publishes a pre-registration *Course Description Booklet* that contains details not found in the Undergraduate Catalog – required readings, papers, exams – regarding courses scheduled each semester.

Course Numbering:

All courses are open to majors and non-majors alike (except for specialized prerequisites or core courses as indicated); however, allowing for correction through advisement and the *Course Description Booklet*, the student may generally assume the following:

- 100 level courses are introductory;
- 200 level courses are survey-introductory;
- 300 level courses focus on education, theory, literary history, and writing;
- 400 level courses are specialized studies of major authors, works and advanced writing;
- 500 level courses are open to undergraduate majors with senior standing (89 credit hours of academic course work) and with permission of the instructor and the chairperson.

Graduate programs are available in the department; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

ENVIRONMENTAL SCIENCES

(Interdisciplinary Studies major)

Office: 815 Maytum Hall

(716) 673-3717

E-mail: Melinda.Karnes@fredonia.edu

Melinda Karnes, Coordinator

Human population growth and economic development require large quantities of natural resources, often resulting in environmental degradation. As a result, there is an increasing demand for scientists with a background in environmental science to address the environmental challenges faced in this century. The major in Environmental Sciences integrates the principles of the natural sciences to study human resource utilization and evaluate the options to mitigate impacts to natural ecosystems and resources. In this major, an assessment approach is taken in the study of topics such as species diversity, point and non-point source pollution, fate and transport of hazardous substances, geological resources, hydrological patterns, etc. In the process, students study scientific phenomena and are trained in applications to field and laboratory work, data analysis and modeling. Many of the courses in the major have field components where students collect environmental samples, analyze them, and produce comprehensive interpretations of the data. Students draw on the strengths of SUNY Fredonia's programs in biology, chemistry, geosciences, geographic information systems, and environmental science courses specifically designed for this major. As seniors, students demonstrate their ability to conduct independent work in the environmental sciences through an internship with local conservation departments, industries and municipalities, or through research with a Fredonia faculty member.

Possible careers after completion of this major include: graduate school, environmental consulting, resource management, conservation scientist, aquatic and fishery research/management, wildlife management, conservation officer, environmental and community planning, etc.

38 State University of New York at Fredonia

Requirements for the Bachelor of Science/Interdisciplinary Studies Major in Environmental Sciences

A: Core Requirements: Hrs.

1. Environmental Sciences (13 credit hours)

ESCI 105	Global Environmental Issues	3
ESCI 310	Methods in Environmental Analysis	3
ESCI 410	Environmental Assessment	3
ESCI 440	Environmental Science Seminar	1
ESCI 490	Environmental Science Practicum	3

2. Mathematics (3 credit hours)

STAT 250	Statistics for Scientists	3
----------	---------------------------	---

3. Biology (8 credit hours)

BIOL 131/132	Principles of Biology I & Lab	4
BIOL 243/244	Biodiversity & Lab	4

4. Geosciences (4 credit hours)

GEO 165	Geology I	3
GEO 169	General Geology Lab	1

5. Geographic Information Systems (3 credit hours)

GIS 201	Geographic Information Systems I	3
---------	----------------------------------	---

6. Chemistry (12 credit hours)

CHEM 115/125	General Chemistry I & Lab	4
CHEM 116/126	General Chemistry II & Lab	4
CHEM 215/225	Organic Chemistry I & Lab	4

B. Tracks. Two tracks must be chosen from the following three tracks. All three tracks can be chosen, if desired.

1. Biology Track (7 credit hours)

BIOL 330/331	General Ecology & Lab	4
BIOL 426	Current Environmental Topics	3

2. Geosciences Track (8 credit hours)

GEO 330	Geomorphology	4
GEO 450	Hydrogeology	4

3. Chemistry Track (12-14 credit hours)

MATH 120	Survey of Calculus I or	3
MATH 122	University Calculus II (recommended)	4
MATH 121	Survey of Calculus II or	3
MATH 123	University Calculus II (recommended)	4
CHEM 317	Analytical Chemistry I	3
CHEM 473	Environmental Chemistry	3

C. Recommended Electives (26 credit hours) – to be chosen during consultation with faculty advisor based on future plans and interests of the student. Electives could include courses in the track that the student is not currently taking and courses required to complete minors in compatible areas, such as Biology, Geographic Information Systems, Geology, Chemistry, Public Health, etc. Other course options include:

BIOL 421	Biological Conservation
BIOL 424	Aquatic Biology
BIOL 427	Fisheries Science
BIOL 333	Biochemistry
CHEM 216	Organic Chemistry II
CHEM 318	Analytical Chemistry II
CSIT 104	Introduction to Microcomputer Software
CSIT 106	Scientific Programming using C/C++
ECON 201	Principles of Macroeconomics
ECON 202	Principles of Microeconomics
ECON 380	Environmental/Natural Resource Economics
GIS 301	Geographic Information Systems II
GEO 311	Global Climate
POLI 276	Law and Society
POLI 277	Introduction to Law
POLI 387	Environmental Policy

FILM STUDIES

(Interdisciplinary Studies minor only)

Office: 205C McEwen Hall
(716) 673-3823
E-mail: Film.Studies@fredonia.edu
Carl Ferraro, Coordinator

Film is fundamentally a medium of expression and communication that may be used to examine and study human knowledge and exploration in a wide variety of fields. A film may have predominantly literary content or may be predominantly historical, political, or cultural. A film may be highly impressionistic and be primarily an abstract, aesthetic work. Film is more than a century old, and it is an increasingly popular form of entertainment and cultural influence in the world. It is also a medium capable of serious artistic expression and scholarly analysis. The departments of Communication, English, Modern Languages and Literatures, History, Political Science, and Visual Arts and

New Media and the Women's Studies and Film Studies programs offer courses regularly that treat film as a communication medium, an artistic medium, an historical or political document, or a reflection of culture. In any given semester, as many as 200 students may be enrolled in courses in which film is the major vehicle for study.

The goals of the Film Studies minor are to develop a variety of approaches to understanding the role of film as a medium of expression and communication and the kinds of content with which a film might be concerned, to acquaint students with the development of film as a medium of expression and communication, and to acquaint students with landmarks in the history of film and to recognize and challenge the grounds on which landmark status has been recognized.

Total Hours: 21

Core: (at least 6 credit hours chosen from the following courses)

Choose one from:

COMM 155	Rhetoric of Vision and Sound	3
	or	
FILM 220/ARTH 276	Film Form	

Choose one from:

ENGL 280	Introduction to Film	3
ENGL 380	Film: Silence to Sound	4
ENGL 381	Narrative Film After 1940	4

Electives: (at least 12 credit hours chosen from the following courses). It is recommended that students have completed at least one core course before beginning work on electives:

ARTH 345	Media Criticism	3
ARTH 359	New Media Writing	3
ARTH 376	Film and Special Effects	3
COMM 361	Script Writing for Video, Film and Radio	3
COMM 386	International Film	3
COMM 452	Video/Film Documentaries I	4
COMM 454	Fiction Video/Film I	4
ENGL 207	Drama and Film	3
ENGL 386	Women and Film	4
FILM 399	Special Topics (content varies)	3
	Prerequisite: Permission of the instructor	
FILM 401	Independent Study (content varies)	3
	Prerequisite: Permission of the instructor	
HIST 203	History through Films*	1-3
HIST 376	Film and American Culture	3

LANG 385	German Film	3
MEDA 152	Experimental Video Production	
POLI 345	Film and Politics or	4
Any course from the core not taken to fulfill core requirements		3

Capstone: (3 credit hours):
 FILM 470 Senior Film Seminar 3
 (topics vary)
 Prerequisite: at least 12 credit hours in Film Studies

Notes: No more than four (4) courses in any one discipline may be taken for credit toward the minor.

Faculty in various departments frequently offer other film-related courses that address the goals of the Film Studies program. To determine if a course not listed above will satisfy requirements for the Film Studies minor, students should contact the coordinator.

*Content varies; with permission of instructor, this course may be taken more than once.

(Foreign Languages, see Department of Modern Languages and Literatures, page 57.)

(French, see Department of Modern Languages and Literatures, page 58.)

FORENSICS

(Advising Only)

Office: 803 Maytum Hall
 (716) 673-3173
 E-mail: Forensics@fredonia.edu
David Ewing, Coordinator

Although SUNY Fredonia does not have a degree program in Forensics, it does have advising to assist students in selecting the proper courses and programs for such a career. There are many different careers in Forensics. Some examples are Forensic Science, Forensic Toxicology, Criminalistics, Forensic Anthropology, and Computer Forensics. Preparation for these or other careers depends on the setting in which a person wants to work and the professional level at which a person wants to work. For example,

preparation to be a Forensic Scientist who aspires to have a supervisory role would be, at a minimum, a master's degree in Forensic Science. Optimal undergraduate preparation for such a master's program would be a major in Chemistry or Biochemistry and a minor in Criminal Justice. As another example, preparation to be a Forensic Anthropologist usually requires a Ph.D. in Anthropology, with an emphasis on the study of human osteology and anatomy. Optimal undergraduate preparation for such a Ph.D. program would be a major in Sociology, with a concentration in Anthropology, and a minor in Biology.

Academic pathways to careers in Forensics should be discussed with the Forensics Coordinator as early as possible.

FRESHMAN SEMINAR

Office: 2148 Fenton Hall
 (716) 673-3188
 E-mail: Vivian.Garcia@fredonia.edu
Vivian Garcia, Associate Dean and Director of Academic Advising

Freshman Seminar is a 1-credit-hour course that is intended to help incoming freshmen succeed at SUNY Fredonia and become lifelong learners. The course introduces first year students to the academic and social aspects of university life, and is designed to empower students to become successful learners at the collegiate level. Freshman Seminar provides both an introduction to the nature of college education and a general orientation to the functions and resources of the university as a whole. It thus helps first year students adjust to the university, develop a better understanding of the learning process, and acquire basic academic survival skills.

GEOGRAPHIC INFORMATION SYSTEMS

(Interdisciplinary Studies minor only)

Office: 020 Houghton Hall
 (716) 673-3884
 E-mail: GeographicInformation.Systems@fredonia.edu
Ann K. Deakin, Coordinator

The objective of the Geographic Information Systems minor is to provide an interdisciplinary educational experience that prepares undergraduate students to use Geographic Information Systems (GIS) within their chosen fields of study. A GIS is a computer-based system, comprised of both hardware and software that enables the collection, integration, analysis, and graphic display of geographically referenced data. It is estimated that as much as 85 percent of a government agency's data is geographic, including, at a minimum, street addresses, political boundaries, postal codes, and latitude and longitude coordinates. Private sector organizations also work with an overwhelming amount of similar kinds of data in their day-to-day operations. With so much geographically based information, GIS has become essential to the effective operation of both public and private organizations.

The minor will prepare students for careers or graduate study in virtually all areas of the public or private sector where GIS is increasingly in use and critical for efficient management, thorough policy analysis, cost-effective decision making, and GIS display and processing.

The curriculum in this minor is multidisciplinary in content and interdisciplinary in approach, drawing on a variety of disciplines and departments.

Students are required to take 25 credit hours (a minimum of 15 credit hours outside of their major) from among the following courses:

A. GIS Core Courses: 16 credit hours		
CSIT 105	Visual BASIC Programming I	3
GIS 201	Geographic Information Systems I	3
GIS 301	Geographic Information Systems II	3
GEO 301*	Cartography	4
GIS 450	Directed Study or	

40 State University of New York at Fredonia

GIS 480	Independent Study or	3
GIS 490	Internship	

B. GIS Elective Courses: 9 credit hours

Students with the natural sciences focus should take

GIS 350	Remote Sensing and Image Processing	3
---------	-------------------------------------	---

and two additional courses as advised by the coordinator.

Examples of possible electives include:

BIOL 330	Ecology	3
CSIT 205	Visual BASIC II	3
ESCI 410	Environmental Assessment	3
GEO 330	Geomorphology	4
GIS 401	Special Topics in GIS	3
Statistics as advised		3

Students with the social sciences focus should take

GIS 360	Mapping the Social World	3
---------	--------------------------	---

and two additional courses as advised by the coordinator.

Examples of possible electives include:

BUAD 325	Principles of Marketing	3
ECON 380	Environmental/Natural Resource Economics	3
GIS 401	Special Topics in GIS	3
POLI 311	Fund. of Public Admin.	3
SOC 215	Introduction to Public Health	3
Statistics as advised		3

* GEO 301 may not be used both for a GIS required course and a GIS elective course.

GEOSCIENCES

Office: 121 Houghton Hall
(716) 673-3303

E-mail:

Geosciences.Department@fredonia.edu

John L. Berkley, Chairperson

The Department of Geosciences offers five degree programs.

The B.S. degree program in Geology is intended primarily for students planning to undertake employment or graduate study in geology or who desire a liberal arts education with an emphasis in geology. Most geologists are employed by private industry - in petroleum, mining, cement, ceramic, sand and gravel, and in environmental and engineering firms. Many work for various federal agencies and the 50 state geological surveys, or are self-employed, often working as consultants. Colleges and universities

offer teaching and/or research positions.

The B.S. degree program in Geochemistry, an interdisciplinary program with the Department of Chemistry, prepares the student to undertake employment or graduate study in this field. Geochemists are employed in the mineral resource industries, earth and space sciences, environmental sciences, and several branches of chemical science and technology. In addition to careers in industry, geochemists are employed by consulting firms, academic institutions, and the federal government.

The B.S. degree program in Geophysics, a joint program with the Department of Physics, is intended primarily for students interested in pursuing a graduate program or employment in geophysics (or geology). Career opportunities exist within industries, engineering consulting firms, and the federal government dealing with subjects as diverse as energy, waste management, the environment, natural resources availability, weather forecasting, the prediction of climate change, earthquakes, volcanic eruptions, and planetary science. Academic institutions provide teaching and research opportunities.

The B.A. degree program in Earth Sciences is intended primarily for students who want a liberal arts education with a broad emphasis in the several sub-disciplines that constitute the earth sciences. It is useful to those who have career goals in production, technical services, information systems/processing, marketing/sales, administration and/or finance, rather than goals of becoming professional scientists.

The B.S. degree program in Adolescence Education is intended for those students who plan to teach earth science in secondary schools. It includes the fundamental courses in geology, meteorology, astronomy, and oceanography, which constitute the "content" of earth science, and the necessary professional education courses.

Students planning to pursue a career in the earth sciences as professional scientists should earn one of the B.S. degrees in Geology, Geochemistry, and Geophysics rather than the B.A.

or B.S. degrees in Earth Sciences, because the former require a more rigorous background in physics and mathematics which is needed to pursue graduate studies in the geosciences or employment as professional scientists.

Teacher Certification: Students who desire to teach earth science in secondary schools may obtain initial certification by completing the B.S. degree program in Earth Sciences with its required professional courses in education (EDU 224, 250, 349, 430 and SCED 105, 276, 303, 305, 419). Students in all education programs are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following ways: (1) completion of course work at the 116 level at Fredonia, or (2) transferring of two successful college semesters of a foreign language, or (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing Regents score (passing = 65). The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral. Students are screened by the department chairperson before entering SCED 419.

Students are encouraged to participate in the activities of the Geology Club and Geophysics Society.

The department awards textbook scholarships for academic achievement each semester and annually presents the MacDiarmid Award to the department's outstanding graduating senior, the Paul D. Willette Scholarship to the outstanding junior, the Walther M. Barnard Geosciences Scholarship to the outstanding sophomore, and the Mark D. and April Hoefner Orgren Scholarship to the outstanding freshman. The Susan Mara Scholarship is awarded by the faculty to students deserving of special recognition.

Explanation of geosciences (GEO) course numbers: 100-level courses are introductory courses without prerequisites; 200-level courses are general service courses with prerequisites; 300-level courses are upper-level College Core Curriculum courses, and electives and required courses for geosciences majors; and 400-level courses include required and

elective courses for majors, generally with high-level or multiple prerequisites.

Laboratory credit: 1 credit hour of laboratory work includes three clock hours in the laboratory per week. Four-credit hour courses in geosciences include 1 credit hour of laboratory work.

Requirements for the Bachelor of Science Degree in Geology

Core Program (38-39 credit hours in geosciences; 25-29 credit hours in related disciplines):

GEO 165	Geology I	3
GEO 169	General Geology Lab	1
GEO 210	Geology II	3
GEO 370	Structural Geology	4
GEO 411	Mineralogy	4
GEO 421	Petrology	4
GEO 459	Seminar in Geosciences	1
GEO 461	Field Geology	3
Four 3XX/4XX GEO courses with labs, one of which may include a course in Geographic Information Systems.		15-16

MATH 120-121	Survey of Calculus I & II	6
	or	
MATH 122-123	University Calculus I & II	8
CHEM 115-116	General Chemistry I & II and CHEM 125-126 (Labs)	8
PHYS 121/123	College Physics I & II and PHYS 122/124 (Labs)	8
	or	
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
	A course in Statistics at the 200 level or higher.	3

Writing intensive: any one of GEO 330, 335, or 400 (in addition to the required GEO 370 and 421)

Geosciences Honors Track

Includes B.S in Geology core program described above, but with the following stipulations for GEO 3XX/4XX electives: 16 credit hours to include GEO 471 Senior Thesis and STAT 250 Statistics for the Sciences. Recommended courses are GEO 445 Internship (up to 4 credit hours) and GIS courses (up to 6 credit hours).

Requirements for the Bachelor of Science Degree in Geochemistry

Core Program (24 to 25 credit hours in geosciences; 30 to 32 credit hours in chemistry; 21 to 24 credit hours in related disciplines):

GEO 165	Geology I	3
GEO 169	General Geology Laboratory	1
GEO 411	Mineralogy	4
GEO 421	Petrology	4
GEO 431	Geochemistry	4
GEO 459	Seminar in Geosciences or	1
CHEM 495 and 496	Seminar: Recent Advances in Chemistry	2
Two GEO 3XX/4XX Geology courses with labs		8
CHEM 115-116	General Chemistry I & II and CHEM 125-126 (Labs)	8
CHEM 215-216	Organic Chemistry I & II and CHEM 225-226 (Labs)	8
CHEM 315-325	Physical Chemistry (Lecture and Lab)	4
CHEM 317-318	Analytical Chemistry I & II and CHEM 327-328 (Labs)	9
CHEM 395	Introduction to Research (recommended)	1
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
MATH 122-123	University Calculus I & II	8
	A course in scientific writing, (completion of CHEM 225, 226, and 395 Introduction to Research fulfills requirement).	
	A course in statistics at the 200 level or higher, or a course in Computer Science with programming	3

Requirements for the Bachelor of Science Degree in Geophysics

Core Program (22 to 24 credit hours in geosciences; 19 to 21 credit hours in physics; 26 credit hours in related disciplines):

GEO 165	Geology I	3
GEO 169	General Geology Laboratory	1
GEO 215	Minerals and Rocks	4
GEO 335	Geophysics	4
GEO 370	Structural Geology	4
GEO 459	Seminar in Geosciences or	1
PHYS 400	Undergraduate Seminar	
GEO 461	Field Geology	3
GEO XXX or	Geographic information Systems elective with lab	3-4
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
PHYS 321	Engineering Mechanics I or	4
PHYS 330	Thermodynamics or	3

PHYS 331	Theoretical Mechanics	3
	or	
PHYS 333	Electricity and Magnetism	3
PHYS XXX	Electives from PHYS 321 through PHYS 479	6
MATH 122-123-223	University Calculus I, II & III	12
MATH 224	Differential Equations	3
	A course in Statistics at the 200 level or higher	
	or	
CSIT 121	Computer Science	3
CHEM 115-116	General Chemistry I & II and CHEM 125-126 (Labs)	8
GEO 330	Geomorphology is strongly recommended.	

Requirements for the Bachelor of Arts Degree in Earth Sciences

Core Program (32 to 34 credit hours in geosciences; 25 to 29 credit hours in related disciplines):

GEO 165	Geology I	3
GEO 169	General Geology Laboratory	1
GEO 210	Geology II	3
GEO 215	Minerals and Rocks	4
GEO 370	Structural Geology	4
GEO 459	Seminar in Geosciences	1
GEO XXX	Any Geology elective	3 or 4
GEO 3XX/4XX	Two upper-level Geology courses with labs, one of which may be a course in Geographic Information Systems	7-8
	Plus, any two of the following:	6
GEO 150	Moons and Planets	
GEO 160	Oceanography	
GEO 311	Global Climate	
GEO 341	Stars and Galaxies	
CHEM 115-116	General Chemistry I & II and CHEM 125-126 (Labs)	8
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
	or	
PHYS 121-122	College Physics I & II and PHYS 123-124 (Labs)	8
	MATH elective	3 or 4
	MATH any course in calculus	3 or 4
	A course in Statistics at the 200 level or higher, or a course in Computer Science with programming	3

Writing Intensive: any one of the GEO 330, 335, or 400 (in addition to the required GEO 215 and 370)

42 State University of New York at Fredonia

Requirements for the Bachelor of Science Degree in Earth Sciences - Adolescence Education

Core Program (33 credit hours in geosciences; 42 credit hours in education; 25 to 29 credit hours in related disciplines):

GEO 150	Moons and Planets	3
GEO 160	Oceanography	3
GEO 165	Geology I	3
GEO 169	General Geology Laboratory	1
GEO 210	Geology II	3
GEO 215*	Minerals and Rocks	4
GEO 311	Global Climate	3
GEO 330*	Geomorphology	4
GEO 459	Seminar in Geosciences	1
Two GEO 3XX/4XX electives with labs		8

Writing-intensive: any one of GEO 335, 370, or 400 (in addition to the required GEO 215 and 330)

SCED 105/106	Nature of Science and Science Education	3
EDU 224	Adolescent Development	3
EDU 250/251	Introduction to the Exceptional Learner	3
SCED 276	Foundations of Literacy and Technology for Science and Mathematics	3
SCED 303	Assessment of Inquiry-Based Science	3
SCED 305/313	Diversity in the Teaching of Science and Mathematics	3
EDU 349	Educational Psychology	3
SCED 419	Adolescence Science Methods	3
EDU 430	Student Teaching in Secondary School	15
EDU 301	Child Abuse Reporting/Abduction Prevention	1
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention	1
EDU 303	Fire Safety and SAVE Legislation	1
CHEM 115-116	General Chemistry I & II and CHEM 125-126 (Labs)	8
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs) or	10
PHYS 121-122	College Physics I & II and PHYS 123-124 (Labs)	8

Calculus sequence:		
MATH 120/121	Survey of Calculus or	6
MATH 122/123	University Calculus	8

A course in Statistics at the 200 level or higher, or a 3 credit hour course in Computer Science

B.S. Adolescence Education-Earth Sciences students must attain a minimum grade of C in Geosciences courses to graduate. Please refer to the Adolescence Education section in the College of Education program for a description of the education requirements for this degree (page 32).

Requirements for the Minor in Geological Sciences

Twenty-three credit hours in geosciences, including GEO 165, 169, 210, and four 4-credit hour courses, as advised, from the 200-300-400 levels.

Requirements for the Minor in Earth Sciences

Twenty-four credit hours in geosciences, including GEO 165, 169, 150, 160, 210, 215, 311, and one 4-credit hour course from the 300-400 levels.

Geographic Information Systems

This program is sponsored jointly by the departments of Geosciences and Political Science. Interested persons should refer to page 39 for a description of the minor.

HEALTH, WELLNESS AND RECREATION

Office: 116 Dods Hall
(716) 673-3101
E-mail: Health.Wellness@fredonia.edu
Charles C. Davis, Chairperson

INTRAMURALS AND RECREATION

Office: 154 Dods Hall
Phone: (716) 673-3590
E-mail: Geoff.Braun@fredonia.edu
Geoff Braun, Coordinator

The Department of Health, Wellness and Recreation offers academic classes that enhance lifetime wellness, personal health and well-being, drug prevention courses for Childhood Education majors, intramural and recreational programs for students, and an interdisciplinary minor in Sport and Exercise Studies. Wellness courses are offered to enhance the quality of life of students and to develop skills in physical activities that can be continued for a lifetime. Health enhancement courses such as Stress

Management, Fitness and Nutrition, and Wellness and Health Promotion encourage students to take an active responsibility in managing their health.

Intramurals and Recreation offers many sports and recreational activities to meet the needs of its student, faculty and staff participants. The department's goal is to provide a variety of quality programs in order to foster an interest in a healthy and interactive lifestyle. Intramurals provide a fun way to meet new people, get exercise, and have friendly competitions. The university employs 30 students to serve as field supervisors as well as referees. It also offers one- to two-day tournaments, and leagues that run four to seven weeks. Women's, men's, and co-ed leagues are available for each sport that is offered. In the fall semester the department typically offers sand volleyball, flag football, outdoor soccer, broomball, a 3-on-3 basketball tournament, indoor volleyball, indoor soccer, euchre tournament, and ultimate frisbee. The spring semester brings about basketball, floor hockey, wallyball, roller hockey, volleyball, softball, racquetball, and broomball.

Health, Wellness and Recreation offers: the Blue Devils Fitness Center, two gymnasiums, four racquetball courts, indoor and outdoor track, natatorium, four outdoor basketball courts, and eight tennis courts.

Blue Devils Fitness Center

The Blue Devils Fitness Center is located in Dods Hall and consists of 5,200 square feet of activity space. The fitness center is one of the largest and best-equipped centers in the SUNY educational system. The fitness center offers strength training equipment, power lifting equipment, progressive resistance equipment and cardiovascular training equipment which meets the exercise needs of a variety of recreational as well as highly trained students and athletes. The Dods Hall gymnasium is adjacent to the fitness center and consists of over 9,000 square feet of space in which the department conducts aerobics and step aerobics classes and a variety of recreational, intramural and athletic activities. The space can accommodate large fitness classes of over 100 students per class. The department's facility schedule can be

accessed through the Fredonia home page at www.fredonia.edu.

Steele Hall Fieldhouse

The fieldhouse measures 155 feet x 130 feet (19,500) and is capable of seating 3,500 people. The Steele Hall Fieldhouse houses one varsity basketball court, two intramural/recreational courts, four competitive volleyball courts, a four lane all weather indoor track, and a walking aerobic exercise area for students, faculty and staff. This area is also used for special events, Commencement ceremonies, and concerts.

Outdoor Tennis and Basketball Facilities

Eight outdoor lighted tennis courts were constructed in 2000. There are two outdoor basketball courts adjacent to the new tennis courts. These additions to the university's facilities allow the department to offer beginning and advanced tennis, recreational and intramural programs and intercollegiate tennis for men and women.

Steele Hall Ice Rink

The Steele Hall Ice Rink measures 200 feet x 85 feet. The rink hosts many student activities including beginning, intermediate and advanced skating classes, figure skating classes, and student club sports such as figure skating and club hockey. Recreational skating is offered to students at no charge on Monday, Friday, Saturday and Sunday evenings.

Natatorium

The natatorium, which officially opened in the fall of 2001, consists of an eight lane competitive swimming pool and separate diving area which houses two 1-meter and one 3-meter diving boards. The permanent bleacher area seats 650 people. The pool deck has a special extra wide teaching area. Space is available for on-deck fitness equipment for the training of competitive swimmers. A separate area is available for the SCUBA cascade system that allows the university to offer both beginning and advanced SCUBA classes. The natatorium programs consist of intercollegiate swimming and diving, beginning, intermediate and advanced swimming classes, fitness through swim classes, aqua-robics, water polo

and water basketball, recreational swim and learn to swim classes. A large meeting-special event room exists adjacent to the natatorium and is available for meetings and special events.

Interdisciplinary Major in Sport Management and Exercise Science

Please refer to the sections of this catalog dealing with the Interdisciplinary Studies major programs on pages 47 and 83 to view a full listing of course requirements.

Interdisciplinary Minor in Sport and Exercise Studies

Please refer to the sections of this catalog dealing with the Interdisciplinary Studies minor programs on pages 47 and 82 to view a full listing of course requirements.

Basic, intermediate and advanced Wellness Activity courses:

Coed 100 level Wellness courses:

Basic: For individuals having little or no knowledge or skill in the activity. Emphasis is on the development of basic skills and knowledge of the activity.

Intermediate or Advanced: For students who have developed the basic skills and knowledge of the activity. Emphasis in advanced classes is placed on the development of advanced skills and strategies. A student may elect to enroll in 100-level wellness courses with a maximum of 4 credit hours to be used as elective credit toward a degree. Some activity courses at the 100-level may be repeated for credit by students within the maximum 4 hours of elective credits. The following courses are not repeatable: PHED 102, 103, 104, 105, 106, 107, 109, 120, 128, 134, and 138. The following courses are repeatable one time: PHED 121, 129, and 135.

Students may participate in additional 100-level courses over the allowable maximum (4) elective credit hours. However, all 100-level courses beyond the first 4 credit hours will be in excess of the normal 120 hours required for a degree.

HISTORY

Office: E332 Thompson Hall
(716) 673-3277
E-mail: History.Department@fredonia.edu
Ellen Litwicki, Chairperson

The Department of History offers a broad-based and worldwide curriculum, with an emphasis on developing critical thinking and writing skills. History majors study the complexities of the human experience, deepen their knowledge of their own society and its past, explore other cultures and societies, and prepare for life in a multicultural and international community. The History major also prepares the student for a variety of career opportunities, including law (law schools take a third of their candidates from history majors); government at all levels; editing and book publishing; journalism, communications and media; college and university teaching (with an advanced degree); and public history venues such as historic sites, museums, archives, and libraries. In addition, many jobs in business and industry are open to liberal arts graduates with training in history. The Social Studies Adolescence Education major prepares students to teach social studies in middle school and high school.

Internships: The history department facilitates internships at local museums and archives, in Washington, D.C. and Albany, N.Y., and within the university. The department also encourages students to participate in international experiences and earn college credit through the Study Abroad or Student Exchange programs, as well as through department-sponsored short-term Study Abroad experiences.

Honors and Awards

The honors program of the Department of History is designed to honor graduates of the History or Social Studies programs who have consistently demonstrated ability and produced work of high quality in the discipline. The honors designation is given to students who achieve an all-university average of 3.0; an average in history courses of 3.25; and who earn appropriate grades in HIST 499 (Honors Research Seminar) and HIST 201 (Doing History). For more information on the honors program, contact the chairperson.

44 State University of New York at Fredonia

The department gives a variety of scholarships and awards. These include the Helen B. Mancuso Scholarship for junior or senior majors; the MacPhee Scholarship for junior majors; the David H. Carnahan Scholarship; the Robert and Marilyn Maytum Scholarship for incoming freshman majors; the Joseph T. Gallagher Memorial Scholarship for minority students pursuing careers in education; and the William and Helen Chazanof Award for student work in local history. The department also annually recognizes Outstanding History and Social Studies majors and an Outstanding History paper. The department inducts juniors and seniors who have done excellent work in history courses into Phi Alpha Theta, the national history honor society, and encourages students to present papers at the annual regional conference of the society.

Requirements for the Bachelor of Arts Degree in History

Thirty-nine credit hours in history, at least 18 hours of which must be at the 300-level or above, with the exception that follows. Of those 18 hours, 6 hours may be taken from among the 200-level surveys in African, Asian, Latin American, and Middle Eastern history. Before taking 300- or 400-level courses, students should have completed HIST 201 (Doing History). Selected students will have the opportunity to participate in HIST 499 (Honors Research Seminar), offered in the fall semester; other students must take HIST 495 (Capstone Seminar). The program must include the following:

- | | | |
|----|---|---|
| A. | HIST 105-106; 3 additional credit hours from American/U.S. history at the 300-level or above | 9 |
| B. | HIST 101 or 115 and HIST 102 or HIST 116; 3 additional credit hours from European history at the 300-level or above | 9 |
| C. | Three courses from the history of Africa, Asia, Middle East, Latin America, and/or Global | 9 |
| D. | Two additional history courses as advised | 6 |
| E. | HIST 201 Doing History (should be taken in the sophomore year) | 3 |
| F. | Capstone course: HIST 499 or HIST 495 (should be taken in the junior or senior year) | 3 |

Total: 39

Requirements for Transfer Credit: Students transferring credit to Fredonia should normally expect no more than 21 credit hours earned elsewhere to apply to the major in History. As a rule, the department will not accept as equivalents of upper-level courses (above HIST 299) credits earned at two-year colleges. HIST 201 and the capstone requirement (HIST 499 or HIST 495) must be completed at Fredonia.

Other Requirements: Majors must fulfill all testing and assessment requirements set by the department.

Students whose objectives require a different program may, upon petition to the department chairperson, seek approval for a program of their own design.

Requirements for the Bachelor of Arts Degree in Social Studies Adolescence Education (leading to initial certification)

Responsibility for the B.A. in Social Studies Adolescence Education is shared by the College of Education and the Department of History. Students are encouraged to double major in History (or another field) in order to enhance their understanding of the discipline and their future employment opportunities.

Requirements beyond those of the College Core Curriculum include:

I. Professional Education Courses (39 credit hours required)

EDU 105	Introduction to Contemporary Education (recommended for freshmen)	3
EDU 106	Introduction to Contemporary Education-Field Experience	0
EDU 224	Adolescent Development (recommended for sophomores)	3
EDU 250	Introduction to the Exceptional Learner (recommended for sophomores)	3
EDU 251	Introduction to the Exceptional Learner-Field Experience	0
EDU 276	Literacy and Tech. Adolescence	3
EDU 305	Cultural and Linguistic Diversity in the Classroom (recommended for juniors)	3
EDU 313	Cultural and Linguistic Diversity-Field Experience	0

EDU 349	Educational Psychology (recommended for juniors)	3
EDU 419	Secondary School (Adolescence) Methods—Social Studies (senior year/offered fall semester only)	3
EDU 301	Child Abuse Reporting/Abduction Prevention and	1
EDU 302	Alcohol, Tobacco and Drug Abuse Prevention and	1
EDU 303	Fire Safety and SAVE Legislation	1
EDU 430	Student Teaching in the Secondary School (senior year/generally offered spring semester only)	15

II. Social Studies Course Work (51 credit hours required)

Group I: Basic Knowledge (all courses required, 15 credit hours)

HIST 101	World History I	3
HIST 102	World History II	3
HIST 105	U.S. History I	3
HIST 106	U.S. History II	3
POLI 120	American Politics	3

Group II: Methodologies (12 credit hours)

HIST 201	Doing History (This course normally taken in the sophomore year)	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
One Geography course from the following:		
HIST 204	World Regional Geography	3
POLI 352	World Political Geography	3
HIST 310	World Environmental History	3
or another course as advised		

Group III: Cultures and Civilizations (9 credit hours)

A. American Minorities

Any one of the following:

HIST/INDS 220	Introduction to Race and Ethnicity	3
HIST 333	African American History to 1877	3
HIST 334	African American History since 1877	3
HIST 336	African American/Black Women's History	3
HIST 343	Civil Rights Movement	3
HIST 345	Asian American History	3
HIST 356	American Indian History	3
HIST 357	Indians and Europeans in Early America	3

SOC 316 Minority Groups (prerequisite: SOC 116) 3

Note: Students seeking a double major in Social Studies and History should take a history course in this category.

B. World Regional Civilizations

Required:

HIST 116 Western Civilization II 3
and any 200 level world regional civilization course in Asian, African, Latin American, or Middle Eastern history 3

Group IV: Building Knowledge, Connections, and Arguments (15 credit hours)

A. Three courses in History at the 300-level or above: one with focus on the American/U.S. experience; one on Europe; one on global or non-Western cultures.

B. Two courses at the 300-level or above in history, political science, economics, sociology, psychology, and/or anthropology. The courses must be in different departments. Students seeking to double major in Social Studies and History should take one history course in this category.

III. Foreign Language
(0-6 credit hours)

Students in all education programs are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following four ways: (1) completion of course work at the 116 level at Fredonia, or (2) transferring the equivalent of two successful college semesters (116 level) of a foreign language, or (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a Regents score of 85.

Double Major

To achieve the double major in History with the addition of only one history course, the student must select a history course for the American minorities requirement and for one of the Part IV B courses in the Building Knowledge group.

Requirements for Transfer Credit: Students transferring credits to Fredonia should normally expect no more than 27 credit hours earned elsewhere to apply to the Social Studies course requirements. (Special consideration can be given to students who have earned a B.A. degree in one

of the social sciences.) As a rule, the department will not accept as equivalents to advanced social studies courses credits earned at two-year colleges. HIST 201 must be completed at Fredonia. All requirements for EDU 419 and EDU 430 must be completed under Fredonia supervision. To be applied to the requirements of the Social Studies Adolescence Education program, transferred courses must have been completed with a grade of C+ or better.

Other Requirements: All majors must fulfill all testing and assessment requirements set by the Department of History. At present, these include gated assessment requirements. Grades must be C+ or better in all required courses in the Social Studies program. The Written Communication requirement under the College Core Curriculum must be passed with a C or better. Students are encouraged to complete one course in statistics as part of the College Core Curriculum.

Enrolled students and transfer students wishing to declare the Social Studies Adolescence Education major must have an overall GPA of 2.75. The grade point requirements for entering the student teaching semester are: overall GPA of 2.75, in Professional Education courses 2.75, and in the Social Studies component 2.75. Acceptance into the senior professional year is also contingent upon a personal interview and review by the Social Studies screening committee composed of Department of History faculty and area social studies teachers. A copy of the criteria used by the screening committee may be obtained in the history department. Acceptance into student teaching also requires approval by the Dean of the College of Education, see page 32.

EDU 419 can be taken only in the fall semester of the senior year. EDU 430 requires the entire spring semester as a full course load.

Additional Requirements for Initial Certification:

The New York State Education Department also requires fingerprinting and a background check for all applicants for initial certification. In addition, students seeking initial certification must pass the following New York State Teacher Certification Examinations: Liberal Arts and Sciences Test (LAST), Secondary

Assessment of Teaching Skills – Written (ATS-W), and the Social Studies Content Specialty Test (CST).

Students are strongly advised to pursue a second major in History or one of the other social science disciplines (economics, political science, or sociology/anthropology) and may count appropriate courses taken for the Social Studies Adolescence Education major and the College Core Curriculum requirements towards such a second major.

Requirements for a Minor in History

Eighteen credit hours of course work in history, including 9 credit hours at the 300-level or above. The department suggests the following concentrations:

Global Studies: HIST 101-102, HIST 386 and three additional courses in global or non-Western history.

American Society and Culture: HIST 105-106, and four additional courses in American history.

North American Studies: HIST 105-106, and four additional courses on the history of Mexico, Canada, and the United States.

Middle East/Asian Studies: HIST 101-102, and four of the following courses: HIST 261, 264, 265, 266, 268, 361, 366, 367, 368.

European Studies: HIST 115-116, and four additional courses in European history.

Other concentrations are also possible. The program must be prepared in consultation with a department faculty member and receive department approval. No more than 9 credit hours of history credit earned prior to the declaration of the minor may be credited toward the program.

A graduate program is available in the department; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

INDUSTRIAL MANAGEMENT

Office: 121 Houghton Hall
(716) 673-3302
E-mail: Industrial.Management@fredonia.edu
Michael Grady, Director

There is a well-recognized need for scientifically and technologically educated managers in the industrial and Research and Development (R & D) communities. The Industrial Management program at Fredonia is designed to serve this need by providing the necessary foundation in applied physics, business, economics, and mathematics. It is similar to many engineering and management programs. The curriculum is structured to prepare students for careers either in industry, governmental facilities or other organizations that address the present and future technological needs of our society. Graduates can also pursue advanced studies at graduate institutions.

The Industrial Management program is an integrated multidisciplinary curriculum combining courses from applied physics (27/29 credit hours), business/economics (24 credit hours), mathematics/computer science (24 credit hours), social sciences/humanities and a sufficient number of supporting elective courses to enhance career objectives. Additionally, the foundation of oral and written communication is developed early in the program and consistently used throughout. A college-approved internship experience is required following the completion of either the sophomore or junior year.

Required Core Program: (87-90 hours)

Physics (27-29 credit hours)

PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
PHYS 321-322	Engineering Mechanics I & II	8
PHYS 323	Circuit Analysis I	3-4
	or	
PHYS 325	Electronics and PHYS 327 (Lab)	3-4
PHYS 324	Circuit Analysis II	
	or	
PHYS 326	Digital Logic and PHYS 328 (Lab)	3
PHYS 330	Thermodynamics	
		<u>27-29</u>

Mathematics/Computer Science (24 credit hours)

MATH 122-123-223	University Calculus I, II & III	12
MATH 224	Differential Equations	3
MATH 325	Numerical Analysis	3
CSIT 106	Scientific Programming Using C/C++	3
	or	
CSIT 121	Computer Science I	3
CSIT 105	Visual BASIC I	
		<u>24</u>

Business/Economics (24 credit hours)

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 201-202	Principles of Macroeconomics and Principles of Microeconomics	6
BUAD 310	Legal Environment of Business	3
BUAD 315	Principles of Business Finance	3
BUAD 321	Management and Organizational Behavior	3
BUAD 325	Principles of Marketing	3
		<u>24</u>

Operations Research and Statistics (6 credit hours)

BUAD 327	Production and Operations Management I	3
	or	
MATH 359	Probability Models in Operations Research	3
	or	
MATH 375	Deterministic Models Operations Research	3
ECON 200	Fundamentals of Statistics for Business Admin. and Economics	
	or	
STAT 350	Probability and Statistics	3
	or	
PSY 200	Statistics	3
	or	
SOC 200	Social Statistics	<u>6</u>

Communications (6 credit hours)

COMM 105	Public Speaking	3
ENGL 375	Writing for the Professions	<u>3</u>

In addition, completion of an appropriate summer industrial work experience is required prior to entering the senior year.

Faculty members are listed under the Department of Physics.

INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies degree program provides students with the greatest possible flexibility in meeting their educational goals by offering the opportunity to design creative and individualized interdisciplinary majors and minors.

Students in the Interdisciplinary Studies programs are committed to exploring innovative connections and emerging relationships drawn from the traditional disciplines and those developing areas of overlap and interface. These students are typically explorers and creative problem solvers, and many Interdisciplinary Studies students construct their own topics of study (for either major or minor) using analytical approaches and tools from several fields. Students may also choose to pursue one of the major programs (see chart). The degree program constitutes a student's major; the interdisciplinary minors may be taken by students majoring in any program in the university.

Students who opt for a truly individualized degree program must develop their own program under the guidance of two faculty members and with the approval of the Associate Vice President. The necessary form and guidelines for submitting a formal individualized major proposal are available from the Associate Vice President for Academic Affairs, 815 Maytum Hall (716) 673-3717. Both the individualized degree program and a model major program will lead to the degree of Bachelor of Arts or Bachelor of Science (B.A. or B.S.).

Students interested in declaring an interdisciplinary major or minor should consult with the coordinator from the appropriate area. Major and minor programs and coordinators are listed on the chart. Majors and minors must be formally declared through the Office of the Registrar.

Requirements for Majors in Interdisciplinary Studies Degree Programs

1. Each student who chooses a major program (see list) is advised by the program coordinator or a member of the cadre of faculty from the lead department for each major.
2. For students who pursue an individualized major, formal completion

and submission of the degree plan proposal must be approved by the Associate Vice President for Academic Affairs.

3. All students in these major programs must complete the university's requirements for the College Core Curriculum and earn the number of credit hours required outside of the major.

4. A maximum of 45 credit hours in any one discipline may count toward the 120 credit hours total required for the baccalaureate.

5. The proposed major must constitute at least 36 credit hours of which no more than 15 credit hours may come from one discipline. At least 24 of those 36 credit hours must be at the 300-400 level.

6. A minimum of 36 credit hours of 300-400 level courses must be included overall in the 120 hours required for graduation.

Requirements for the Minor in Interdisciplinary Studies

An Interdisciplinary Studies minor is a group of six to nine courses centering on a topic or problem studied from many different points of view. Each minor may be studied in combination with any major. Individualized minors may be created under advisement. Minors must be formally declared through the Office of the Registrar.

Interdisciplinary Studies Courses

In addition to the major programs and minors, the Interdisciplinary Studies program offers several courses developed for interdisciplinary or special interest purposes.

Independent study and internship options are available through Interdisciplinary Studies. Internships may receive up to 15 hours of credit. Students proposing an internship are required to prepare a "Learning Contract" describing the goals of the internship and how they will be met. Internship forms are available from the Career Development Office and must be completed in consultation with the coordinator of the program. Only 6 credit hours earned through internship or independent study may be applied toward the 300- and 400-level course requirements of the individualized major.

Interdisciplinary Studies Majors

<i>Areas of Study</i>	<i>Coordinators</i>
American Studies see page 10	Dr. Christina S. Jarvis, English 235 Fenton Hall (716) 673-3430
Arts Administration see page 12	Jefferson Westwood, Director G-15 Rockefeller Arts Center (716) 673-3217
Environmental Sciences see page 37	Dr. Melinda Karnes, Academic Affairs 815 Maytum Hall (716) 673-3717
International Studies see page 48	Dr. Ivani Vassoler, Political Science E390 Thompson Hall (716) 673-3887
Legal Studies see page 53	Dr. James Hurtgen, Political Science E368 Thompson Hall (716) 673-3885
Music Business see page 67	Dr. Harry Jacobson, Music 1145 Mason Hall (716) 673-3248
Self-Design see page 46	Dr. Melinda Karnes, Academic Affairs 815 Maytum Hall (716) 673-3717
Sport Management and Exercise Science see page 83	Dr. Charles Davis, Health, Wellness and Recreation, 123 Dods Hall (716) 673-3101 Dr. Bruce Klonsky, Psychology W339 Thompson Hall (716) 673-3892
Women's Studies see page 92	Dr. Ingrid Johnston-Robledo, Psychology W343 Thompson Hall (716) 673-3893

Interdisciplinary Studies Minors

African American Studies see page 9	Dr. Saundra Liggins, English 264 Fenton Hall (716) 673-3858
American Indian Studies see page 9	James Stevens, English 269 Fenton Hall (716) 673-3850
American Studies	see page 10 and above
Arts Administration	see page 12 and above
Film Studies see page 38	Dr. Carl Ferraro, Visual Arts and New Media 205c McEwen Hall (716) 673-3823
Geographic Information Systems see page 39	Dr. Ann K. Deakin, Geosciences 020 Houghton Hall (716) 673-3884
International Studies	see page 48 and above
Journalism see page 50	Dr. Melinda Karnes, Academic Affairs 815 Maytum Hall (716) 673-3717
Latino Studies see page 51	Dr. Carmen S. Rivera, Modern Languages and Literatures, 2113 Fenton Hall (716) 673-3380
Leadership Studies see page 51	Robert Mead-Colegrove, Campus Life G-115 Williams Center, (716) 673-3143
Legal Studies	see page 53 and above
Multi-ethnic Studies see page 59	Dr. Timothy D. Levonyan Radloff, Sociology W395 Thompson Hall (716) 673-4606
Public Health see page 75	Dr. Linda Dorsten, Sociology/Anthropology W393 Thompson Hall (716) 673-3469
Sport and Exercise Studies	see page 82 and above
Women's Studies	see page 92 and above

INTERNATIONAL STUDIES

(Interdisciplinary Studies major and minor)

Office: E390 Thompson Hall
(716) 673-3887

E-mail: International.Studies@fredonia.edu

Ivani Vassoler, Coordinator

The International Studies major has been designed to prepare students for international leadership roles in the twenty-first century. The program encourages its majors to think both globally and across disciplines as they seek to understand the dynamics of a global society. The International Studies major has been designed to prepare students for careers in the most dynamic sectors of global governance, society and economy. The vitality behind this program comes from faculty in several disciplinary fields who offer courses and act as a steering committee for the program.

Students take a core of interdisciplinary courses, select a specialization, and complete a minor. The core courses in International Studies provide all students with a basis on which to build their individualized programs through one of six thematic specializations. Core courses ensure students will be introduced to international relations, global history, cultural issues, and the concerns and challenges facing developing and developed countries. Students also select a minor that complements the thematic specializations. The specializations offer students the opportunity for more individualized training within the framework of international studies. The six specializations are International Political Economy, Peace and Conflict, European Cultural Studies, Cultural Studies of the Americas, Advanced Industrial Societies, and the Developing World. The International Political Economy specialization prepares students for careers or graduate study in the area of economic and political analysis and policy-making. The Peace and Conflict specialization would be of interest to students who wish to pursue careers in diplomacy or national security. With the proliferation of international governmental and non-governmental organizations dedicated to cultural exchange and dialogue and the globalization of the entertainment

industry, the European Cultural Studies and the Cultural Studies of the Americas specializations prepare students to seek careers in fields such as arts administration, global communication, and the championing of human rights. Advanced Industrial Societies and the Developing World lay the foundation for students to pursue regional specializations in international job settings or in graduate-level training. Proficiency must be demonstrated in a foreign language equivalent to a two-year course of study. More advanced study of a foreign language is strongly encouraged. Students must gain international experience through a study program abroad or an international internship.

This is an interdisciplinary major program; for specific degree requirements unique to Interdisciplinary Studies, refer to page 46.

Requirements for the Bachelor of Science/Interdisciplinary Studies Major in International Studies

I. Core Requirements (23 credit hours)

INTL 101	International Studies Colloquium	1
ANTH 115	Introductory Anthropology	3
ECON 201	Macroeconomics	3
HIST 102	World History II	3
INTL 401	Senior Colloquium	1
POLI 150	U.S. and World Affairs	3
POLI 352	World Political Geography	3
Plus two of the next three courses listed below:		
ARTH 102	Art in Culture from 1400 to Present	6
ENGL 211	World Poetry	
MUS 333	Music of the World	

II. Foreign Language (3 to 12 credit hours)

1. Completion of course work through the 216 level (second-semester intermediate).
2. Students must take a minimum of one course (3 credit hours) at the college level. Students may complete this requirement at Fredonia, in a program at an approved institution in the U.S., or in a foreign country.
3. Foreign language training at the 300- and 400-levels is strongly recommended.

III. International Experience (6 credit hours)

Students must enroll in 6 credits of "international experience" course work that has been approved by the International Studies Curriculum Committee. This requirement may be fulfilled via enrollment in a short- or long-term study abroad program or completion of internships with international agencies.

IV. Specialization (21 credit hours)

A. Students select one of the six specializations listed below:

- International Political Economy
- Advanced Industrial Societies
- Cultural Studies of the Americas
- The Developing World
- European Cultural Studies
- Peace and Conflict

B. International Studies Specializations Guidelines:

With the exception of the International Political Economy Specialization, no more than 9 credit hours may be taken from the same discipline. Within each specialization, the student must complete a minor related to that specialization, and take 7 of the courses listed, with at least three not counting toward the minor.

International Political Economy (21 credit hours)

The student must complete a minor in Economics or Political Science, and take seven (7) of the following courses, subject to the specialization guidelines:

COMM 385	International Media
ECON 202	Microeconomics
ECON 320	International Trade and Finance
ECON 321	Economics of Multinational Corporations
ECON 335	Economic Development
ECON 345	Comparative Economic Systems
ECON 380	Environmental Economics and Natural Resource Economics
ECON 395	Comparative Human Resources
HIST 266	Modern East Asia
HIST 311	Europe in the Modern World
HIST 361	Modern Middle East
HIST 367	Twentieth Century China
HIST 368	Modern Japan
HIST 383	History of Latin America II

- HIST 386 Global Studies
- POLI 341 Political Economy of Development
- POLI 344 Comparative Public Policy
- POLI 346 East Asian Political Economy: Japan, China and Korea
- POLI 348 European Union
- POLI 354 Middle East Politics
- POLI 355 International Political Economy
- POLI 356 U.S. Foreign Policy

Advanced Industrial Societies (21 credit hours)

The student must complete a minor in Economics, History, or Political Science, and take seven (7) of the following courses, subject to the specialization guidelines:

- COMM 385 International Media
- ECON 202 Microeconomics
- ECON 320 International Trade and Finance
- ECON 321 Economics of Multinational Corporations
- ECON 345 Comparative Economic Systems
- ECON 395 Comparative Human Resources
- LANG 378 Canada Today
- FREN 323 France Today
- GERM 323 Germany Since 1918
- HIST 212 History of the Holocaust
- HIST 309 Modernization of Europe
- HIST 311 Europe in the Modern World
- HIST 312 Modern Germany
- HIST 317 Modern France
- HIST 342 The American Century
- HIST 368 Modern Japan
- HIST 386 Global Studies
- PHIL 342 Values in a Technological Society
- POLI 330 Western Europe
- POLI 331 Canadian Politics
- POLI 332 Russian Politics
- POLI 346 East Asian Political Economy: Japan, China and Korea
- POLI 355 International Political Economy
- SOC 321 Population and Society
- SOC 361 Law in the World

Cultural Studies of the Americas (21 credit hours)

The student must complete a minor in Art History, Communication, English, French, History, Music, Philosophy or Spanish, and complete seven (7) of the following courses, subject to the specialization guidelines:

- ANTH 324 Anthropology of the Caribbean
- ANTH 345 Canada's Native People
- ARTH 225 Modern Art 1900-1950
- ENGL 240 Introduction to African American Literature and Culture
- ENGL 241 Introduction to Latino Literature and Culture
- ENGL 395 Third World Literature
- ENGL 397 Contemporary Multicultural American Literature
- LANG 371 Canadian Writers
- LANG 378 Canada Today
- FREN 310 Quebec Literature and Culture
- SPAN 325 Survey of Spanish-American Literature
- HIST 285 Indigenous America: Aztecs and Their Neighbors
- HIST 347 U.S. Immigration
- HIST 351 Defining America
- HIST 380 History of Mexico I
- HIST 381 History of Mexico II
- HIST 382 History of Latin America I
- HIST 383 History of Latin America II
- POLI 331 Canadian Politics
- POLI 359 Inter-American Relations

The Developing World (21 credit hours)

The student must complete a minor in Anthropology, Economics, History, Political Science, or Sociology, and complete seven (7) of the following courses, subject to the specialization guidelines:

- ANTH 321 Anthropology of Africa
- ANTH 322 Anthropology of Indian America
- ANTH 324 Anthropology of the Caribbean
- ANTH 345 Canada's Native People
- COMM 385 International Media
- COMM 465 Intercultural Communication
- ECON 202 Microeconomics
- ECON 320 International Trade and Finance
- ECON 321 Economics of Multinational Corporations
- ECON 335 Economic Development
- ECON 345 Comparative Economic Systems
- ECON 380 Environmental Economics and Natural Resource Economics
- ENGL 395 Third World Literature
- HIST 261 Islamic Civilization
- HIST 266 Modern East Asia

- HIST 285 Indigenous America: Aztecs and Their Neighbors
- HIST 342 The American Century
- HIST 361 Modern Middle East
- HIST 366 Late Imperial China
- HIST 367 Twentieth Century China
- HIST 380 History of Mexico I
- HIST 381 History of Mexico II
- HIST 382 History of Latin America I
- HIST 383 History of Latin America II
- HIST 386 Global Studies (if not taken in core)
- HIST 387 Comparative Slave Societies
- POLI 334 African Politics
- POLI 341 Political Economy of Development
- POLI 346 East Asian Political Economy: Japan, China and Korea
- POLI 354 Politics of the Middle East
- SOC 314 Contemporary Africa
- SOC 321 Population and Society

European Cultural Studies (21 credit hours)

The student must complete a minor in Art, Communication, English, French, History, Music, Philosophy or Spanish, and complete seven (7) of the following courses, subject to the specialization guidelines:

- ARTH 225 Modern Art 1900-1950
- COMM 386 International Films
- ENGL 322 The Romantic Age
- ENGL 326 Victorian and Early Modern Literature
- ENGL 328 Modern English Literature
- ENGL 396 Russian Literature
- HIST 116 Modern Western Civilization
- HIST 306 The Age of Reformation
- HIST 309 Modernization of Europe
- HIST 311 Europe in the Modern World
- HIST 312 Modern Germany
- HIST 322 French Revolution and Napoleon
- FREN 315 French Masterpieces I
- FREN 316 French Masterpieces II
- FREN 319 Survey of French Literature I
- FREN 320 Survey of French Literature II
- SPAN 315 Introduction to Hispanic Literature
- SPAN 319 Survey of Spanish Literature I
- SPAN 320 Survey of Spanish Literature II
- MUS 115 Music Appreciation
- MUS 263 Music History in Western Civilization

50 State University of New York at Fredonia

MUS 350 Special Topics
 PHIL 338 Marxist Thought
 POLI 345 Film and Politics
 Any foreign language or culture course focusing on a European country.

Peace and Conflict (21 credit hours)

The student must complete a minor in History or Political Science, and complete seven (7) of the following courses, subject to the specialization guidelines:

COMM 385 International Media
 COMM 465 Intercultural Communication
 ECON 202 Microeconomics
 ECON 345 Comparative Economic Systems
 LANG 398 The Holocaust in Literature
 HIST 212 History of the Holocaust
 HIST 309 Modernization of Europe
 HIST 311 Europe in the Modern World
 HIST 312 Modern Germany
 HIST 342 The American Century
 HIST 349 U.S. Military History
 HIST 350 Vietnam and the Growth of the National Security State
 HIST 361 Modern Middle East
 HIST 368 Modern Japan
 POLI 354 Politics of the Middle East
 POLI 356 U.S. Foreign Policy
 POLI 359 Inter-American Relations
 POLI 361 Modern Political Theory
 POLI 363 Game Theory

Requirements for the Minor in International Studies

Twenty-five (25) credit hours, including the foreign language proficiency requirement, as defined in the major above:

Core Requirements (10 credit hours):

Core requirements are intended to introduce students to international studies from the perspective of history, politics, and culture.

INTL 101	Colloquium	1
HIST 102	World History	3
POLI 150	U.S. and World Affairs	3
ANTH 115	Introductory Anthropology	3

Upper Level Course Requirement (9 credit hours):

Three courses at the 300 or higher level.

All three courses must come from the same International Studies

Specialization as defined in the Undergraduate Catalog (the specialization tracks are International Political Economy; Advanced Industrial Societies; Cultural Studies of the Americas; The Developing World; European Cultural Studies; Peace and Conflict).

Foreign Language Requirement (minimum 3 credit hours):

Completion of course work through the 216 level (second semester intermediate). This requirement may be satisfied by a student attaining a satisfactory score on the Foreign Language Placement test or a score of 4 or 5 on the Advanced Placement Educational Testing Service Examination. However, students must take a minimum of one course (3 credit hours) at the college level. Students may complete this requirement at SUNY Fredonia, or in a program at an approved institution in the U.S. or in a foreign country.

International Experience (3 credit hours):

All International Studies minors must complete a 3-credit "international experience," which can be fulfilled via enrollment in a short-term or long-term study-abroad program or the completion of an internship with an international agency.

JOURNALISM

(Interdisciplinary Studies minor only)

Office: 815 Maytum Hall
 (716) 673-3717
 E-mail: Journalism.Program@fredonia.edu
Melinda Karnes, Coordinator

The Journalism minor prepares students for careers in journalism and provides a solid background for related positions in the private sector and public affairs. The minor program features a strong core in news gathering, research, writing, and critical analysis while also providing multidisciplinary perspectives on the political, ethical and legal implications of media in society. Students will gain valuable hands-on experience putting their course work into practice by availing themselves of the opportunity to become active members of the campus print and broadcast media and by pursuing internships with professional media. Students are strongly encouraged to select their

College Core Curriculum (CCC) courses in interdisciplinary areas such as American, ethnic and women's studies as well as international and intercultural communication; complementary electives in United States and global history, politics, economics and culture are further encouraged. Advising sheets are available from the coordinator.

Students are required to take 21 hours consisting of the following courses:

Journalism Core: (15 credit hours)

JOUR 366	Opinion in Journalism	3
JOUR 370	Reporting and Newswriting I	3
JOUR 371	Reporting and Newswriting II	3
POLI 326	Media and Politics	3
COMM 420	Communication Law and Ethics	3

Journalism Practice: (6 credit hours)

JOUR 465	Internship and	3
Elective		3

Students may count no more than 3 credit hours from their major program toward the minor in Journalism. Students may transfer up to 6 credit hours from another institution toward the minor in Journalism at Fredonia. Students may use past courses retroactively after approval by the coordinator. Learning Contracts must be completed for all internships and signed by the Journalism coordinator.



LATINO STUDIES

(Interdisciplinary Studies minor only)
 Office: 2111 Fenton Hall
 (716) 673-3380
 E-mail: Latino.Studies@fredonia.edu
Carmen Rivera, Coordinator

Requirements for the Minor in Latino Studies

The Latino Studies minor provides interdisciplinary study of the historical, political, social, educational, economic, and cultural developments that affect Latinos of the Americas. "Latino" has been defined broadly to include not only Spanish-speaking minorities in the United States, but the indigenous and Latin American (including Portuguese-speaking Brazilians) background of Latinos and Latinas in the United States.

Requirements may differ according to date of enrollment. Current students should check their Undergraduate Catalog.

Required: 21 credit hours from the following. Students declaring the Latino Studies minor may use past courses retroactively after consultation with the coordinator.

Required Course (3 credit hours):

INDS 220/ Introduction to Ethnicity 3
 HIST 220 and Race

Core Courses: (9 credit hours)

Note: Students are required to take one semester of language, unless otherwise advised by the program coordinator, and one course from each of the remaining groups listed below - Literature and History. All courses from the Department of Modern (Foreign) Languages and Literatures designated as LANG are taught in English with the exception of LANG 400 Special Topics, which may be taught in Spanish or English, as determined by the instructor; all courses designated SPAN are taught in Spanish.

Language:

SPAN 215 Intermediate Spanish I (or equivalent) 3

Literature:

ENGL 241/ Introduction to Latino/a 3
 INDS 241 Literature

History:

One course from the following choices:

HIST 282 Pre-Columbian and Colonial Latin America 3
 HIST 283 Latin America: Revolution and Reform 3
 HIST 289 Comparative North America 3
 HIST 380 Pre-Columbian and Colonial Mexico 3
 HIST 381 Mexico in the Modern World 3

Electives (6 credit hours; two courses, one in each of two disciplines):

ANTH 324 Anthropology of the Caribbean 3
 ENGL 299/ Special Topics (with 3
 399/499 approval of coordinator)
 ENGL 304/ Latina Literature and 3
 INDS 304 Cultural Studies
 HIST 299/ Special Topics (with 3
 399 approval of coordinator)
 LANG 327 Sex and Magic in Latin 3
 American Literature
 MUS 334 Music of Latin America 3
 POLI 371 Civil Rights and Liberties 3
 (with approval of coordinator)
 PSY 280 Special Topics (with 3
 approval of coordinator)
 SOC 316 Minority Groups 3
 SOC 350 Special Topics (with 3
 approval of coordinator)
 SPAN 313 Spanish Conversation 3
 SPAN 315 Introduction to Readings in 3
 Hispanic Literature

SPAN 325 Survey of Spanish-American Literature 3
 SPAN 377 Special Topics 3
 SPAN 425 Spanish-American Fiction 3
 WOST 203 Chicana Writers/Visual Artists 3
Capstone Course (3 credit hours):
 INDS 403 Independent Study: Latino Topics 3
 or
 INDS 493 Latino Studies Internship: U.S. Latino Organizations 3

LEADERSHIP STUDIES

(Interdisciplinary Studies minor only)
 Office: G-115 Williams Center
 E-mail: Leadership.Studies@fredonia.edu
 (716) 673-3143
Robert Mead-Colegrove, Coordinator

The Leadership Studies minor provides an opportunity to study leadership from an interdisciplinary approach. The Leadership Studies minor requires 21 credit hours of course work and practicum credit. The program is designed to provide intensive study of leadership concepts and ideas, complemented by co-curricular activities. Leadership is a vibrant and ever-changing field as society redefines the various characteristics of leadership.



52 State University of New York at Fredonia

The goals of the Leadership Studies Minor are:

- To introduce leadership as a recognized and well-documented set of concepts and ideas gleaned from designated courses that enhance leadership concepts;
- To provide the opportunity for an internship experience that documents appropriate leadership skills;
- To allow students to use this minor to complement a variety of major programs, including but not limited to, Business Administration, Communication, Social Work, or Education; and
- To offer a substantial menu of educational opportunities in an effort to enhance student potential as active and progressive individuals in a variety of diverse and competitive professional settings.

Requirements for consideration:

- Undergraduate student enrolled at SUNY Fredonia
- Maintenance of a cumulative grade point average of 2.5
- Consultation (and approval) with current Academic Advisor
- Application and consultation

Internship Capstone Experience:

INDS 490 Internship: Leadership provides each student with the opportunity to utilize previous course work in designing, implementing and reporting a capstone internship experience. Students must have a faculty sponsor and a detailed plan for the internship describing; (1) the duties approved by the interning agency, (2) the student's method of reporting or reflecting on the internship experience, (3) the method of internship evaluation; and (4) the amount of credit to be earned.

Affiliated Student Organizations and Activities:

The Leadership Corps student group provides opportunities for students to program special events, develop leadership competencies, and enhance presentation skills by facilitating workshops for campus and

community organizations. Examples of this are resident assistant training from several college campuses on our ropes course at the College Lodge, Myers-Briggs Type Inventory presentations, and etiquette dinners.

The Leadership Awards Reception (co-sponsored by Leadership Corps, Campus Life, Faculty Student Association, Alumni Affairs, and University Advancement) provides an opportunity for recognition of student leaders on campus, while allowing a reception for several scholarship announcements.

The Leadership Studies minor also provides students with the opportunity for a hand-on experience in the New York Leadership Educator's Consortium (NYLEC). A yearly conference is planned in the summer to provide students and professionals in the field of leadership development an opportunity to learn new theories and present on current trends.

Requirements for the Minor

Completion of the minor requires a minimum of 21 credit hours. Course work focuses on five basic components: theory of leadership development; leadership in a changing world; communication skills (oral and written); techniques for working with groups and organizations; and presentation skills. The minor includes a required internship, scheduled in consultation with the program coordinator.

Core Requirements: (6 credit hours):

SPST 201	Advanced Leadership Development	3
INDS 490	Internship in Leadership Development	3

Electives: (15 credit hours)

Must cover at least three of the following areas. At least 6 of these credit hours must be at the 300-400 level, and no more than 3 of these credit hours may be from any one discipline. Students should note that many of these courses have prerequisites, but often the prerequisite is a course that could be taken to satisfy a requirement in the College Core Curriculum.

Global Perspectives:

AMST 347	U.S. Immigration	3
COMM 465	Intercultural Communication	3
ECON 320	International Trade/Finance	3
ECON 345	Comparative Economic Systems	3
ENGL 351	Language and Society	3
HIST 204	World Regional Geography	3
INDS 110	SUNYMEU: Freshmen	3
INDS 210	SUNYMEU: Sophomore	3
INED 400	Study Abroad	3
POLI 352	World Political Geography	3
POLI 356	U.S. Foreign Policy	3
PSY 370	Cross-Cultural Psychology	3

Communication Skills:

COMM105	Public Speaking	3
COMM 221	Interpersonal Communication	3
BUAD 235	Introduction to Business Communications	3
THEA 130	Acting for Non-Majors	3

Groups and Organizations:

BUAD 321	Management and Organizational Behavior	3
COMM 222	Principles of Public Relations	3
COMM 301	Group Communication	3
COMM 373	Gender and Communication	3
COMM 460	Organizational Communication	3
INDS 220	Introduction to Ethnicity/Race	3
PHED 210	Phil./Princ./Org. of Athletics in Education	3
PSY 245	Social Psychology	3
PSY 347	Industrial/Organizational Psychology	3
PSY 355	Group Dynamics	3
SOC 204	Social Psychology	3
SOC 316	Minority Groups	3
SOC 325	Complex Organizations	3

Presentation Skills:

CSIT 104	Introduction to Microcomputer Software	3
CSIT 107	Web Programming I	3
COMM 110	Desktop Presentation	1
COMM 111	Web Design	1
COMM 112	Desktop Video	1
COMM 114	Electronic Darkroom	1
COMM 116	Desktop Publishing	1
GIS 201	Geographic Information Systems I	3

Total credit hours: 21

LEGAL STUDIES

Office: E386 Thompson Hall
 (716) 673-3885
 E-mail: Legal.Studies@fredonia.edu
James Hurtgen, Coordinator

Legal Studies is designed to provide students with a broad background of interdisciplinary courses focusing on the development and structure of the law. It provides a blended, specialized curriculum that retains the strengths of a liberal arts and sciences education while providing an excellent preparation for advanced study in the field of law. Students will be provided with an interdisciplinary approach to the study of the American judiciary with integral layers of ethics, social sciences and analytical skills. An internship in a legal setting is one of the key components. The program is especially helpful for those seeking a more complete understanding of the legal system and the interaction of law in society, and those preparing for the Law School Admission Test. A pre-law advisory committee exists to provide students with career counseling.

This is an Interdisciplinary Studies major program; for specific degree requirements unique to Interdisciplinary Studies, refer to page 46.

I. Core Requirements: (6 credit hours)

POLI 276	Law and Society	3
POLI 277	Introduction to Law	3

II. Legal Foundations: (9 credit hours from)

ACCT 311	Business Law I	3
ACCT 312	Business Law II*	3
BUAD 310	Legal Environment of Business	3
PHIL 362	Philosophy of Law	3
POLI 370	Constitutional Law*	3
POLI 371	Civil Rights and Liberties*	3
POLI 383	Courts and Social Policy*	3

III. Law and Philosophy: (6 credit hours from)

PHIL 218	Introduction to Ethics	3
PHIL 265	Social and Political Philosophy	3
PHIL 303	Crime and Punishment	3
PHIL 310	Business Ethics	3
PHIL 312	Current Moral Issues and Principles	3
PHIL 364	Justice, Law and Economics	3
HIST 375	History of Authority*	3

POLI 330	Western European Politics*	
	or	
POLI 331	Canadian Politics*	3
	or	
POLI 332	Russian Politics*	
POLI 360	Classical Political Theory*	
	or	3
POLI 361	Modern Political Theory*	

IV. Law and Human Behavior: (6 credit hours from)

PSY 245	Social Psychology*	
	or	3
SOC 204	Social Psychology*	
PSY 356	Abnormal Psychology*	3
PSY 358	Psychology and the Law	3
SOC 310	Sociology of Deviant Behavior*	3
SOC 363	Victimology*	3
SOC 364	Juvenile Delinquency*	3

VI. Skill Requirements: (9 credit hours from)

ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
PHIL 106	Critical Thinking or	
PHIL 116	Introduction to Deductive Logic or	3
PHIL 301	Intermediate Deductive Logic	
POLI 200	Statistics or	3
SOC 200	Social Statistics	
POLI 210	Research Methods or	3
SOC 300	Research Methods	

VII. Legal Internship (Optional) (3-9 credit hours)

*prerequisite required

Students in other programs may enroll in the 21-credit hour Legal Studies minor.

Requirements for the Minor in Legal Studies

For students interested in a broad interdisciplinary background in law and related social science areas. A minimum of 21 credit hours distributed as follows: 6 credit hour core requirement; 15 additional credit hours with 12 at the 300 level or above.

I. Core Requirements (6 credit hours)

POLI 276	Law and Society	3
POLI 277	Introduction to Law	3

II. Law Courses (15 credit hours; 12 at 300 level or above)

POLI 287/	Mock Trial II*	3
INDS 285		
ACCT 311	Business Law I	3
ACCT 312	Business Law II	3
BUAD 310	Legal Environment of Business	3
PHIL 303	Crime and Punishment	3
PHIL 312	Current Moral Issues and Principles	3
PHIL 362	Philosophy of Law	3
PHIL 364	Justice, Law, and Economics	3
POLI 370	Constitutional Law	3
POLI 371	Civil Rights and Liberties	3
POLI 383	Courts and Social Policy	3
PSY 358	Psychology and the Law	3
SOC 360	Criminal Justice Systems	3
POLI 492	Legal Internship**	3

*may be taken only once for completion of minor
 ** only three credits may be applied for completion of the minor

Most professions require effectiveness in writing and speaking. This is certainly true of the legal profession. Students are advised to choose courses which will help them develop these skills; e.g. COMM 105, COMM 205 for speaking; upper division courses as electives for writing.

Students should also acquire knowledge of standard computer software including word processing, spreadsheet and database programs. Familiarity with bibliographic and data search routines including the Internet and World Wide Web are strongly encouraged.



MATHEMATICAL SCIENCES

Office: 223 Fenton Hall
 (716) 673-3243
 E-mail: Mathematics.Department@fredonia.edu
Nancy J. Boynton, Chairperson

The goal of the programs in mathematics is to prepare students for the lifelong study and use of mathematics. The application of mathematics has made possible many of the technological advances now taken for granted. Conversely, problems in business, science and engineering, when formulated mathematically, often spur advances in mathematics. This interplay between mathematics and other disciplines has been growing and now includes many more areas than would have been thought possible only a few years ago.

The Department of Mathematical Sciences offers several undergraduate program options within mathematics. The Liberal Arts track is recommended for those who plan to pursue graduate study in mathematics or seek general employment following graduation. Students who plan a mathematics-related career in business, industry, or science may wish to follow the Applied Mathematics track. For students planning a career in teaching, the department offers two program options: Adolescence Education – Mathematics, to prepare high school mathematics teachers (grades 7 through 12), and Middle Childhood Education – Mathematics Specialist, to prepare mathematics teachers for middle school (grades 5 through 9). Both teacher preparation programs lead to recommendation for Initial Certification in New York State.

The department offers a Master of Science in Education degree program to provide middle and high school mathematics teachers the opportunity to work towards Professional Certification. The department also offers minors in Mathematics and Applied Mathematics and, in collaboration with the Department of Physics, a degree program in Mathematics-Physics; see page 71. It also participates in the Cooperative Engineering program; see page 34.

Upon recommendation of the faculty, qualified students are invited to join the Honors Program in Mathematics. The objectives of the program are to:

(1) deepen a student's understanding and appreciation of mathematics; (2) provide the student with the opportunity to conduct research on a selected topic with guidance from a faculty member; and (3) enhance the student's preparation for graduate study in mathematics. The program consists of three special courses: MATH 290 Sophomore Honors Mathematics; MATH 390 Honors Special Topics; and MATH 490 Honors Thesis.

Generally, MATH 290 and 390 are taken in the spring semester of the student's sophomore and junior years, respectively, while MATH 490 is taken in the senior year. The department also offers MATH 190 Honors Problem Solving each spring to a select group of freshmen who have been recommended by their calculus instructors. Although not a formal part of the Honors Program, MATH 190 is a good course for freshmen who like working on nontrivial problems and wish to further develop their analytical thinking skills.

Many mathematics students participate in the activities of the Mathematics Club (Chi Tau Omega), a Student Chapter of the Mathematical Association of America. The club holds academic and social activities, and helps sponsor trips to professional meetings. In addition, Fredonia has a chapter of Pi Mu Epsilon, a national honorary society devoted to the promotion of scholarly activity in mathematics by students.

Several scholarships are awarded annually to mathematics majors based on academic performance and faculty recommendations: the Frank R. Olson Scholarships in Mathematics and the Earl G. Mathewson Scholarship in Mathematics Education.

For further details about the programs in mathematics, contact Nancy Boynton, chairperson of the Department of Mathematical Sciences. Interested persons should see page 23 for the programs offered in Computer Sciences and Computer Information Systems.

Requirements for the Bachelor of Science Degree in Mathematics

Liberal Arts Track: (45 credit hours)

CSIT 106	Scientific Programming Using C/C++	
	or	3
CSIT 121	Computer Science I	
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 210	Discrete Mathematics	4
MATH 223	University Calculus III	4
MATH 224	Differential Equations	3
MATH 231	Linear Algebra	4
MATH 323	Intermediate Real Analysis	3
MATH 331	Abstract Algebra	3
MATH 405	Senior Seminar	1
MATH 420	Advanced Calculus	3
STAT 350	Probability and Statistics	3
	Two additional MATH or STAT courses numbered 311 or higher, as advised	6
Total hours in Liberal Arts track:		<u>45</u>

Cooperative Engineering students following this track may substitute PHYS 425 for MATH 420.

Applied Mathematics Track:

The track contains three options, all of which require the following Applied Mathematics Core:

CSIT 106	Scientific Programming Using C/C++	
	or	3
CSIT 121	Computer Science I	
MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 210	Discrete Mathematics	4
MATH 223	University Calculus III	4
MATH 224	Differential Equations	3
MATH 231	Linear Algebra	4
MATH 329	Mathematical Modeling	3
MATH 405	Senior Seminar	1
STAT 350	Probability and Statistics	3
Total Hours in Applied Mathematics Core		<u>33</u>

Applied Mathematics/Finance and Economics Option: The option requires the Applied Mathematics Core and the following courses:

ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
MATH 365	Financial Mathematics	3

<p>One additional MATH or STAT course numbered 311 or higher 3</p> <p>Four courses chosen from the following as advised: 12</p> <p>ACCT 303 Cost Management</p> <p>ACCT 304 Taxation I</p> <p>ACCT 305 Taxation II</p> <p>BUAD 315 Principles of Business Finance</p> <p>BUAD 317 Corporate Finance I</p> <p>BUAD 416 Investment Analysis</p> <p>BUAD 418 Corporate Finance II</p> <p>ECON 300 Statistical Analysis</p> <p>ECON 305 Intermediate Microeconomic Theory</p> <p>ECON 310 Intermediate Macroeconomic Theory</p> <p>ECON 315 Money/Banking/Monetary Economics</p> <p>ECON 350 Managerial Economics</p> <p>ECON 400 Econometrics and Business Applications</p> <p>ECON 410 Mathematical Economics</p> <p>Total hours in Applied Mathematics/Finance and Economics Option <u>63</u></p> <p><i>Applied Mathematics/Statistics and Operations Research Option:</i> The option requires the Applied Mathematics Core, a minor in a field to which statistics or operations research can be applied, and the following courses:</p> <p>STAT 355 Mathematical Statistics 3</p> <p>Two of the following three courses: 6</p> <p>MATH 359 Probability Models in Operations Research</p> <p>MATH 375 Deterministic Models in Operations Research</p> <p>STAT 351 Applied Statistics 3</p> <p>One additional MATH or STAT course numbered 311 or higher 3</p> <p>Total hours in Applied Mathematics/Statistics and Operations Research Option <u>45</u></p> <p style="text-align: center;">(plus a minor)</p> <p><i>Applied Mathematics/Physics Option:</i> The option requires the Applied Mathematics Core and the following courses:</p> <p>MATH 325 Numerical Analysis 3</p> <p>PHYS 230 University Physics I 4</p> <p>PHYS 231 University Physics II 4</p> <p>PHYS 232 University Physics I Lab 1</p> <p>PHYS 233 University Physics II Lab 1</p> <p>PHYS 234 Modern Physics 4</p> <p>PHYS 331 Theoretical Mechanics or 3</p> <p>PHYS 333 Electricity and Magnetism 3</p> <p>PHYS 425 Mathematical Physics I 3</p> <p>PHYS 426 Mathematical Physics II 3</p>	<p>One additional MATH or STAT course numbered 311 or higher* 3</p> <p>Total hours in Applied Mathematics/Physics Option <u>62</u></p> <p>*Cooperative Engineering students on the 3-2 plan may count PHYS 324 Circuit Analysis II as the 300 level elective.</p> <p><i>Note:</i> In satisfying the requirements of the above option, the student will earn a minor in Physics. This minor must be declared.</p> <p>Requirements for the Bachelor of Science degree in Adolescence Education – Mathematics (81-83 credit hours)</p> <p>MATH 122 University Calculus I 4</p> <p>MATH 123 University Calculus II 4</p> <p>MATH 210 Discrete Mathematics 4</p> <p>MATH 223 University Calculus III 4</p> <p>MATH 231 Linear Algebra 4</p> <p>MAED 310 Reading and Writing Mathematics 3</p> <p>MATH 323 Intermediate Real Analysis 3</p> <p>MATH 331 Abstract Algebra 3</p> <p>MATH 341 Geometry 3</p> <p>MATH 381 History of Mathematics 3</p> <p>MATH 405 Senior Seminar or 1</p> <p>MAED 410 Seminar: Math. for High School Teachers 3</p> <p>STAT 350 Probability and Statistics 3</p> <p>One additional MATH or STAT course numbered 311 or higher 3</p> <p>MAED 105/106 Introduction to Contemporary Education 3</p> <p>EDU 224 Adolescent Development 3</p> <p>EDU 250/251 Introduction to the Exceptional Learner 3</p> <p>MAED 276 Literacy and Technology for Science and Mathematics 3</p> <p>EDU 301 Child Abuse Reporting/Abduction Prevention 1</p> <p>EDU 302 Alcohol, Tobacco and Drug Abuse Prevention 1</p> <p>EDU 303 Fire Safety and SAVE Legislation 1</p> <p>MAED 305/313 Diversity in the Teaching of Science and Mathematics 3</p> <p>EDU 349 Educational Psychology 3</p> <p>MAED 419 Secondary School Methods in Mathematics 3</p> <p>EDU 430 Student Teaching 15</p> <p>Total Hours in Adolescence Education – Mathematics <u>81-83</u></p>	<p>Middle Childhood Education – Mathematics Specialist (83 credit hours)</p> <p>MATH 122 University Calculus I 4</p> <p>MATH 123 University Calculus II 4</p> <p>MAED 301 Mathematics for School Teachers I 3</p> <p>MAED 302 Mathematics for School Teachers II 3</p> <p>MATH 210 Discrete Mathematics 4</p> <p>MATH 231 Linear Algebra 4</p> <p>MAED 303 Mathematics for School Teachers III 3</p> <p>MAED 310 Reading and Writing Mathematics 3</p> <p>MATH 341 Geometry 3</p> <p>MATH 381 History of Mathematics 3</p> <p>MATH 405 Senior Seminar 1</p> <p>STAT 150 Statistical Ideas or 3</p> <p>STAT 200 Statistical Methods or 3</p> <p>STAT 350 Probability and Statistics 3</p> <p>One additional MATH or STAT course numbered 311 or higher 3</p> <p>MAED 105/106 Introduction to Contemporary Education 3</p> <p>EDU 224 Adolescent Development 3</p> <p>EDU 250/251 Introduction to the Exceptional Learner 3</p> <p>MAED 276 Literacy and Technology for Science and Mathematics 3</p> <p>EDU 301 Child Abuse Reporting/Abduction Prevention 1</p> <p>EDU 302 Alcohol, Tobacco and Drug Abuse Prevention 1</p> <p>EDU 303 Fire Safety and SAVE Legislation 1</p> <p>MAED 305/313 Diversity in the Teaching of Science and Mathematics 3</p> <p>EDU 321 Teaching in the Middle School 3</p> <p>EDU 349 Educational Psychology 3</p> <p>MAED 417 Middle School Methods in Mathematics 3</p> <p>EDU 429 Student Teaching in Middle Childhood Education – Mathematics Specialist 15</p> <p>Total Hours in Middle Childhood Education – Mathematics Specialist 83</p> <p>Students in all certification programs are required to demonstrate competence in a foreign language. This requirement may be satisfied either by (1) completion of three or more years of study of a foreign language in high school, with a grade of 65 or higher on the Regents Examination, or (2) completion of foreign language course work at the</p>
---	--	---

116-level at Fredonia, or equivalent. The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral.

All mathematics majors must complete a science course and its laboratory selected from the following:

Chemistry:

CHEM 115 and CHEM 125

Physics:

PHYS 230 and PHYS 232

(Majors in the Middle Childhood Mathematics Specialist Track may satisfy this requirement by taking SCI 301, 302, and 303.)

Mathematics majors are encouraged to take additional courses in computer science consistent with their career and educational goals.

Requirements for the Minor in Mathematics

MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 210	Discrete Mathematics	4
MATH 223	University Calculus III	4
Plus three additional MATH or STAT courses chosen from MATH 224, MATH 231, and courses numbered 311 or higher		9 or 10
Total hours required:		<u>25 or 26</u>

Requirements for the Minor in Applied Mathematics

MATH 122	University Calculus I	4
MATH 123	University Calculus II	4
MATH 223	University Calculus III	4
MATH 231	Linear Algebra	4
Plus three additional courses chosen from MATH 224, 322, 325, 329, 337, 359, 365, 375, 440, STAT 350, 351, 355, PHYS 425, 426, CSIT 241, 242; at least one of these courses must be a course numbered 311 or higher		9-11
Total hours required:		<u>25 - 27</u>

A student may not minor in both Mathematics and Applied Mathematics.

Graduate programs are available in the department; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

(Media Arts, see Department of Visual Arts and New Media, page 89.)

MEDICAL TECHNOLOGY/BIOMEDICAL RESEARCH TECHNOLOGY

(see also Biology)

Office: 112 Jewett Hall

(716) 673-3283

E-mail: Medical.Technology@fredonia.edu

Patricia Smith Astry, Director

The multi-faceted educational approach of this program prepares students for careers in several high demand areas of science. Recent program graduates are employed as clinical scientists in hospital laboratories, industrial and biotechnology laboratories, and biomedical research facilities; and as sales representatives for pharmaceutical, medical instrumentation and computer corporations. Students interested in applying to medical school should refer to the Pre-Medicine section on page 73.

The innovative combination of a traditional program track in Medical Technology with a unique track in Biomedical Research Technology gives the graduate of the SUNY Fredonia program unique advantages in gaining employment in the aforementioned areas.

The first two years of the program include core courses in biology, chemistry, physics and mathematics that are required of all MT/BMRT majors. During the latter part of the sophomore year, students are encouraged to select one of the following program tracks:

Track I: This program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and the American Medical Association Council on Health Education. It is recommended for students wishing to prepare for careers in hospital laboratories, the biomedical industry, pharmaceutical and instrumental sales. The curriculum requires the student to study three years at SUNY Fredonia and one year in an accredited clinical hospital program. Contracted agreements with three hospitals ensure internship placement for qualified students who have successfully completed university requirements. Entrance to the clinical program is highly competitive and based on a minimum 3.0 GPA and letters of recommendation. The clinical

year consists of study in a hospital laboratory where students are supervised and instructed by medical technologists and physicians. After successful completion of the internship, students receive clinical certification from the hospital, 30 university credits, and the Bachelor of Science degree in Medical Technology from SUNY Fredonia. Students are then eligible to take national certification examinations for medical technology, such as the National Registry Examination given by the American Society of Clinical Pathologists.

The percentage of Fredonia Medical Technology students passing this Registry Examination on the first attempt has been 99 percent over the past 10 years, compared to a national passage rate of only 68 percent.

Under affiliation agreements entered into by the university, the training of students takes place under the direction of the persons at the following hospitals:

Nancy Mitchell, M.S., MT (ASCP), Program Director, School of Medical Technology, Rochester General Hospital, Rochester, N.Y.

Stephen Johnson, M.S., MT (ASCP), Program Director, Medical Technology Program, St. Vincent's Hospital, Erie, Pa.

Michele Harms, M.S., MT (ASCP), Program Director, Medical Technology Program, WCA Hospital, Jamestown, N.Y.

Students wishing to apply to other accredited internship programs may do so upon advisement.

Track II: This option is recommended for students interested in graduate school and for medical laboratory technicians (A.A.S.) wishing to complete a B.S. degree program. The student must complete the course work required in Track I, as well as a concentration of 23 credit hours. Required courses in the concentration include: CSIT 104 or CSIT 105, CHEM 317, 327, 318, 328; and 12 credit hours of upper level biology electives chosen by advisement. Students are encouraged to take one semester of undergraduate research (BIOL 440, 441) to fulfill part of this requirement.

Track III: This option combines the requirements of Tracks I and II, enabling the student to be well qualified for all clinical, research, industrial, and sales opportunities mentioned earlier. After four years of study completing requirements and concentration courses at Fredonia, the qualified student may complete a clinical year of study at a hospital as described under Track I. Upon successful completion of Track III, the B.S. degree is awarded.

Requirements for the Bachelor of Science Degree in Medical Technology

Required Biology Courses:

BIOL 131-132	Principles of Biology I & Lab	4
BIOL 133-134	Principles of Biology II & Lab	4
BIOL 221	Human Anatomy	3
BIOL 237-238	Genetics & Lab	4
BIOL 256	Intro. to Clinical Sciences	1
BIOL 333-334	Biochemistry & Lab	4
BIOL 336-337	Mammalian Physiology & Lab	4
BIOL 338	Microbiology	3
BIOL 344	Parasitology	1
BIOL 431	Senior Seminar	1
BIOL 453	Basic Hematology	1
BIOL 461	Immunology and Serology	3
		<u>33</u>
Clinical Internship or Biomedical Research Concentration		30 22

Required Supporting Courses:

CHEM 115-116	General Chemistry I & II and CHEM 125-126 (Labs)	8
CHEM 215-216	Organic Chemistry I & II and CHEM 225-226 (Labs)	8
STAT 250	Statistics for Scientists	3
PHYS 121-122	College Physics I & II and PHYS 123-124 (Labs)	8
	or	
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
		<u>27-29</u>

Chemistry and mathematics courses should be completed by the end of the sophomore year, physics courses by the end of the junior year.



CLINICAL HOSPITAL COURSES

Each hospital uses slightly different names in categorizing areas of study. The basic categories are as follows:

CLINICAL CHEMISTRY: Lecture and laboratory sequence involving the study and detection of biochemical components in body fluids. Methodology, theory, disease states, and instrumentation are stressed.

CLINICAL MICROBIOLOGY: Lecture and laboratory rotation in which bacteria, fungi, parasites and viruses are studied, the emphasis being on bacteria. Biochemical, morphological and serological properties are emphasized.

HEMATOLOGY/COAGULATION: Lecture and laboratory sequence concerned with the study of blood. Theory and techniques dealing with cellular components and coagulation mechanisms of normal and abnormal blood are major topics.

IMMUNOHEMATOLOGY (Blood Bank): Lecture and laboratory rotation dealing with the immunological properties of the blood, especially concerning the various blood groups and transfusion therapy. (Other theories and techniques of basic

immunology may be included here or in another category.)

URINALYSIS: Lecture and laboratory presentation of normal and abnormal physical, chemical, and cellular properties of urine.

MODERN LANGUAGES AND LITERATURES

Office: 2111 Fenton Hall
(716) 673-3380
E-mail: Modern.Languages@fredonia.edu
Carmen S. Rivera, Chairperson

Students acquire competency in language and an understanding of literature in order to become culturally sensitive to the nuances of everyday business and interpersonal exchanges in foreign countries.

Recent graduates find employment in all professional areas, including but not limited to teaching, legal and health fields, publications and in a varied range of businesses.

A major or minor may be earned in French and/or Spanish. Other languages, such as German, Italian, and Russian, are offered at the introductory level. Students are also encouraged to design programs that

go across disciplines and fields, with the assistance of their advisor.

Majors, minors, and modern language concentration students are encouraged to travel to a foreign country for one or two semesters of study abroad. Students participating in programs in Spain, France, Mexico, and the French-speaking province of Quebec have found this experience enormously enriching. Many students choose to travel to other countries in Latin America. Students can apply a maximum of 12 hours of study abroad with a minimum grade of C towards the major and/or minor in the language.

The department sponsors the French Club, and has affiliations with two national honor societies: Pi Delta Phi in French and Sigma Delta Pi in Spanish.

The Robert Rie Foreign Language Scholarship is awarded each year to an upper level major in modern languages who demonstrates outstanding academic ability and commitment to his/her field of study. Recommendations are submitted by the faculty to the chair of the department.

Requirements for the Bachelor of Arts Degree in French

	Hrs.
FREN 315 French Masterpieces I	3
FREN 317 French Conversation	3
FREN 318 French Composition	3
FREN 319 Survey of French Literature I	3
FREN 421 Diction	3
FREN 423 Senior Seminar	3
FREN 424 Stylistics	3
Plus 15 additional credit hours of 300 or 400 level French courses.	12
	36

Requirements for the Bachelor of Arts Degree in Spanish

SPAN 313 Spanish Conversation	3
SPAN 314 Spanish Composition	3
SPAN 315 Introduction to Hispanic Literature	3
SPAN 423 Senior Seminar	3
Plus 24 additional credit hours of 300 or 400 level Spanish courses as advised.	24
	36

In order to major in French, students should pass FREN 315, 316, 317, and 318 with a minimum of B- in each class. Students majoring in Spanish should pass SPAN 315, 317, 318 with a minimum of B- in each. Students seeking a minor or concentration in

French and/or Spanish should also perform at the B level in these courses.

A maximum of six credit hours of LANG courses can be applied towards the major as long as the student does the course work in the target language.

Childhood and Early Childhood Education majors may earn a concentration in French or Spanish. Consult the College of Education's catalog description or the course requirements for these programs.

Students who desire to teach French or Spanish in the secondary schools may obtain provisional certification by completing the program described above and the required courses in Professional Education. The procedure to be followed for admission to the professional sequence of courses is as follows:

Students wishing to enter the program must inform the department chairperson by October 15 of the year before their participation in Secondary (Adolescence) School Methods. The department will recommend those students who demonstrate superior competency (a minimum GPA of "B" in their major language courses), responsibility, dependability, maturity, and a clear grasp of the realities of the teaching profession.

The coordinator will decide on a student teaching assignment for each student favorably recommended.

The Secondary School Methods course will be taken in the fall semester immediately preceding student teaching. Admission is limited to those students planning to follow the course with a semester of student teaching.

In order to proceed in this manner, students must earn a minimum grade of "C+" in Secondary School Methods and must have an overall GPA of 3.0 in all language courses.

During the first weeks of student teaching, students will enter into an individually designed written agreement with the university supervisor and cooperating teacher, concerning their work in the assignment.

Requirements for the Minor in French or Spanish

A student may qualify for a minor in any one of the two major languages offered by the department. The minor requires 18 credit hours beyond the 116-level chosen under advisement and with departmental approval.

Requirements for Transfer Credit

A student can transfer up to 12 credit hours with a minimum grade of C towards the major. A minimum of 24 credit hours must be taken in the department at SUNY Fredonia.

For a minor, a student can transfer up to 9 credit hours with a minimum grade of C towards the program.

Notes:

1. Depending on the language preparation in high school, a student can be placed at a more or less advanced section of a language course by the instructor. Students are encouraged to speak with their instructor the first week of classes to ensure placement at the appropriate level.
2. Unless otherwise specified, all courses are conducted principally in the appropriate foreign language.
3. The department encourages students to participate in overseas programs in France, Germany, Spain, and other countries. Plans therefore should be initiated before the junior year, when students normally take advantage of this opportunity.



MOLECULAR GENETICS

(also see Biology)

Office: 203 Jewett Hall
(716) 673-3282

E-mail: Molecular.Genetics@fredonia.edu

Theodore Lee, *Chairperson*

Department of Biology

Virtually all areas of the life sciences are being affected by the application of Molecular Genetics in solving biological problems. A strong background in molecular genetics will allow students to address problems in medicine, agriculture, environmental science, industry, forensics and basic biology. Indeed, Molecular Genetics is playing a central role in virtually all aspects of modern biological research.

SUNY Fredonia's program in Molecular Genetics, the first of its type in New York State, provides students with the necessary background, skills and training to enter these exciting areas of molecular biology and biotechnology. Students enrolled in the program will gain experience in DNA cloning, nucleic acid hybridization, gel transfers, forensic DNA analysis, bioinformatics, polymerase chain reaction, and DNA sequencing, which form the basis of the Human Genome project and of other molecular genetic research. The B.S. degree in Molecular Genetics also combines an educational experience in the liberal arts with broad coverage of fundamental aspects of the biological sciences. Graduates in Molecular Genetics are well prepared for graduate work in molecular biology, genetic counseling or forensic science as well as entrance to a medical program, or employment as a research technician.

The first two years of the program consist of a core of courses taken by most students interested in the biological sciences. In addition, a laboratory course in Molecular Genetics provides the student with a sequence of experiments in a research project setting that includes a comprehensive selection of the techniques employed in modern genetics research.

Requirements for the Bachelor of Science Degree in Molecular Genetics

BIOL 131 -132	Principles of Biology I & Lab	4
BIOL 133 -134	Principles of Biology II & Lab	4
BIOL 237 -238	Genetics & Lab	4
BIOL 243	Biodiversity	3
BIOL 333 -334	Biochemistry & Lab	4
BIOL 338	Microbiology	3
BIOL 431	Senior Seminar	1
BIOL 435	Developmental Biology	3
BIOL 436	Molecular Biology	3
BIOL 437	Molecular Genetics Lab	2
Plus 9 additional hours of biology electives at the 300-400 level.		9
		40
CHEM 115 -115	General Chemistry I & II and CHEM 125-126 (Labs)	8
CHEM 215 -216	Organic Chemistry I & II and CHEM 225-226 (Labs)	8
PHYS 121 -122	College Physics I & II and PHYS 123-124 (Labs) or	8
PHYS 230 -231	University Physics I & II and PHYS 232-233 (Labs)	10
MATH 120 -121	Survey of Calculus I and II or	6
MATH 122 -123	University Calculus I & II	8
		30-34

Chemistry and mathematics courses should be completed by the end of the sophomore year, physics courses by the end of the junior year.

Biology course descriptions for the major are listed on pages 103 to 106.

The Molecular Genetics major is strongly advised to plan on at least one year of Undergraduate Research (BIOL 440-441) in the area of molecular biology.

Requirements for Transfer Credit: The degree offered by the Department of Biology requires students to complete 40 credit hours of biology core and elective courses chosen with advisement. Students are expected to complete at least half of the biology courses at Fredonia. Additional credit hours transferred may be used as general electives toward graduation. As a rule, the department will not accept as equivalent for upper level courses, credit earned at two-year colleges.

MULTI-ETHNIC STUDIES

(Interdisciplinary Studies minor only)

Office: W395 Thompson Hall
(716) 673-4606

E-mail: Multiethnic.Studies@fredonia.edu

Timothy D. Levonyan Radloff,

Coordinator

The Multi-ethnic Studies minor provides an opportunity to study the histories and cultures of ethnic minority groups in North America and their relationships to each other as well as to the dominant culture.

The program is designed for students who desire a broader focus than that offered by the existing minors - African American, American Indian and Latino Studies. The Multi-ethnic Studies minor will merge facets of all three minors - for example, history, literature, language, anthropology, music, etc. - to give a broad-based understanding of those ethnic groups who have been marginalized or excluded from full participation in society.

The minor, with its wide scope, will appeal to students interested in learning more about the expressions and perspectives of North American minority groups and how the inter-relationships of race, ethnicity, gender, and class define our society.

Requirements may differ according to date of enrollment. Current students should check their Undergraduate Catalog.

Required: 21 credit hours from the following. Students declaring a Multi-ethnic Studies minor may use past courses retroactively after consultation with the coordinator.

Core Courses: (12 credit hours)

INDS 105	Intro. to American Indian Studies	3
INDS 106	Intro. to African American Studies	3
HIST 225/ INDS 225	Intro. to Latino History and Culture	3
SOC 316	Minority Groups	3

60 State University of New York at Fredonia

Electives: (9 credit hours)

Three courses; courses must be taken from each of the three areas.

African American Studies: Hrs.

ANTH 324	Anthropology of the Caribbean	3
DANC 231	African Caribbean Dance	2
EDU 305	Cultural/Linguistic Diversity	3
ENGL 240	Introduction to African American Literature and Culture	3
ENGL 340	Black Women Writers	3
ENGL 341	Harlem Renaissance	3
ENGL 342	African American Autobiography	3
HIST 328	Civil War Era	3
HIST 333	African American History to 1877	3
HIST 334	African American History since 1877	3
HIST 336	African American Black Women's History	3
HIST 344	African American Social Thought	3
MUS 265	History of Jazz	3
MUS 267	African American Music	3
POLI 328	African American Politics	3

American Indian Studies: Hrs.

ANTH 321	Anthropology of Indian America	3
EDU 305	Cultural/Linguistic Diversity	3
ENGL 242	Amer. Indian Literature	3
HIST 282	Pre-Columbian and Colonial Latin America	3
HIST 289	Comparative North America	3

HIST 356	American Indian History	3
HIST 358	Twentieth Century American Indian Issues	3
HIST 380	Pre-Columbian/Colonial Mexico	3

Latino Studies: Hrs.

ANTH 324	Anthropology of the Caribbean	3
EDU 305	Cultural/Linguistic Diversity	3
ENGL 241	Intro. to Latino/a Literature	3
ENGL 304/INDS 304	Latina Literature and Cultural Studies	3
HIST 282	Pre-Columbian and Colonial Latin America	3
HIST 283	Latin America: Revolution and Reform	3
HIST 289	Comparative North America	3
HIST 380	Pre-Columbian and Colonial Mexico	3
HIST 381	Mexico in the Modern World	3
LANG 327	Sex and Magic in Latin American Literature	3
MUS 334	Music of Latin America	3
SPAN 215	Intermediate Spanish I	3
SPAN 315	Intro. to Readings in Hispanic Literature	3
SPAN 313	Spanish Conversation	3
SPAN 325	Survey of Spanish-American Literature	3
SPAN 425	Spanish-American Fiction	3
WOST 203	Chicana Writers/Visual Artists	3

Students would also be able to select from Special Topics courses in any discipline with the permission of their advisor.

MUSIC

Office: 1151 Mason Hall
(716) 673-3151
E-mail: Music.School@fredonia.edu

Karl Boelter, Director

Patricia J. Corron, Associate Director

Barry M. Kilpatrick, Assistant Director

Curricular Area Chairpersons:

Music History/Literature

James A. Davis

Music Theory

Paul Murphy

Sound Recording Technology

Bernd Gottinger

Music Business

Harry Jacobson

Music Education

W. Stephen Mayo

Music Therapy

Joni Milgram-Luterman

Music Composition

Donald J. Bohlen

Applied Studies

Phyllis O. East, Keyboard

Kay H. Stonefelt, Percussion/Harp

Susan Royal, Woodwinds

Harry P. Jacobson, String

Marc J. Guy, Brass

Julie Newell, Voice

The SUNY Fredonia School of Music is internationally recognized for its programs at the undergraduate and graduate professional level. It provides the foundation of outstanding musicianship for all music majors and enriches the cultural life of the campus and community. Its mission is to provide the resources and guidance necessary to motivate students to seek excellence in their individual careers in music education, performance, composition, music theatre, music therapy and sound recording. In an environment oriented to the individual, it endeavors to create musicians who will assume vigorous roles as leaders and participants in significant musical experiences. An audition is required for admission to a Music program. Although accepted students are admitted directly into a Music major curriculum, many first-year students are uncertain about the specific major in Music they wish to pursue. Therefore, all first-year students have essentially the same course work. In the first semester, all freshmen meet once each week in Music Freshman Seminar, a 1-credit hour course that explores the music program, presents professional options after graduation, and introduces world music. Guests include faculty, alumni, and other



professional musicians who talk about their lives and jobs. During the second semester, after they have had opportunities to attend general orientation sessions, speak privately about their musical aspirations with advisors, have their abilities assessed by their teachers, and experience the demands made of Music majors, freshman Music students must review the declaration of a major.

The next section describes a Core Curriculum of required studies common to every Music degree program, followed by lists of the specific requirements for each degree program as accredited by the National Association of Schools of Music.

Core Curriculum: minimum of 35 credit hours**

MUS 001	Freshman Music Seminar	1
MUS 100	Recital Seminar	0
MUS 120	Concert Attendance	0
MUS 021-050	Ensembles	Var. Credit
MUS 105-106 *	Applied Music	4
(125-126* for Mus.B. Music Education and Performance)		
MUS 113	Voice Class	1
MUS 117-118	Piano Class – waive for piano majors	2
MUS 121-122	Aural Skills I & II	4
MUS 123-124	Music Theory I & II	4
MUS 131-132	Applied Musicianship I & II	2
MUS 221-222	Aural Skills III & IV	4
MUS 223-224	Music Theory III & IV	4
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS XXX	Music History Core Elective	3

*Note: A grade of “F” in any semester of applied music or a grade of “D” in two consecutive semesters of applied music will result in the removal of the student from the School of Music curriculum.

**Ensembles carry variable credit hours. Therefore, the total number of credit hours will increase.

Bachelor of Arts Degree Programs in Music

Note: The program requires 75 credit hours outside of Music.

General Requirements

Core Curriculum		35
MUS 200	Recital Seminar	0
MUS 205-206*	Applied Music	4
MUS 217-218	Piano Class (waive for Piano Majors)	2
MUS 300	Recital Seminar	0
MUS 305-306*	Applied Music	4
One core ensemble for each semester of enrollment in applied music **	Var. Credit	45

A. For a Major in Music, Instrumental (49 credit hours):

<i>General Requirements</i>		45
MUS 400	Recital Seminar	0
MUS 405-406*	Applied Music	4
Graduation Recital		0
*see Note under Core Curriculum		

B. For a Major in Music, Voice (51 credit hours):

<i>General Requirements</i>		45
MUS 033	Opera Production Practicum	0
<i>(one semester required participation during the freshman year)</i>		
MUS 137-140	Diction for Singers	2
MUS 400	Recital Seminar	0
MUS 405-406*	Applied Music	4
Graduation Recital		0
*see Note under Core Curriculum		

Note: Voice students in the Music degree program are strongly encouraged to complete the same language requirement as performance majors (see pages 63-64), thus utilizing foreign language offerings to partially complete the required 75 hours outside the major area.

Bachelor of Fine Arts with a Major in Musical Theatre

For program description and requirements, see page 65.

Bachelor of Science Degree with an emphasis in Sound Recording Technology

For program description, requirements, and SRT course descriptions, see pages 80 and 170.

Bachelor of Music Programs in Music Education

For the Major in Music Education (Mus.B. degree, certification to teach music in the public schools):

The Music Education degree program provides the means for students to acquire and demonstrate the required competencies for certification to teach music in the elementary and secondary schools. The New York State Education Department also requires a standardized test of both general and professional knowledge (the Liberal Arts and Sciences Test-LAST, the Assessment of Teaching Skills-Written Test—ATS—W), the Content Specialty Test (CST) in music, fingerprinting, practicum in a high needs school, and designated state workshops for all students recommended for teaching certification in music.

General Requirements:

Core Curriculum		35
MUS 200	Recital Seminar	0
MUS 217-218	Piano Class	2
MUS 225-226*	Applied Music	4
MUS 231-232	Conducting I & II	4
MUS 300	Recital Seminar	0
MUS 325-326*	Applied Music	4
MUED 150	Introduction to Public School Music	0
MUED 250-251	Foundations of Music Educ. I & II	4
MUED 255-256	Practicum	0
<i>(Note: One practicum must be in a high needs school)</i>		
MUED 291	Technology in Music I	2
MUED 300	Foundations of Music Educ. III	3
MUED 355-356	Practicum	0
MUED 400	Professional Semester Twelve ensemble participations **	14
Graduation Recital	Var. Credit	0
		72

*see Note under Core Curriculum

62 State University of New York at Fredonia

Each student must declare a General/Choral or Instrumental concentration as designated by the Music Education Handbook.

General/Choral Concentration requirements are:

For Non-Piano/Non-Voice Students: MUS 317-318, 417, MUED 203-204, 210-211, 301, 302, 391-392. Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments. A minimum of six of the 12 ensemble participations must be in choral ensembles.

For Keyboard Students: MUS 415-416, MUED 203-204, 210-211, 301, 302, 391-392. Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments. A minimum of six of the 12 ensemble participations must be in choral ensembles.

For Voice Students: MUS 033 (one semester in Freshman year), MUS 137-138, 139-140, 317-318, 417, MUED 210-211, 301, 302, 391-392. Music Education electives by advisement, including brass, woodwinds, string and percussion secondary instruments. A minimum of six of the 12 ensemble participations must be in choral ensembles.

Instrumental Concentration requirements are:

For Instrumental Applied Students: MUED 161-164, 171-175, 185-187, 221-222, 260-264, 271-275, 285-287, 301 or 302, 304-305, 393-394, as designated by the Music Education Handbook. Successful completion of competency examinations on specified secondary instruments. Music Education electives by advisement. A minimum of two of the 12 ensemble participations must be in choral ensembles, and one in small ensembles.

For Keyboard or Voice Students (this option only by permission of the Area Chair for Music Education): MUS 315-316 (additional permission required), MUED 161-164, 171-175, 185-187, 221-222, 260-264, 271-275, 285-287, 301 or 302, 304-305, and 393-394. Successful completion of competency examinations on specified secondary instruments. Music Education electives by advisement.

A minimum of four of the 12 ensemble participations must be in instrumental ensembles and two in choral ensembles. A minimum of two semesters Secondary Applied (MUS 315/316) or other approved private study on an orchestral instrument (woodwind, brass, string, or percussion).

Students who can demonstrate the competencies and any additional requirements associated with any course will be excused from taking the course. However, since there is no upper limit in skill development, it is recommended that students use the time thus saved to complete a like amount of advanced course work from the area(s) in question. Students are encouraged to elect as much additional course work as possible in their concentration, in music education, or in performance, theory, history and literature in consultation with their academic advisor and/or the Chair for Music Education.

Students must complete at least 120 total credit hours of course work in order to meet the minimum university requirements for the awarding of a degree.

Professional Standing is the recognition that students have successfully completed all requirements to enter junior level Music Education course work. At the end of sophomore year, each student will submit a formal application for Professional Standing and must demonstrate the following:

1. 2.75 overall GPA (no MUED class with a grade lower than C)
2. Music Theory completed (MUS 222 and 224) with no grade lower than a C-
3. MUED 150, 250 and 251 completed
4. Two practica completed
5. Secondary Instrument Competencies: vocal (MUS 317, MUED 204); instrumental (four playing classes, four proficiencies, MUS 113, MUS 218)
6. MUS 231 and 232

Any student not meeting all standards will be denied acceptance into Professional Standing and will not be admitted into junior level Music Education course work. Music

Education courses may be retaken only once.

Foreign Language Requirement

Candidates in all education programs are required to demonstrate competence in a foreign language. This requirement must be satisfied in any one of the following four ways: (1) completion of course work at the 116 level at SUNY Fredonia, (2) transferring of two successful college semesters, (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing Regents score (65 or higher).

Student Teaching

(Student teaching and assorted special seminar classes held irregularly during student teaching.) The student must have:

1. An overall 2.75 GPA;
2. An average of 2.5 in all MUED required courses and no less than a grade of C in any single MUED course;
3. A 2.0 average in MUS required courses, with no grade less than D+
4. Satisfactorily completed all stated prerequisite competencies for performance, musicianship, and music education (most competencies must be completed prior to student teaching either through course completion or special examination, except as noted in the Music Education Handbook. Some will be determined during student teaching).
5. The recommendation of the Music Education professional staff, based on contact with the student in the Foundations in Music Education sequence of courses and the Methods Course sequence (viz., MUED 150, 250, 251, 300, 301, 302, 304, 305, 391, 392, 393, 394). Criteria are (1) dispositions toward teaching music including realism and accuracy in understanding the profession; (2) commitment, responsibility, and dedication to professional growth (i.e. "professionalism"); (3) ability to function under pressure, personal stability; (4) communication with professor(s) and peers, suitability of social adjustment and relations.
6. Completed and submitted student teaching application, personal data

forms, and portfolio by the announced due dates.

Other Activities during the Professional Semester

Because of the time involved and the importance of student teaching in the preparation of a teacher:

1. Students may not participate in any university courses or formal (School of Music sponsored) extracurricular activities during the professional semester;
2. Students may not perform recitals, opera roles, concerto or ensembles during the professional semester;
3. Students are urged to avoid other regular obligations, such as jobs, during the professional semester; student teachers often must stay after school for rehearsals and return evenings for rehearsals and concerts.

Bachelor of Music Program in Composition

The major in Composition requires 95 credit hours in music, including the following:

Core Curriculum		35
MUS 100-400	Recital Seminar (Composition)	0
MUS 200-300	Recital Seminar (Performance)	0
MUS 127-128*	Applied Music (Comp.)	2
MUS 225-226*	Applied Music (Comp.)	4
MUS 325-326*	Applied Music (Comp.)	4
MUS 425-426*	Applied Music (Comp.)	4
MUS 217-218	Piano Class	2
MUS 205-206*	Applied Music (Performance)	4
MUS 231-232	Conducting I & II	4
MUS 237-238	Comp. Seminar	6
MUS 305-306*	Applied Music (Performance)	4
MUS 337-338	Comp. Seminar	6
MUS 437-438	Comp. Seminar	6

One course by advisement to be selected from the following three:		
MUS 361	Jazz Improv.	
MUS 404	Choral Arranging	
MUED 291	Technology in Music I	
MUS 401	Orchestration	3
MUS 403	Twentieth Century Counterpoint	3
MUS 440	Comp. in Electronic Media I	
	or	3
MUS 441	Comp. in Electronic Media II	
or equivalent electronic media courses		
MUS 491	Senior Project in Composition	3

One ensemble for each semester of enrollment, including at least two vocal ensembles.
 Four participations in contemporary performance ensembles (ensembles carry variable credit)
 Senior composition recital
 Completion of twentieth century repertoire examination.

*see Note under Core Curriculum
Note: Composition students should consult the Composition Program Chair for a list of recommended electives and College Core Curriculum courses which complement their program curriculum.

Bachelor of Music Programs in Performance

<i>General Requirements:</i>		
Core Curriculum		35
MUS 200	Recital Seminar	0
MUS 245-246*	Applied Music	8
MUS 300	Recital Seminar	0
MUS 345-346*	Applied Music	8
MUS 347-348	Applied Music Recitation	2
MUS 400	Recital Seminar	0
MUS 445-446*	Applied Music	8
MUS 447-448	Applied Music Recitation	2
Junior and Senior Recitals		0
MUED 291	Technology in Music I	2
		<hr style="width: 100%; border: 0.5px solid black;"/>
		65

* see Note under Core Curriculum

2	<i>For a Major in Performance, Percussion (71 credit hours)</i>		
	General Requirements		63
3	MUS 217-218	Piano Class	2
3	MUS 355-356	Performance Practicum	0
	Music theory elective		3
	Music history elective		3
	Fourteen participations in ensembles (ensembles carry variable credit)		
3	<i>For a Major in Performance, Piano Pedagogy (77 credit hours)</i>		
	General Requirements		63
	Piano literature and pedagogy		5
	MUED 250	Foundations of Music Education I	3
	MUS 470	Suzuki and Pace Methods	4
	Fourteen participations in ensembles, including four in chamber ensembles (ensembles carry variable credit)		
	MUS 415-416	Piano Class	2
	<i>For a Major in Performance, Piano (70 credit hours)</i>		
	General Requirements		63
	Piano literature and pedagogy		5
	Fourteen participations in ensembles, including four in chamber ensembles (ensembles carry variable credit)		
	MUS 415-416	Piano Class	2
	<i>For a Major in Performance, Stringed Instruments (71 credit hours)</i>		
	General Requirements		63
	MUS 217-218	Piano Class	2
	MUS 355-356	Performance Practicum	0
	String literature and chamber music literature		
	or		6
	Music theory and literature/history elective		
	Fourteen participations in ensembles, including four in chamber ensembles (ensembles carry variable credit)		
	<i>For a Major in Performance, Voice (81 credit hours)</i>		
	General Requirements		63
	MUS 137-140	Diction for Singers	2
	MUS 217-218	Piano Class	2

64 State University of New York at Fredonia

MUS 317-318	Piano Class	2	<p>entry-level music therapists. Students earn the Bachelor of Science in Music Therapy degree by completing an intense four-year program plus a clinical internship of at least six months. Upon completion of all degree requirements, students are eligible for professional membership in the American Music Therapy Association (AMTA), to sit for the Certification Board for Music Therapists (CBMT), and to become a Board Certified Music Therapist (MT-BC). All music therapy students are advised to minor in psychology.</p> <p>Music Therapy majors must achieve a minimum grade of B- in all courses designated with the prefix MUTY.</p>	(1 credit hour each for six semesters)		
MUS 344	Vocal Pedagogy	3		MUTY 302	Practicum in Music Therapy	0
MUS 349	Vocal Pedagogy Practicum	1		MUTY 345	Foundations of Music Therapy	3
MUS 417-418	Piano Class	2		MUTY 401	Principles and Practice of Music Therapy	3
(or successful completion of one semester of accompanying work under the supervision of the MUS 418 Class Piano teacher)				MUTY 414	Psychology of Music	3
Music theory elective				MUTY 415	Methods and Materials in Music Therapy	3
Music history or literature elective				MUTY 422	Psychological Research in Music	3
Fourteen participations in ensembles including four in Opera Production Practicum* A minimum of two semesters of German language and a minimum of two semesters of one of the Romance languages (French, Italian or Spanish). Ensembles carry variable credit.				MUTY 450	Internship in Music Therapy	0
*All voice performance majors are required to have earned a minimum of four semesters Practicum credit by the time they graduate. The required freshman year participation in Practicum may count as one of the required semesters.				BIOL 121	Human Anatomy	3
The Opera Production-Practicum may be earned in one of two ways:				EDU 225	Developmental Psychology	3
1. By working on a set, costume, lighting, or running crew for one School of Music stage production during the semester that would require two to three evenings attendance a week for a period of approximately five weeks.				EDU 250	Intro. to the Exceptional Learner	3
2. By performing a leading or secondary role or singing in the chorus of a university musical stage production during the semester.				PSY 129	Intro. to Psychology	3
<p><i>For a Major in Performance, Wind Instruments (71 credit hours)</i></p> <p>General Requirements</p>				PSY 246	Personality	3
MUS 217-218	Piano Class	2		PSY 356	Abnormal Psychology	3
MUS 355-356	Performance Practicum	0	PSY 447	Intro. to Counseling	3	
Music theory elective			Related Programs			
Music history elective			Concentration in Jazz Studies:			
Fourteen participations in ensembles, including four in chamber ensembles (ensembles carry variable credit)			16 credit hours			
<p>Bachelor of Science Program in Music Therapy</p> <p>The program is approved by the American Music Therapy Association and the National Association of Schools of Music, and is designed to provide academic, clinical, and professional preparation necessary for</p>			<p>The program is designed for students to pursue jazz through performance, historical context, and theoretical background. Developing skills in instrumental or vocal performance as well as the knowledge base for understanding this important musical medium is reflected in the required course work. Course work and ensemble participation beyond the minimum requirements is possible and encouraged.</p> <p>The concentration in Jazz Studies is available to all music majors as a concentration within their major (Performance, Music Education, Music Therapy, Sound Recording Technology, or B.A. Music). It should be noted that the concentration in Jazz Studies is in addition to, and does not supersede nor replace, requirements for the student's declared major. Also, Music Education majors wishing to complete a concentration in Jazz Studies will do so in addition to their concentration in either Vocal/General or Instrumental music education.</p> <p><i>Required Course Work for Concentration in Jazz Studies</i></p> <p>6 credit hours in Music History per advisement (i.e., African American Music, History of Jazz, American Music). Three (3) of the 6 credit hours</p>			
<p>Core Curriculum</p>			<p>MUS 019 Harp Class 1</p> <p>MUS 042 African Drumming 0</p> <p>MUS 119 Free Improv. 1</p> <p>MUS 200 Recital Seminar 0</p> <p>MUS 205-206* Applied Music 4</p> <p>MUS 217-218 Piano Class 2</p> <p>MUS 231 Conducting I 2</p> <p>MUS 317-318 Piano Class 2</p> <p>MUS 417-418 Piano Class 2</p> <p>Successful Completion of Piano Proficiency Examination 0</p> <p>One course in arranging/composition, selected from: 2-3</p> <p>MUS 237-238 Composition Seminar 238</p> <p>MUS 361 Jazz Improvisation</p> <p>MUS 401 Orchestration</p> <p>MUED 291 Technology in Music I</p> <p>MUS 404 Choral Arranging</p> <p>MUS 440 Composition in Electronic Media I</p> <p>Eight ensemble participations (ensembles carry variable credit)</p> <p>MUS 033 Opera Production Practicum 0</p> <p>(for applied voice majors only: one semester required participation during the freshman year)</p> <p>* See Note under Core Curriculum</p> <p>MUED 210-211 Guitar Class 2</p> <p>MUED 310-311 Guitar Class 2</p> <p>MUTY 115 Introduction to Music Therapy 2</p> <p>MUTY 270 Social Instruments 2</p> <p>MUTY 300 Orientation to Clinical Practicum 1</p> <p>MUTY 301 Seminar in Music Therapy 6</p>			

can also serve as Music History credits within the student's major.

4 credit hours in Music Theory per advisement (i.e., Aural Skills IV and Music Theory IV). These 4 hours can also serve as music theory credits within the student's major.

2 credit hours in Jazz Theory

2 credit hours in Jazz Pedagogy

2 credit hours in Jazz Improvisation

2 semesters participation in Jazz Combo (variable credit hours)

2 semesters participation in Jazz Ensemble (variable credit hours)

Requirements for the Minor in Music

Thirty (30) credit hours: MUS 121-122, 123-124 (or 101-102), 263, 264; four semesters of MUS 104; four participations in ensembles; and 12 credit hours of music electives in theory, history, literature or music education, at least 6 of which must be from upper division courses (300-400 level).

Music Concentration of the Bachelor of Science in Childhood Education (32 hours)

MUS 121-122	Aural Skills	4
MUS 123-124	Music Theory	4
choose any four Music History courses		12
MUED 315	Music, Play and Self	3
MUS 450-451	Directed Studies	4
choose any three Piano Class courses (beginning with MUS 118)		3
choose either Guitar Classes (MUED 210-211) or Social Instruments (MUTY 270)		2

Requirements for the Minor in Jazz

This program is for non-music majors: 30-32 credit hours

MUS 104	Applied Music Class Non-Music Majors (four semesters)	4
MUS 117-118	Piano Class, Elementary	2
MUS 121-122	Aural Skills I & II	4
MUS 123-124	Music Theory I & II	4
MUS 131-132	Applied Musicianship I & II	2
MUS 264	Topics in Music History or	3
MUS 115	Music Appreciation	

MUS 265	History of Jazz	3
MUS 361	Jazz Improvisation	2
MUS 021-050	(four ensembles) Var. Credit	
Music Electives		6-8 hours
Total:		30-32 hours

COURSES FOR NON-MUSIC MAJORS

The following courses have been designed especially for students who are not music majors. The School of Music will admit non-major students to certain music courses for which they have the interest and ability and for which they have met the course prerequisites. Exceptions to this policy are in studio classes (private instruction), where non-major students must audition and are then assigned on a space-available basis, and in MUS 121-124, where permission must be obtained from the School of Music.

MUS 104	Applied Music Class for Non-Majors
MUS 115	Music Appreciation
MUS 262	American Music
MUS 265	History of Jazz
MUS 267	African American Music
MUS 269	Music Criticism
MUS 333	Musics of the World
MUS 334	Latin American Music
MUED 315	Music, Play, and Self

Non-music majors are encouraged to perform in the All-College Band and/or the University Chorus (MUS 021, 025), for which no audition is required. Non-major students may also audition to perform in all other School of Music ensembles (MUS 022-050).

Approved Music Theory Electives for Majors

MUS 237-238	Composition Seminar
MUS 403	Twentieth Century Counterpoint
MUS 337-338	Composition Seminar
MUS 354	Form and Analysis
MUS 361	Jazz Improvisation
MUS 372-379	Special Topics in Music
MUS 401	Orchestration
MUS 404	Choral Arranging
MUS 437, 438, 439	Composition Seminar
MUS 440-441	Composition in Electronic Media I & II

Approved Music History Electives for Majors

MUS 262	American Music
MUS 265	History of Jazz
MUS 267	African American Music
MUS 333	Musics of the World
MUS 334	Music of Latin America
MUS 350	Special Topics in Music
MUS 351	Independent Study in Music History
MUS 381	Survey of Song Literature
MUS 383	French Song
MUS 387	German Song
MUS 408	History and Literature of the Wind Band
MUS 409	History and Literature of the Guitar
MUS 420	Piano Literature
MUS 424	History of Opera
MUS 433	Romanticism and Music
MUS 453	Baroque Period in Music
MUS 454	Classical Period in Music
MUS 455	Romantic Period in Music
MUS 456	Modern Period in Music

Music Business

Harry.Jacobson@fredonia.edu

For description of this interdisciplinary program, students should see page 67.

Graduate programs are available in the School of Music; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

MUSICAL THEATRE

Department of Theatre and Dance

Office: 212 Rockefeller Arts Center (716) 673-3596
E-mail: Musical.Theatre@fredonia.edu
Stephen E. Rees, Chairperson

School of Music

Office: 1151 Mason Hall (716) 673-3151
E-mail: Musical.Theatre@fredonia.edu
Karl Boelter, Director

The Department of Theatre and Dance and School of Music jointly offer study leading to the Bachelor of Fine Arts in Musical Theatre degree. The program is limited to those students who demonstrate excellence in acting, dance and singing and who are firmly committed to professional careers in musical theatre performance.

The Musical Theatre degree is accredited by the National Association

66 State University of New York at Fredonia

of the Schools of Music and the National Association of Schools of Theatre.

Admission to the Bachelor of Fine Arts in Musical Theatre Program

Candidates must be accepted academically by the Office of Admissions prior to auditioning. Students must audition during the year prior to entering Fredonia at designated audition dates. The auditions consist of acting, dance and singing. Audition information and application forms are available from the Department of Theatre and Dance, or on the theatre and dance website at www.fredonia.edu.

Transfer students should audition for the Musical Theatre degree the semester before transferring. The B.F.A. requires four years in the degree program for completion.

Additional Requirements:

In addition to the specific and individual courses, periodic reviews of achievement are conducted for all candidates with the purpose of determining advancement or retention. The Musical Theatre program requires a vocal and acting jury at the conclusion of each semester. Dance juries are held at the end of the first year and each succeeding semester. A Vocal/Acting/Dance jury is conducted at the conclusion of the fourth semester to determine continuance in the program. A public senior recital is presented in the fourth year. The recital includes performance in acting, dancing and singing, and must be 25 minutes in length. Students on academic probation will not be permitted to participate in public performances.

Students select a specific track (Theatre, Dance or Music) upon entering the program.

Musical Theatre majors are required to complete Theatre Practice obligations every semester, which are practical extensions of the classroom. Theatre Practice credits do not count toward the total number of credits required in the B.F.A. major. Musical Theatre majors must successfully complete a minimum of 30 upper level credit hours.

Degree Requirements:

Theatre Track

THEA 100	Theatre Majors Seminar	1
THEA 101-102	Theatre Practice*	2
THEA 121	Intro. to Technical Theatre	3
THEA 131	Acting Studio: Improvisation	3
THEA 132	Acting Studio: Character Study	3
THEA 140	Stage Dialects	3
THEA 201-202	Theatre Practice*	2
THEA 220	Makeup	1
THEA 231-232	Acting Studio: Scene Study I & II	6
THEA 242-243	Acting Studio: Introduction to Voice and Movement I & II	6
THEA 301-302	Theatre Practice*	2
THEA 333	Acting Studio: Audition Techniques	3
THEA 353	History of Musical Theatre	3
THEA 401-402	Theatre Practice*	2
THEA 432	Acting Studio: Musical Theatre Styles	3
THEA 433	Acting Studio: Shakespeare	3
DANC 111	Modern Technique I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 114	Tap Dance I	2
DANC XXX	Elective	2
DANC 211	Modern Technique II	2
DANC 264	Choreography I	3
DANC 321	Dance for Musical Theatre	2
MUS 100	Recital Seminar	0
MUS 101-102	Beginning Music Theory I & II	6
MUS 117-118	Piano Class	2
MUS 125-126	Applied Voice	4
MUS 131	Applied Musicianship I	1
MUS 137-140	Diction for Singers	2
MUS 200	Recital Seminar	0
MUS 217-218	Piano Class	2
MUS 235-236	Musical Theatre Voice	6
MUS 300	Recital Seminar	0
MUS 335-336	Musical Theatre Voice	6
MUS 400	Recital Seminar	0
MUS 435-436	Musical Theatre Voice	6

*Cannot be applied to the B.F.A. degree.

Degree Requirements:

Dance Track

THEA 100	Theatre Majors Seminar	1
THEA 101-102	Theatre Practice*	2
THEA 121	Intro. to Technical Theatre	3
THEA 131	Acting Studio: Improvisation	3
THEA 132	Acting Studio: Character Study	3
THEA 201-202	Theatre Practice*	2
THEA 220	Makeup	1
THEA 231-232	Acting Studio: Scene Study I & II	6
THEA 301-302	Theatre Practice*	2
THEA 333	Acting Studio: Audition Techniques	3
THEA 353	History of Musical Theatre	3
THEA 401-402	Theatre Practice*	2
THEA 432	Acting Studio: Musical Theatre Styles	3
DANC 110	Dance Productions (four semesters)	4
DANC 111	Modern Technique I	2
DANC 112	Ballet I	2
DANC 113	Jazz Dance I	2
DANC 114	Tap Dance I	2
DANC 211	Modern Technique II	2
DANC 212	Ballet II	2
DANC 213	Jazz Dance II	2
DANC 214	Tap Dance II	2
DANC 311	Modern Technique III	2
DANC 312	Ballet III	2
DANC 321	Dance for Musical Theatre	2
DANC 264-364	Choreography I & II	6
MUS 100	Recital Seminar	0
MUS 117-118	Piano Class	2
MUS 101-102	Beginning Music Theory I & II	6
MUS 125-126	Applied Voice	4
MUS 131	Applied Musicianship	1
MUS 137-140	Diction for Singers	2
MUS 200	Recital Seminar	0
MUS 217-218	Piano Class	2
MUS 235-236	Musical Theatre Voice	6
MUS 300	Recital Seminar	0
MUS 335-336	Musical Theatre Voice	6
MUS 400	Recital Seminar	0
MUS 435-436	Musical Theatre Voice	6
MUS 042	African Drumming Ensemble	Var. Credit

*Cannot be applied to the B.F.A. degree.

Degree Requirements:

Music Track

THEA 100	Theatre Majors Seminar	1
MUS 019-020	Choral Ensembles (four)	Var. Credit
MUS 019-020	Lyric Theatre Workshop and Practicum (four)	0
MUS 100	Recital Seminar	0
MUS 117-118	Piano Class	2
MUS 121-122	Aural Skills I & II	4
MUS 123-124	Music Theory I & II	4
MUS 125-126	Applied Voice	4
MUS 131-132	Applied Musicianship I & II	2
MUS 137-140	Diction for Singers	2
MUS 200	Recital Seminar	0
MUS 217-218	Piano Class	2
MUS 221-222	Aural Skills III & IV	4
MUS 223-224	Music Theory III & IV	4
MUS 235-236	Musical Theatre Voice	6
MUS 300	Recital Seminar	0
MUS 317-318	Piano Class	2
MUS 335-336	Musical Theatre Voice	6
MUS 400	Recital Seminar	0
MUS 435-436	Musical Theatre Voice	6
THEA 101-102	Theatre Practice*	2
THEA 121	Intro. to Technical Theatre	3
THEA 131	Acting Studio: Improvisation	3
THEA 132	Acting Studio: Character	3
THEA 201-202	Theatre Practice*	2
THEA 220	Makeup	1
THEA 231-232	Acting Studio: Scene Study I & II	6
THEA 242-243	Acting Studio: Introduction to Voice and Movement	6
THEA 301-203	Theatre Practice*	2
THEA 333	Acting Studio: Audition Techniques	3
THEA 353	History of Musical Theatre	3
THEA 401-402	Theatre Practice*	2
DANC 105	Folk Dance	1
DANC 111	Modern Technique I	2
DANC 114	Tap Dance I	2
DANC 211	Modern Technique II	2
DANC 321	Dance for Musical Theatre	2
DANC XXX	Elective	2

*Cannot be applied to the B.F.A. degree.

MUSIC BUSINESS

(Interdisciplinary Studies major only)

Office: 1145 Mason Hall
(716) 673-3248
E-mail: Music.Business@fredonia.edu
Harry P. Jacobson, *Coordinator*

Office: W305 Thompson Hall
(716) 673-4605
Jerry.Brindisi@fredonia.edu
Jerry Brindisi, *Advisor*

The Music Business curriculum serves students interested in a wide range of educational objectives and vocational fields through an interdisciplinary program emphasizing a balance of music, business, and relative elective subjects.

This is an interdisciplinary major program; for specific degree requirements unique to Interdisciplinary Studies, refer to page 46.

The Music Business curriculum requires a minimum of 67 hours of interdisciplinary course work. All majors are required to take the Business Core, one of the two tracks in the Music Core, and a concentration.

Within the Music Core Tracks:

Students choosing the Music Track must pass an audition in the School of Music. Business Track majors should have a performance medium and background in music sufficient for success in the core curriculum.

It is highly recommended that majors include an internship for credit within the concentration.

Requirements leading to the Bachelor of Science Degree in Interdisciplinary Studies – Music Business

*I. Music Core (19 credit hours):**

Music Track: (audition required)

MUS	Course	Var. Credit
MUS 021-050	Ensemble (two semesters)	
MUS 100	Recital Seminar (taken concurrently with MUS 105, 106)	0
MUS 105-106	Applied Music (two semesters)	4
MUS 115	Music Appreciation or	3
MUS 264	Topics in Music History	
MUS 117-118	Piano Class I & II	2
MUS 121-122	Aural Theory I & II	4
MUS 123-124	Written Theory I & II	4
MUS 131-132	Applied Musicianship	2

*Ensembles carry variable credit. Therefore, the total credit hours will increase.

Business Track:

MUS	Course	Var. Credit
MUS 021-050	Ensemble (two semesters)	
MUS 104	Applied Music Class (four semesters)	4
MUS 115	Music Appreciation	3
MUS 101-102	Beginning Music Theory	6



68 State University of New York at Fredonia

Two courses chosen from:	6	BUAD 446 Sales Management**	3	1. Students are required to take a logic course:
MUS 270 History of Amer. Popular Music		MUS 476 Audio and Desktop Multimedia		
MUS 333 Music of the World		or	3	PHIL 116 Intro. to Deductive Logic
MUS 265 History of Jazz		MUS 485 Multimedia for Musicians		or
MUS 269 Music Criticism		*Prerequisite: COMM 101		PHIL 301 Intermediate Deductive Logic

II. Business Core (39 credit hours):

CSIT 104 Introduction to Microcomputer Software	3
ECON 200 Statistics	3
STAT 200 Statistical Methods	3
ECON 201 Principles of Macroeconomics	3
ECON 202 Principles of Microeconomics	3
ACCT 201 Principles of Financial Accounting	3
ACCT 202 Principles of Managerial Accounting	3
BUAD 310 Legal Environment of Business	3
BUAD 315 Principles of Business Finance	3
BUAD 321 Management and Organizational Behavior	3
BUAD 325 Principles of Marketing	3
MUS 380 The Business of Music	3
MUS 385 Music Contracts	3
MUS 285 Music Copyright	3

III. Area of Concentration (9 credit hours):

Students in Music Business must complete a minimum of 9 credit hours in one of two concentrations:

Communications/Public Relations (select 9 credit hours from below)

COMM 102 Mass Media and Society	3
COMM 110 Desktop Presentation	1
COMM 111 Web Design	1
COMM 112 Desktop Video	1
COMM 114 Electronic Darkroom	1
COMM 115 Advanced Electronic Darkroom	1
COMM 116 Desktop Publishing	1
COMM 118 Desktop Audio	1
COMM 222 Principles of Public Relations*	3
BUAD 235/ COMM 235 Introduction to Business Communication	3
JOUR 270 Issues in Journalism	3
MUS 476 Audio and Desktop Media or	3
MUS 485 Multimedia for Musicians	3

Or

Merchandising/Promoting (select 9 credit hours from below)

BUAD 340 Marketing Research***	3
BUAD 342 Consumer Behavior**	3
BUAD 445 Integrated Marketing Communication	3

PHILOSOPHY

Office: 2111 Fenton Hall
(716) 673-3495
E-mail: Philosophy.Department@fredonia.edu

Raymond Angelo Belliotti, Chairperson

Philosophy is the study of the most basic questions one can ask about reality, human existence, knowledge, value, and meaning. It develops the skills of careful inquiry and logical thinking, which are the hallmarks of successful people in all walks of life. The philosophy department offers a major, a minor, and a series of courses designed to complement student majors in other fields, as well as courses of general interest to all students.

Numerous philosophy courses are designed to complement student majors in other fields including business, economics, computer science, art, film, music, theatre, criminal justice, legal studies, and the natural and social sciences. The philosophy department has advisement material available for students who wish to pursue an interest in philosophy in conjunction with these majors and minors.

Graduates with a degree in Philosophy typically go on to careers in areas such as law, business, public service, teaching and creative writing.

The Fredonia Philosophical Society is a student initiated club organized for the purpose of holding extra-curricular discussions of a wide range of philosophical topics. The Fredonia Philosophical Society and the philosophy department co-sponsor external speakers of general interest. All meetings are open to the entire campus and the public.

Requirements for the Bachelor of Arts Degree in Philosophy

Thirty credit hours in philosophy, at least 18 credit hours of which are in courses numbered 300 or above.

2. and a history of philosophy course:

PHIL 222 The Greek Way	
or	
PHIL 224 Medieval Thought	
or	
PHIL 226 The Age of Reason and Its Legacy	3
or	
PHIL 432 The Age of Analysis	

and

3. PHIL 477 Capstone Seminar	3
------------------------------	---

A Model Program would include:

PHIL 115 Philosophical Inquiry	3
PHIL 218 Intro. to Ethics	3
or	
PHIL 265 Social and Political Thought	
PHIL 345 The Meaning of Life	3
or	
PHIL 441 Philosophy of Language and Semantics	
PHIL 430 Philosophy of Mind	
or	
PHIL 351 Metaphysics	3
or	
PHIL 353 Theory of Knowledge	
Plus related philosophy courses	9
	<u>30</u>

Seniors are strongly urged to take an additional seminar:

PHIL 446-449 Selected Problems in Philosophy	
or	
PHIL 460-469 Major Philosophers	

Students should consult the department for current offerings in the above areas. All waivers of requirements must be approved by the chairperson.

Requirements for the Minor in Philosophy

Eighteen credit hours in philosophy with at least 9 credit hours in courses numbered 300 or above, as advised.

The philosophy department participates in the Cooperative Engineering and Women's Studies programs. Refer to descriptions of these programs on pages 34 and 92, respectively.

Philosophy Departmental Honors

Philosophy department honors will be earned by those graduating majors who fulfill the following: (1) an overall GPA of at least 3.3; (2) a GPA in philosophy courses of at least 3.50; (3) completion of at least two 400-level courses with grades of "A-" or higher (exclusive of credit earned as a teaching assistant).

Philosophy department high honors will be earned by those graduating majors who fulfill the following: (1) an overall GPA of at least 3.3; (2) a GPA in philosophy courses of at least 3.70; (3) completion of at least two 400-level courses with grades of "A" (exclusive of credit earned as a teaching assistant); (4) completion of a 3-credit hour, independent study thesis, PHIL 485, with a grade of "A-" or higher.

PHYSICS

Office: 121 Houghton Hall
 (716) 673-3301
 E-mail: Physics.Department@fredonia.edu
Michael Grady, Chairperson

The discipline of physics is basic among the sciences and focuses on the study of natural phenomena. In the process, the student is provided with a broad-based liberal education. The Department of Physics offers a major with several different concentrations including pre-law and pre-med in addition to more traditional programs, a minor, a major through the 3-2 Cooperative Engineering program, an initial certification to teach physics in secondary school, interdisciplinary majors in Geophysics and Mathematics-Physics (with the Geosciences and Mathematical Sciences departments, respectively), a major in Industrial Management, and courses to complement majors in other areas.

Student Honors and Awards

Student honors and awards presented by the Department of Physics include the Hack Arroe Memorial Scholarship Award, the John J. Connelly Physics Scholarship Incentive Award, the John J. Connelly Physics Peer Recognition Award, and the Physics Department Scholarship Award. Students should contact the Department of Physics chairperson for additional details on these awards. Specific awards for Cooperative Engineering students are also available (see page 35).

The requirements for a B.S. in Physics include the core courses listed below and one of the Tracks I-IV. For a B.S. in Physics Adolescence Education, students must complete the core courses and Track VII.

<i>Physics Core:</i>		Hrs.
PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
PHYS 234	Modern Physics	4
PHYS 330	Thermodynamics	3
PHYS 400	Undergraduate Seminar	1
PHYS 425	Mathematical Physics I	3
PHYS 431	Intro. to Quantum Mechanics	3
		<hr/> 24

and supporting math\CSIT courses:		
MATH 122-123-223	University Calculus I, II & III	12
MATH 224	Differential Equations	3
CSIT 106 or 121	Computer Science I	3
		<hr/> 18

<i>Track I – Theoretical Emphasis</i>		
PHYS 331	Theoretical Mechanics	3
PHYS 333	Electricity and Magnetism	3
PHYS 426	Mathematical Physics II	3
	Plus 6 additional credit hours of physics from 321-479, 490	6
		<hr/> 15

Plus 12 additional credit hours of science, mathematics, computer science, engineering, or education. Recommended courses include MATH 231 and CHEM 115-116 (with 125-126).

<i>Track II – Experimental Emphasis</i>		
PHYS 333	Electricity and Magnetism	3
PHYS 340/341	Optics & Lab	4
PHYS 426	Mathematical Physics II	3
PHYS 450	Advanced Lab	1
	or	
	Experimental Physics Project (independent study or tutorial)	
	Plus 4 additional credit hours of physics from 321-479, 490	4
		<hr/> 15

Plus 12 additional credit hours of science, mathematics, computer science, engineering, or education. CHEM 115-116 (with 125-126) is strongly recommended. STAT 250 or 350 and MATH 231 are recommended.

<i>Track III – Computational Emphasis</i>		
PHYS 331	Theoretical Mechanics	3
PHYS 333	Electricity and Magnetism	3
PHYS 426	Mathematical Physics II	3
	Computational Physics Project (independent study or tutorial)	1
	Plus 4 additional credit hours of physics from 321-479, 490	4
		<hr/> 14

Plus the following courses:		
MATH 231	Linear Algebra	4
MATH 325	Numerical Analysis	3
CSIT 221	Computer Science II	3
		<hr/> 10

STAT 350 is recommended

<i>Track IV – Physics with Cooperative Engineering</i>		
PHYS 321	Engineering Mechanics I	4
PHYS 426	Mathematical Physics II	3
PHYS 331	Theoretical Mechanics	3
	or	
PHYS 333	Electricity and Magnetism	3
PHYS 323	Circuit Analysis I	3
	or	
PHYS 325/327	Digital Logic & Lab	3-4
	or	
PHYS 326/328	Electronics & Lab	13-14
		<hr/>

Plus 12 additional credit hours of science, mathematics, computer science, engineering, or education, including CSIT 106 or 121 and at least one additional course from PHYS 322 through 328 and 340/341 as advised. Students interested in electrical engineering should take PHYS 323 and 324 while students interested in non-electrical engineering should take PHYS 322. CHEM 115-116 (w/125-126) is strongly recommended and required by most engineering schools.

Note: affiliated engineering institutions (page 34) may have additional requirements for courses and/or grades.

Track V – Physics with Pre-law
 This track is excellent preparation for the expanding field of patent and intellectual property law, which requires substantial technical and mathematical knowledge in order to sit for the required licensing exam.

PHYS 340	Optics & Lab -341	4
	Plus 9 additional credit hours of physics from 321-479	9
		<hr/> 13

Plus the following courses:		
STAT 250 or 350	Statistics	3
POLI 276	Law and Society	3
POLI 277	Introduction to Law	3
	or	
BUAD 310	Legal Environment of Business	3
PHIL 106	Critical Thinking	3
	or	
PHIL 116	Intro. to Deductive Logic	3

70 State University of New York at Fredonia

PHIL 218	Intro. to Ethics or	3	<i>Track VII – Physics Adolescence (Secondary) Education</i>	PHYS 331	Theoretical Mechanics or	3	<p><i>Note:</i> Tracks I-VI will result in a Bachelor of Science degree in Physics, Track VII a Bachelor of Science degree in Physics Adolescence Education. A 2.0 GPA in the set of all physics courses used to satisfy the major plus the four required math courses is required for graduation. Physics Adolescence Education must satisfy additional grade and portfolio requirements for graduation. Interested students should contact the chair of the physics department for current requirements.</p> <p>Requirements for the Bachelor of Science Degree in Geophysics</p> <p>Students interested in this joint major should contact the chairperson of the department of Physics or Geosciences.</p> <p><i>Core Program</i> (23 to 24 credit hours in geosciences; 19 to 21 credit hours in physics; 26 credit hours in related disciplines).</p>
PHIL 310	Business Ethics	15					
POLI 370	American Constitutional Law		PHYS 333	Electricity and Magnetism	4		
and			PHYS 340	Optics & Lab -341	6		
CHEM 115-116 (w/125-126) are recommended.			Plus six additional credit hours of physics from 311, 321-479, 490		13		
In fulfilling College Core Curriculum requirements, students are advised to take ECON 201 or 202 and PSY 129.			Plus the following courses:				
			CHEM 115	General Chemistry & Labs -116 and 125-126	8		
<i>Track VI – Physics with Pre-med/Biophysics</i>			SCED 105/ 106	Nature of Science and Science Education	3		
Physics majors are highly sought by medical schools, because mathematical and problem-solving abilities stressed in physics are more than ever needed in today's medical fields. Due to their relative rarity, physics majors stand out in the applicant pool. Sufficient time is allotted to take the biology and chemistry courses required by most medical schools and needed to prepare for the MCAT exam. This program may also be followed by students preparing for graduate school in biophysics or related fields.			EDU 224	Adolescent Development	3		
			EDU 250/ 251	Intro. to Exceptional Learner	3		
			SCED 276	Literacy and Technology for Science and Mathematics	3		
			SCED 303	Assessment for Inquiry-Based Science	3		
			SCED 305/ 313	Diversity in the Teaching of Science and Mathematics	3		
			EDU 349	Educational Psychology	3		
			SCED 419	Adolescence Science Methods	3		
			EDU 301	Child Abuse Reporting/Abduction Prevention	1		
			EDU 302	Alcohol, Tobacco and Drug Abuse Prevention	1		
PHYS 340 Optics & Lab -341	or	4	EDU 303	Fire Safety and SAVE Legislation	1		
PHYS 325 Electronics & Lab -327			EDU 430	Student Teaching in the Secondary School	15		
CHEM 215 Organic Chemistry & Labs -216 and 225-226		8			50		
			Students should refer to the Adolescence Education section in the College of Education program for a description of the Education requirements.				
			The procedure to be followed for admission to the professional sequence of courses is described on page 32. Students in all education programs are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following four ways: (1) completion of course work at the 116 level at Fredonia, or (2) transferring of two successful college semesters of a foreign language, or (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing Regents score (passing = 65). The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral.				
			Plus the following courses:				
			CHEM 115	General Chemistry & Labs -116 & 125-126	8		
			BIOL 131	Principles of Biology I & Lab	4		
			BIOL 133	Principles of Biology II & Lab	4		
			BIOL 237	Genetics & Lab -238	4		
			BIOL 336	Mammalian Physiology & Lab	4		
					24		
			In fulfilling College Core Curriculum requirements, students are advised to take an English course in addition to ENGL 100, and also PSY 129. If time permits, BIOL 333 Biochemistry and BIOL 338 Microbiology are also recommended.				
			PHYS 321	Engineering Mechanics I or	4		
			PHYS 330	Thermodynamics or	4		
			PHYS 331	Theoretical Mechanics or	3		
			PHYS 333	Electricity and Magnetism	3		
			PHYS XXX	Electives from PHYS 321 through PHYS 479	6		
			MATH 122- 123-223	University Calculus I, II & III	12		
			MATH 224	Differential Equations	3		
			CSIT XXX	Any course (preferably CSIT 104 Introduction to Microcomputer Software)	3		
			CHEM 115 -116	General Chemistry I & II and CHEM 125-126 (Labs)	8		
			GEO 165	Geology I	3		
			GEO 169	General Geology Laboratory	1		
			GEO 215	Minerals and Rocks	4		
			GEO 335	Geophysics	4		
			GEO 370	Structural Geology	4		
			GEO 459	Seminar in Geosciences or	1		
			PHYS 400	Undergraduate Seminar	1		
			GEO 461	Field Geology	3		
			GEO XXX	Geology elective	4		
			PHYS 230- 231	University Physics I & II and PHYS 232-233 (Labs)	10		
			One course (3-4 hours) from:				
			PHYS 321	Engineering Mechanics I or	4		
			PHYS 330	Thermodynamics or	4		
			PHYS 331	Theoretical Mechanics or	3		
			PHYS 333	Electricity and Magnetism	3		
			PHYS XXX	Electives from PHYS 321 through PHYS 479	6		
			MATH 122- 123-223	University Calculus I, II & III	12		
			MATH 224	Differential Equations	3		
			CSIT XXX	Any course (preferably CSIT 104 Introduction to Microcomputer Software)	3		
			CHEM 115 -116	General Chemistry I & II and CHEM 125-126 (Labs)	8		
			GEO 330 Geomorphology is strongly recommended.				

Requirements for the Bachelor of Science Degree in Mathematics-Physics

Core Program (32 credit hours in mathematics/computer science; 29 credit hours in physics; 9 credit hours in supporting courses).

CSIT 106	Scientific Programming using C/C++ or	3
CSIT 121	Computer Science I	

Plus 29 hours in mathematics including:

MATH 122-123-223	University Calculus I, II & III	12
MATH 210	Discrete Mathematics	4
MATH 224	Differential Equations	3
MATH 231	Linear Algebra	4
	Plus two courses at the 300 level or higher: MATH 323 and MATH 420, or MATH 323 and PHYS 425, or PHYS 425 and PHYS 426.	6
		32

PHYS 230-231	University Physics I & II and PHYS 232-233 (Labs)	10
PHYS 234	Modern Physics	4
PHYS 431	Intro. to Quantum Mechanics	3
	One course (3 credit hours) from: PHYS 330 Thermodynamics	3
	PHYS 331 Theoretical Mechanics	
	PHYS 333 Electricity and Magnetism	
	Plus 9 additional credit hours from PHYS 321 through 479, 490	9
		29

Plus 9 credit hours of supporting courses as advised

Note: Minimum cumulative GPA of 2.0 required in above courses for graduation.

Requirements for the Minor in Physics

A minimum of 23 credit hours in physics, including PHYS 230, 231, 232, 233, and 234 and 9 additional credit hours in physics courses numbered 311, 321 through 479, 490 as advised by a physics department faculty member and approved by the department. Additionally, 15 credit hours in mathematics - MATH 122, 123, 223 and 224 are required.

Note: Minimum cumulative GPA of 2.0 required in above courses for graduation.

The Department of Physics participates in the Cooperative Engineering program (see page 34) and administers the degree program in Industrial Management (see page 46).

POLITICAL SCIENCE

Office: E368 Thompson Hall
(716) 673-3207
E-mail: Richard.Jankowski@fredonia.edu
Richard Jankowski, *Chairperson*

Political science is a liberal arts discipline designed to prepare students as informed citizens and leaders in contemporary society. A major in Political Science must take a minimum of 33 credit hours within the discipline. These credit hours are divided into required core courses, upper-division courses selected from different subject areas, and the capstone seminar. In addition, there is an optional concentration that entails 6 credit hours.

Fredonia graduates hold responsible positions in businesses and corporations as well as in federal, state, and local governments. Following completion of university, some of our students continue their studies in graduate or law school. The latter become attorneys in the public and private sectors. The department has regular advisory meetings on careers for its majors and sponsors a variety of internships. Each year the department selects students to spend a semester in Washington, D.C. Selectees may be either majors or non-majors, but must be juniors or seniors at the time they go to Washington. Fifteen credit hours are granted for participation in the program.

Similar in structure to the Washington Semester Program but with residence in Albany, the Albany Semester Program provides an internship with a state agency or the New York State Legislature. It earns 15 credit hours.

The Department of Political Science also offers a number of internships in local government and local law-related agencies.

Awards

The department is a member of Pi Sigma Alpha, the national Political Science Honor Society. Outstanding undergraduates majoring in Political Science are admitted to membership.

The Department of Political Science gives at least three scholarships to entering freshmen, good for two years, based on merit: the Political Science Alumni Scholarship, the Political Science Department Faculty

Scholarship and a J.R. Soukup Freshmen Award.

The Department of Political Science annually gives the Erna G. and J. Murdoch Dawley Award to the outstanding graduating senior in Political Science. This endowed award is given at the conclusion of the spring term.

A J.R. Soukup Pi Sigma Alpha Award is given annually to the outstanding junior who not only demonstrates scholarship but is pursuing studies and/or a career in some form of private or public community service. This will be awarded in the spring term.

The department awards the John R. Quatroche Jr. Award to a Political Science student who demonstrates an outstanding record of involvement in extracurricular affairs, campus service and leadership.

The department provides advice to students interested in law school and law-related careers. It maintains an up-to-date collection of law school catalogs which are available in the Erna G. and J. Murdoch Dawley Reading Room (E369 Thompson Hall). The department's pre-law advisors provide assistance in evaluating the results of the Law School Admission Test (LSAT).

Students interested in majoring or minoring in Legal Studies (Pre-Law) should consult page 53. The Legal Studies program is administered through the Department of Political Science.

Political Science majors can belong to the student Political Science Association, which organizes a variety of activities. These include trips to Washington, D.C., career days, election year debates, voter registration projects, parties, and others. Political Science majors may also participate in the Mock Trial program and competitions and in the annual simulation of European Union policy deliberations, in which many U.S. and European colleges and universities participate.

Political Science majors are encouraged to satisfy College Core Curriculum distribution requirements with courses in history and economics where possible. They are also advised to consider these departments in their selection of electives.

72 State University of New York at Fredonia

Students wishing to teach political science in the secondary schools may obtain provisional certification by completing the Social Studies Adolescence Education program (see page 44). Students in all education programs are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following four ways: (1) completion of course work at the 116 level at Fredonia, or (2) transferring of two successful college semesters of a foreign language, or (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing Regents score (passing = 85). The College Core Curriculum foreign language requirement differs from the certification requirement and must be satisfied for degree conferral. The procedure to be followed for admission to the professional sequence of courses is described on page 32. For updated information on the department, its programs and faculty, consult the department web site at: <http://www.fredonia.edu/department/polisci/>

Requirements for the Bachelor of Arts Degree in Political Science

Minimum required: 33 credit hours

1. Required Core Courses (12 credit hours)

POLI 120	American Politics	3
POLI 150	U.S. and World Affairs	3
POLI 200	Statistics	3
POLI 210	Research Methods	3

2. Students must take the following number of courses in the following areas:

- A. American Politics and Government (1 course)
- B. Public Law and Policy (1 course)
- C. Comparative Politics (2 courses – one of these two courses must be in a non-western area)
- D. International Relations (1 course)
- E. Political Theory (1 course)

3. Each major must take the capstone seminar (POLI 450) in their senior year.

4. Areas of Study

A. American Politics and Government

Institutions Courses:

POLI 311	Fundamentals of Public Administration
POLI 322	New York Government
POLI 324	President and Congress
POLI 329	Topics in American Politics
POLI 370	American Constitutional Law

Politics and Processes Courses:

POLI 321	Political Parties and Interest Groups
POLI 323	Elections in America
POLI 325	Public Opinion and Participation
POLI 326	Media and Politics
POLI 329	Topics in American Politics

B. Public Law and Policy

Law Courses:

POLI 371	Civil Rights and Liberties
POLI 379	Topics in Public Law
POLI 383	Courts and Social Policy

Policy Courses:

POLI 381	Urban Politics and Planning
POLI 382	Social Welfare Systems
POLI 380	Policy Evaluation
POLI 387	Environmental Policy
POLI 389	Topics in Public Policy

C. Comparative Politics

Western Courses:

POLI 330	Western European Politics
POLI 331	Canadian Politics
POLI 332	Russian Politics
POLI 344	Comparative Public Policy
POLI 348	The European Union
POLI 349	Topics in Comparative Politics

Non-Western Courses:

POLI 334	African Politics
POLI 341	Political Economy of Development
POLI 345	Film and Politics
POLI 346	East Asian Political Economy: Japan, China and Korea
POLI 354	Middle East in World Affairs

D. International Relations

POLI 352	World Political Geography
POLI 355	International Political Economy
POLI 356	U.S. Foreign Policy
POLI 359	Topics in International Politics

E. Political Theory

POLI 360	Classical Political Theory
POLI 361	Modern Political Theory
POLI 363	Game Theory
POLI 365	American Political Thought
POLI 369	Topics in Political Theory

Optional Programs

In addition to the 33 credits for a Political Science major, students may also choose to concentrate in one of the following areas by fulfilling the requirements defined below. Students who choose to concentrate in one of the following areas will need to take an additional 6 credit hours for a total of 39 credit hours.

Concentrations

Law Concentration

Students wishing to concentrate in Law must take POLI 370 to fulfill the requirement under Area A and one of the Law courses under Area B. In addition, students must take either POLI 276 or POLI 277 and an additional Law course from the Area B list.

Campaigns and Elections Concentration

Students wishing to concentrate in Campaigns and Elections must take POLI 324 to fulfill the requirement under Area A and two additional Politics and Processes courses from the Area A list.

Public Administration and Policy Concentration

Students wishing to concentrate in Public Administration and Policy must take POLI 311 to fulfill the requirement under Area A and one of the Policy courses under Area B to fulfill the Section B requirement. In addition, students must take two additional Policy courses from the Area B list.

Civic Education Concentration

Students wishing to concentrate in Civic Education must take two additional courses from the following list: POLI 348, POLI 287, or an Internship (of any variety from the Political Science Internships – must be 3 credits or more).

Comparative Politics Concentration

Students wishing to concentrate in Comparative Politics must take two additional courses from the Area C list.

Government and Political Organization Concentration

Students must take either the Washington or Albany internship. In addition, they must take one of the following: POLI 311, 321, 322, 324.

Political Economy Concentration

Students must take both ECON 201 and 202. In addition they must take two courses from the set: POLI 341, 344, 346, 355, 387. Lastly, they must take one course from the set: ECON 220, 335, 345, 355, 380, 405.

International Relations Concentration

Students wishing to concentrate in International Relations must take two additional courses from the Area D list.

Political Theory Concentration

Students wishing to concentrate in Political Theory must take two additional courses from the Area E list.

Note: The Political Economy concentration requires 45 credit hours.

Requirements for the Minor in Political Science

At least 21 credit hours in political science, including 12 credit hours of 300 level courses. Students who wish to be officially certified as a Political Science minor should plan a program with a departmental advisor. They should see an advisor at least once each semester thereafter. As a minor in Political Science, students may select either a wide cross section of courses from the various fields within the discipline or a group of courses focusing on one of the following specializations:

- Public Law and Policy
- Political Economy
- American Politics
- International Politics
- Comparative Politics
- Political Theory

For a listing of courses in each minor, students should see an advisor or the department chairperson.

Geographic Information Systems

This program is sponsored jointly by the departments of Political Science and Geosciences. Interested persons should refer to page 39 for a description of the concentration.

Certificate in International Political Economy

A certificate program in International Political Economy is available. The program is open only to Business Administration and Economics majors. The certificate is awarded by the political science department following successful completion of the following:

- | | | |
|---|--|---|
| 1. POLI 150 U.S. and World Affairs | | 3 |
| 2. Nine credit hours from among the following: | | |
| POLI 334 African Politics | | 3 |
| POLI 341 Political Economy of Development | | 3 |
| POLI 344 Public Policies in Advanced Industrial Democracies | | 3 |
| POLI 346 East Asian Political Economy: Japan, China and Korea | | 3 |
| POLI 354 Middle East in World Affairs | | 3 |
| POLI 355 International Political Economy | | 3 |

Special Programs

Internships: No more than 3 credit hours of internship credit may count toward the Political Science major or minor.

The department participates in various Interdisciplinary Studies majors and minors such as Legal Studies and International Studies.

The Department of Political Science also participates in the Cooperative Engineering program. Refer to the description of this program on page 34.

PRE-MEDICINE AND ALLIED AREAS

Office: 203 Jewett Hall
 (716) 673-3282
 E-mail: Pre-Medicine.Program@fredonia.edu
Wayne Yunghans, Coordinator

Fredonia graduates have enjoyed considerable success in gaining entry to medical, veterinary, osteopathic, optometry, dental and other professional health programs. The Biomedical Professions Council closely advises and assists each pre-medical student and prepares a committee letter on his/her behalf. The complete credentials file is assembled by the biology department and submitted in a timely manner on behalf of each applicant.

While no medical schools stipulate a particular major program of undergraduate study, they do require that students have minimum preparation in a number of areas including biology, chemistry, English, and physics. Most of our students find the Fredonia Biology major meets all the requirements for American medical schools and choose it as the most appropriate undergraduate pre-med program. The American Association of Medical Colleges advises that students may major in any area, but their own (AAMC) admissions data show that the majority of successful applicants to American medical schools have majored in the biological sciences. Students who choose to major in an area outside of biology should register with the council as freshmen to ensure appropriate advice and assistance (register at the Department of Biology Office in Jewett Hall).

Any student who is seriously considering a medical, veterinary or dental career should seek appropriate summer employment/internship opportunities early in their undergraduate experience.

The book, *Medical School Admissions Requirements* (AAMC, Washington, D.C.) is essential reading for any undergraduate who is seriously considering medical school.

Candidates to dentistry, veterinary, and podiatric medicine should also avail themselves of the advising services of the Biomedical Professions Council.

Combined Degree Program with University at Buffalo School of Dental Medicine

The Combined Degree Program is a seven-year dentistry program developed between the State University of New York at Fredonia and the State University of New York at Buffalo, School of Dental Medicine. This program allows participating students the opportunity to receive a baccalaureate degree in either Biology or Chemistry and a doctoral degree in dentistry. The first three years of the program are completed at SUNY Fredonia and the last four years are completed at SUNY at Buffalo, School of Dental Medicine. Admission into the program is competitive and dependent on a number of factors in addition to the usual admission policies at SUNY

74 State University of New York at Fredonia

Fredonia. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.

Combined Degree Program with SUNY College of Optometry

This Combined Degree (3/4) Program is a seven-year program developed between the State University of New York at Fredonia and the State University of New York State College of Optometry. This program allows participating students the opportunity to receive a baccalaureate (B.S.) degree in Biology and a Doctor of Optometry (O.D.) degree in optometry. The first three years of the program are completed at SUNY Fredonia and the last four years are completed at SUNY College of Optometry. Admission is competitive and requirements are in addition to the usual admission policies at SUNY Fredonia. Accepted students are admitted into Fredonia's Biology major and simultaneously admitted to candidacy to the SUNY College of Optometry's professional program of study. Students interested in this program should contact either the Department of Biology or the Admissions Office for further details.



PSYCHOLOGY

Office: W357 Thompson Hall
(716) 673-3129

E-mail:

Psychology.Department@fredonia.edu
Jack Croxton, Chairperson

The psychology department has several objectives:

To provide the student with a basic knowledge of a broad range of psychological concepts and theories, and an understanding of the methods used by psychologists in the study of human behavior; to contribute to the building of an integrated liberal education, designed to equip the student for postgraduate employment or further specialized education; and to demonstrate the relevance of psychological analysis to current social problems and provide students with the knowledge to better understand themselves and others. A liberal arts education with a major in psychology is good preparation for a wide variety of jobs including human services, sales, and management. Some jobs in psychology and related mental health

are available at the bachelor's degree level; others may require an advanced degree. Many of our majors continue in graduate school in fields of study including school psychology, social work, counselor education, cognitive psychology, counseling psychology, and law.

To meet all of these objectives the department offers courses spanning the entire field of psychology. Internships and independent study opportunities are also available. It recognizes superior student performance with the Psychology Merit Award and Donald John Lehr Endowment, and it supports the Psychology Club and a local chapter of Psi Chi, the national honor society for psychology. Interested persons should see the department chairperson for additional information.

Requirements for the Bachelor of Arts Degree in Psychology

I. Courses in Psychology:

Core Group - all required		Hrs.
PSY 129	Introduction to Psychology	3
PSY 130	Psychology Laboratory	1
PSY 200	Statistics	3
PSY 210	Research Methods	4

The above courses are to be completed by the end of the junior year.

One course from the Psychophysiology Area:	3
PSY 342 Perception	
PSY 351 Physiological Psychology	
PSY 361 Cognitive Neuroscience	
One course from the Cognitive Area:	3
PSY 244 Cognitive Psychology	
PSY 344 Psychology of Language	
PSY 364 Cognitive Development	
One course from the Social Area:	3
PSY 245 Social Psychology	
PSY 246 Personality	
PSY 365 Social Development	
One course from the Clinical/Counseling Area:	3
PSY 356 Abnormal Psychology	
PSY 379 Child Psychopathology	
PSY 447 Introduction to Counseling	
One Theoretical Thinking course:	3
PSY 429 History and Systems of Psychology	
PSY 430 Theories of Psychology	
PSY 439 Senior Honors Seminar	
PSY 445 Seminar in Social Psychology	
PSY 454 Theories of Memory	

Also required: One course of a developmental focus. PSY 364, PSY 365 or PSY 379 may count here as well as in the groupings above. PSY 349 (Child Psychology) also meets this requirement. Students choosing to take PSY 364, PSY 365 or PSY 379 to meet both requirements must take an additional psychology elective in order to fulfill the requirement that they have 35 hours of psychology courses.

Psychology electives: 6

- II. A minimum of 12 hours in a field other than psychology, chosen with advisement to complement the major, of which at least 6 hours must be at the upper level.
- III. At least one course in mathematics as advised by department.
- IV. Of the total hours counting for graduation, a minimum of 30 hours must be at the 300 level or above, and 75 hours must be outside of psychology.
- V. A minimum of 2.00 cumulative quality point average in all psychology courses.

As an alternative to the general psychology program, students may elect to specialize in one of the following tracks: School and Child, Counseling and Health, Forensics, or Biopsychology/Cognitive Neuroscience.

Requirements for the Minor in Psychology

General Minor:

A minimum of 18 credit hours in psychology, with at least 9 hours at the upper level. One course must come from the psychophysiology area or the cognitive area (PSY 244, 342, 344, 351, 361, or 364) and one course must come from the social area or the clinical/counseling area (PSY 245, 246, 356, 365, 379, or 447).

Industrial-Organizational Psychology Minor:

A minimum of 21 credit hours, distributed as follows:

Core Courses : 12 credit hours

PSY 129	Introduction to Psychology	3
PSY 200	Statistics	3
PSY 317	Tests and Measurements	3
PSY 347	Industrial-Organizational Psychology	3
Three courses from the following:		
PSY 227	Applied Psychology	9
PSY 245	Social Psychology	
PSY 355	Group Dynamics	
PSY 373	Human Factors	
PSY 447	Introduction to Counseling	
BUAD 321	Management and Organizational Behavior	

School and Counseling Psychology Minor

A minimum of 18 credit hours, distributed as follows:

Required courses: 9 credit hours		
PSY 129	Introduction to Psychology	3
PSY 200	Statistics	3
PSY 317	Tests and Measurements	3
Three courses from the following:		
PSY 364	Cognitive Development	9
PSY 365	Social Development	
PSY 379	Child Psychopathology	
PSY 447	Introduction to Counseling	

Requirements for Transfer Credit

For a transfer course to be counted toward the minimum hours required for a major or a minor, the course must be evaluated as equivalent to a course taught in the Department of Psychology.

For a major, a limit of 12 transfer credits may be counted towards the 35 required, i.e., a minimum of 23 credit hours must be taken in the department at SUNY Fredonia.

For a minor, a minimum of 9 hours must be taken in the department at SUNY Fredonia.

The psychology department participates in the Cooperative Engineering program (see page 34).

PUBLIC HEALTH

(Interdisciplinary Studies minor only)

Office: W393 Thompson Hall
 (716) 673-3469
 E-mail: PublicHealth.Minor@fredonia.edu
Linda Dorsten, Coordinator

Public health incorporates nearly every aspect of health and perhaps is best defined by its mission: maximum health for all, via the prevention of disease, disability and unhealthy environmental conditions. The focus of public health is on the conditions of people in a community; in contrast, medicine focuses on the health conditions of the individual.

The interdisciplinary minor in Public Health offers students the opportunity to acquire knowledge and skills in the broad field of public health, incorporating emergent issues (new public health topics such as bioterrorism) along with more traditional topics such as: infectious and chronic diseases; maternal and

child health; injuries; psychosocial issues and tobacco; mental health, substance abuse and social violence; and air, water and solid hazardous waste. The minor will facilitate private or public sector careers addressing physical, mental and/or environmental health concerns of communities and populations at risk for disease/injury, and graduate study in public health. The minor requires successful completion of 19 credit hours.

Six credit hours must be from 300-400 level courses.

Only 6 credit hours may be taken in a student's major.

SOC 215 should be completed early, preferably during the sophomore year, and as soon as possible after declaring the minor. Enrolling in SOC 415 requires completion of 15 credit hours of public health courses, including SOC 215.

Required Courses: (10 credit hours)

SOC 215	Introduction to Public Health	3
BIOL 110	Human Biology	3
BIOL 111	Introduction to Biology	
BIOL 133	Principles of Biology II	3
BIOL 457	Biostatistics	
SOC 300/ PSY 210/ POLI 210/ COMM 295	Research Methods	3
SOC 415	Seminar in Public Health (1 credit hour; after completing 15 credit hours public health course work)	

Electives: (9 credit hours required)

1. Biosciences (at least 3 credit hours required)

BIOL 131	Principles of Biology I	3
BIOL 243	Biodiversity	
BIOL 221	Human Anatomy	
BIOL 251	Basic Concepts in Biology	
BIOL 310	Human Genome	
BIOL 336	Mammalian Physiology	
BIOL 338	Microbiology	
BIOL 345	Emerging Infectious Diseases	
BIOL 360	AIDS and STDs	
BIOL 450	Molecular Basis of Disease	
CHEM107	Chemistry for Consumers	or

76 State University of New York at Fredonia

CHEM113	Chemistry and the Environment or	HLTH 215	Personal and Community Health
CHEM115	General Chemistry I	HLTH 386	Wellness and Health Promotion
ESCI 105	Global Environmental Issues or	POLI 371	Civil Rights and Liberties
ESCI 410	Environmental Assessment	SOC 337	Sociology of Aging or
		SOC 338	Death and Dying

2. Social/Behavioral Sciences (at least 3 credit hours required)

PSY 247	Health Psychology	COMM 101	Fundamentals of Communication or
SOC 240	Health and Society or	COMM 105	Public Speaking or
SOC 343	Health Systems and Policy	COMM 460	Organization Communication
SOC 311	Sociology of Addiction	HLTH 115	First Aid Skills and Knowledge
SOC 321	Population and Society	HLTH 215	Personal and Community Health
SOC 345	Women, Health and Society or	HLTH 303	Fitness and Nutrition
PSY 255	Psychology of Women	HLTH 386	Wellness and Health Promotion

3. Specialty Groups/Courses (suggested courses)

Biosciences:

BIOL 437	Molecular Genetics Laboratory I
BIOL 470	Hormone Mechanisms
CHEM116	General Chemistry II
CHEM125-126	General Chemistry Laboratory I & II

Women's Health:

HLTH 215	Personal and Community Health
HLTH 303	Fitness and Nutrition
HLTH 386	Wellness and Health Promotion
SOC 345	Women, Health and Society or
PSY 255	Psychology of Women
SOC 472	Internship (after completing 15 credit hours of public health course work and with permission of Coordinator; includes on-campus internship at Birth Control Information Center)

Community Health:

COMM 101	Fundamentals of Communication or
COMM 105	Public Speaking or
COMM 460	Organization Communication
CRMJ 320	Crime and Crime Theory or
SOC 363	Victimology
CSIT 104	Introduction to Microcomputer Software

Fitness, Nutrition and Wellness:

COMM 101	Fundamentals of Communication or
COMM 105	Public Speaking or
COMM 460	Organization Communication
HLTH 115	First Aid Skills and Knowledge
HLTH 215	Personal and Community Health
HLTH 303	Fitness and Nutrition
HLTH 386	Wellness and Health Promotion

Specialty Courses:

SOC 350	Special Topics (permission of Coordinator required)
SOC 472	Internship (after completing 15 credit hours of public health course work and with permission of Coordinator; includes on-campus internship at Birth Control Information Center)

SOCIAL WORK

(see also Sociology/Anthropology/Social Work/Criminal Justice)

Office: W379 Thompson Hall
(716) 673-3470
E-mail: Social.Work@fredonia.edu
Brian Masciadrelli, Director

The Bachelor of Science in Social Work is one of several major degree programs offered by the Department of Sociology, Anthropology, Social Work, and Criminal Justice. The program is accredited by the Council on Social Work Education, the profession's educational accreditation organization.

The goals of the SUNY Fredonia Social Work program are as follows:

The Social Work program seeks to

1. Prepare generalist social workers who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education

2. Prepare generalist social workers educated to maintain and improve the social functioning of individuals, families, groups, organizations and communities by helping people solve problems, accomplish tasks, prevent and alleviate distress, and create and use resources
3. Prepare generalist social workers who understand and actively participate in their social environment, in particular through planning, formulation and implementation of social policies, services, resources, and programs, to help people meet basic human needs and to improve the quality of life for all
4. Prepare generalist social workers who use themselves, their knowledge, their problem-solving capabilities and other social systems to advocate for populations-at-risk and to promote socially and economically just communities and society
5. Prepare generalist social workers who understand their obligations as practitioner-researchers to develop and test knowledge and skills to strengthen the profession's purpose of enhancing human well-being and alleviating poverty and oppression
6. Prepare generalist social workers who practice ethnic and culturally sensitive social work practice with diverse populations and who fight to eliminate social injustice experienced by oppressed populations

Mission Statement

The SUNY Fredonia Bachelor of Science degree in Social Work program strives to be a trusted partner in the missions of its home department, the Department of Sociology, Anthropology, Social Work, and Criminal Justice; the university; the academic community-at-large; and the social community-at-large.

Through committed, quality teaching-learning activities and reciprocal learning relationships with the local community-at-large, the program prepares critical thinking, generalist social workers who are prepared to enter employment as entry level professionals in urban or rural agency settings and/or are prepared to continue their education at the graduate level. The program intends

that the teaching-learning, research, and service activities will have a meaningful, positive influence on the well-being of each student, the university, and the community-at-large as it embraces the larger mission of social work to prevent and alleviate conditions arising from social problems and unmet human needs.

Program Overview

All program activities are designed to meet its mission and goals. The curriculum is designed to provide the professional foundation that gives students specific social work theory, knowledge and skills. It is built upon a liberal arts base and provides individualized opportunities for personal and professional growth. Students work with their advisors to choose elective courses to develop their specific interests. The Social Work club (STARS) plans student-directed activities that increase opportunities to explore the nature of the profession. Through their academic experiences, students become more well-rounded, responsible individuals who possess a spirit of inquiry, critical thinking and helping skills, and have the ability to use the self appropriately in relationships with others.

Social work academic offerings and program activities are continually assessed to help keep the program vibrant and relevant. Student achievement results from each required social work course, portfolio learning, and performance in the Field Practicum are compiled and used to analyze the curriculum. In addition, various kinds of surveys are conducted with graduating seniors, alumni, and community practitioners to help understand the program's performance. Each of these assessment strategies measures some or all of the program's following objectives:

Graduates of the SUNY Fredonia Social Work program will

1. Apply critical thinking skills within the context of professional social work practice
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly
3. Practice without discrimination and with respect, knowledge, and skills

related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
5. Understand and interpret the history of the social work profession and its contemporary structures and issues
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities
8. Analyze, formulate and influence social policies
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions
10. Use communication skills differentially across client populations, colleagues, and communities
11. Use supervision and consultation appropriate to social work practice
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change (The above are taken directly from the *Council on Social Work Education Handbook of Accreditation Standards and Procedures*, 5th ed., pp. 33-34.)
13. Demonstrate the professional use of self, and
14. Will utilize the knowledge base as successful preparation for graduate work and/or continued education for competence

Advancement into the Professional Methods Sequence

Students who indicate their desire to major in Social Work and who meet the university acceptance requirements are designated official majors at the time of their acceptance. However, in the second semester of the sophomore year, all majors who wish to continue in the program and take upper level social work methods courses must successfully complete the Advancement process. An application with supporting documents must be filed by a mid-March deadline date (varies every year). Supporting documents include a written response to questions posed on the application, transcripts, and three letters of recommendation. Students may be required to complete an interview process with social work faculty.

Transcripts must document that students have met the following advancement requirements:

1. A 2.5 average for the following prerequisite courses:

SOC 116	Introduction to Sociology
PSY 129	Introduction to Psychology
BIOL 110	Human Biology
SOC 200	Social Statistics
(or any other introduction to statistics course)	
SOC 218	Introduction to Social Work
SOC 272	Exploring Community-Based Social Work
2. A cumulative grade point average of 2.5 or higher, and
3. A grade of "B-" or better in

SOC 218	Introduction to Social Work and
SOC 272	Exploring Community-Based Social Work

The application materials with complete instructions can be obtained by contacting the department and/or the program director.

Students will not be allowed into the Methods Sequence if they have not successfully completed this process. Once accepted into the advanced course work, students are identified as having "Advanced Status" and must follow the required sequence of courses. This sequence is based upon the developmental design of the curriculum. All foundation area practice methods courses build upon

the knowledge of the course that precedes it. Because of this, students who anticipate any need for part-time study or who wish to study abroad should talk with their advisors as soon as possible to plan their progress through the curriculum. Students must also achieve a minimum grade of “C” in their required social work courses to continue in sequence.

Transfer Students

The Social Work program welcomes transfer students. The curriculum was designed to facilitate a successful transition from other institutions. Incoming freshmen and sophomore students are given intensive advising to prepare for advancement and to promote success in all academic pursuits. Incoming juniors who transfer with an A.A./A.S. degree or who have 60 credit hours are also given intensive advisement but they must meet all the advancement criteria prior to transfer. When applying for advancement into the junior year course work, these students must file their application with supporting documents and they must:

1. Be formally accepted into SUNY Fredonia for the fall semester
2. Document the completion of 60 credit hours (or submit their plan to complete at least 60 hours before they start the fall semester)
3. Establish equivalency for courses transferring as Introduction to Social Work (Introduction to Human Services), Exploring Community-Based Social Work (Human Services Internship), and Human Biology

To establish equivalency, students must submit a syllabus for the course in question to the Social Work Program Director who must determine that the purpose, content, and scope of the course is the same or similar enough to the SUNY Fredonia course that it can stand in the place of the SUNY Fredonia course. The program director may contact the college/university to gather more information to make a determination. If approved, a Transfer Credit Approval form must be filed with the SUNY Fredonia Registrar.

Social work courses transferred from a Council on Social Work Education Accredited program will be approved for credit but may not be judged

equivalent to the SUNY Fredonia social work courses. This occurs because of differences in curriculum and course sequencing among programs. Transfer students from an accredited program will need to meet with the program director to determine equivalency. No equivalency will be granted for the Field Practicum unless placed by the program in an international placement. Students earning a B.S. degree in Social Work from SUNY Fredonia must complete their 500 practicum hours through the SUNY Fredonia program.

Note: No academic credit for life or work experience will be given as an equivalent for any required social work course, Introduction to Social Work, or Exploring Community-Based Social Work.

Field Practicum

In the senior year, students must complete a 500 hour professionally supervised placement in a social service agency. Conceived as one experience spread over two semesters, the student must complete a minimum of 250 hours of activities during each of the fall and spring semesters. Students begin the application process for their Field Practicum placement in the fall semester of the junior year. Students must have completed all prerequisite courses prior to entering their field work. They must also have a 2.0 cumulative G.P.A. and a 2.5 average in all the required social work courses.

Field practicum policies and procedures can be found in the *Field Manual* available to the students during the application-to-the-field process in the spring semester.

Program Policies

The social work profession has been a leader in the cause of fighting prejudice, discrimination, and oppression against all people in society. Admission and advancement in the program is based upon the published criteria. Race, color, religion, creed, gender, ethnic or national origin, disability, age, political orientation, or sexual orientation play no role in the program decisions. Social work is also a professional field with expectations of professional behavior. Students who meet the published criteria but who have evidenced a pattern of unprofessional,

unsuitable behavior may be denied advancement and/or dismissed from the program. Students may also be dismissed from the program for academic reasons. Students must earn a grade of “C” or better in their required social work courses to continue in the major. More specific expectations and policies are detailed in the student handbook.

Requirements for the Bachelor of Science Degree in Social Work

Degree candidates in Social Work must

- a. complete the College Core Curriculum (CCC);
- b. complete prerequisite courses;
- c. successfully complete the Advancement process in the second semester of their sophomore year;
- d. complete required social work courses (45 hours);
- e. complete 6 credit hours of course work with diversity content from an approved list of CCC courses (taken as part of the CCC);
- f. maintain and complete a portfolio,
- g. complete enough general elective hours and/or a minor to earn 120 credit hours, and
- h. consistently demonstrate professional behavior.

Prerequisite Courses:

SOC 116	Introduction to Sociology	3
PSY 129	Introduction to Psychology	3
BIOL 110	Human Biology	3
Statistics:	BUAD 200, EDUC 200, POLI 200, PSY 200, SOC 200, STAT 200	3
SOC 218	Introduction to Social Work	3
SOC 272	Exploring Community-Based Social Work	3

18

Required Social Work Courses:

SOCW 249	Social Welfare Institutions	3
POLI 382	Social Welfare Policy	3
SOC 300	Research Methods	3
SOCW 325	Social Work Practice Methods I	3
SOCW 340	Human Behavior in the Social Environment I	3
SOCW 341	Human Behavior in the Social Environment II	3
SOCW 370	Social Work Practice Methods II	3
SOCW 390	Social Work Practice Methods III	3

SOCIOLOGY, ANTHROPOLOGY, SOCIAL WORK and CRIMINAL JUSTICE 79

SOCW 400	Social Work Practice Methods IV	3	<i>Elective Courses in sociology:</i> 18 credit hours
SOCW 480	Field Practicum I	3	
SOCW 485	Field Practicum I with Seminar	3	
SOCW 490	Field Practicum II	3	
SOCW 495	Field Seminar II with Seminar	3	
Six credit hours of Approved Social Work Electives		6	
		<u>45</u>	

SOCIOLOGY, ANTHROPOLOGY, SOCIAL WORK and CRIMINAL JUSTICE

Office: W363 Thompson Hall
(716) 673-3205
E-mail: Sociology.Anthropology@fredonia.edu
Alan G. LaFlamme, *Chairperson*

The Department of Sociology, Anthropology, Social Work and Criminal Justice offers majors in Sociology, Sociology with an Anthropology concentration, Social Work and Criminal Justice. Minors in Sociology, Anthropology, and Criminal Justice are offered as well.

Sociology

Sociology provides valuable insights into the human experience and assists in the understanding of human behavior. Sociologists are interested in understanding how people live and interact, in learning how human groups of all kinds (families, sports teams, religious groups, crowds, large bureaucratic organizations, etc.) operate in a wide variety of situations, and in assessing and evaluating how societies work. Sociology explores assumptions about people, their groups, and their societies. It carefully analyzes problem areas and evaluates possible solutions.

Requirements for the Bachelor of Arts Degree in Sociology

39 credit hours

<i>Required Courses:</i> 21 credit hours		
ANTH 115	Introductory Anthropology	3
SOC 116	Introductory Sociology	3
SOC 200	Social Statistics (or equivalent)	3
SOC 202	Social Analysis	3
SOC 300	Research Methods	3
SOC 380	Sociological Theory	3
SOC 400	Senior Seminar	3

Requirements for the Minor in Sociology

Eighteen credit hours in sociology including SOC 116 (required). The remaining 15 credit hours are free electives and may be taken from any of the department's sociology offerings. At least 9 credit hours must be at the 300 level or above.

Anthropology

Anthropology investigates human origins and diversity. Anthropologists attempt to understand human existence, both past and present, from a worldwide perspective. Their discipline has been called the most humanistic of the sciences and the most scientific of the humanities. Anthropology is an integrating academic discipline, consisting of four major divisions: physical anthropology, archaeology, linguistics, and cultural anthropology. Majors in Sociology with a Concentration in Anthropology develop skills in evaluating and conducting research through courses in theory, methods, statistics, and many specific content areas. Those skills and that knowledge can be applied in a wide variety of occupations and professions. Majors have the opportunity to prepare for graduate education in sociology, anthropology, law, social work, and related fields as well as careers in various social and human service areas. Students are encouraged to undertake faculty-aided projects in areas of their own interest.

Requirements for the Bachelor of Arts Degree in Sociology with a Concentration in Anthropology

42 credit hours

Required Courses: 27 credit hours

ANTH 115	Introductory Anthropology	3
ANTH 210	Physical Anthropology	3
ANTH 211	Archaeology	3
ANTH 219	Cultural Anthropology	3
SOC 116	Introductory Sociology	3
SOC 200	Social Statistics (or equivalent)	3
SOC 202	Social Analysis	3
SOC 300	Research Methods	3
SOC 380	Sociological Theory	3

Elective Courses: 9 additional credit hours in anthropology plus 6 credit hours in related fields as advised.

Requirements for an Anthropology Minor

Eighteen hours in Anthropology. ANTH 115 Introductory Anthropology (required), plus 15 additional credit hours in anthropology. At least 9 credit hours must be at the 300 or 400 level.

Social Work

For information on this program, interested persons should see page 76.

Student Honors and Awards

Sociology majors and minors who maintain a minimum 3.0 grade point average in the discipline and overall will be eligible for induction into Alpha Kappa Delta, the International Sociology Honor Society. A minimum of 12 credit hours of sociology is required.



SOUND RECORDING TECHNOLOGY

(see also Music)

Office: 1151 Mason Hall
(716) 673-3151

E-mail:
SoundRecording.Technology@fredonia.edu

Karl Boelter, Director, School of Music
Bernd Gottinger, Coordinator

The Sound Recording Technology program is designed to provide undergraduate students with academic and professional preparation necessary for successful careers in music, sound recording, and related professions, and in technical, artistic, and management positions.

Core Curriculum: a minimum of 35 credit hours*

MUS 001	Music Freshman Seminar	1
MUS 100	Recital-Seminar	0
MUS 120	Concert Attendance	0
MUS 021-050	Ensembles	Var. Credit
MUS 105-106	Applied Music	4
MUS 113	Voice Class	1
MUS 117-118	Piano Class	2
MUS 121-122	Aural Skills I & II	4
MUS 123-124	Music Theory I & II	4
MUS 131-132	Applied Musicianship I & II	2
MUS 221-222	Aural Skills III & IV	4
MUS 223-224	Music Theory III & IV	4
MUS 263	Music History in Western Civilization I	3
MUS 264	Music History in Western Civilization II	3
MUS XXX	Music History Elective	3
		Total: 35

*Ensembles carry variable credit hours. Therefore, the total credit hours will increase.

Sound Recording Technology Requirements (in addition to core):

SRT 105	Recording Techniques for Music	1
SRT 200-201	Recording Practicum	4
SRT 250-251	Recording Techniques	4
SRT 300-301	Recording Practicum	4
SRT 350-351	Technology and Practices of the Recording Industry	6
SRT 450-451	Senior Project/Seminar	4

CSIT 105	Visual BASIC I	3
MATH 122-123	University Calculus I & II	8
PHYS 121-122	College Physics I & II	6
or		
PHYS 230-231	University Physics I & II	8
PHYS 123-124	College Physics Lab I & II	2
or		
PHYS 232-233	University Physics Lab I & II	2
PHYS 311	Acoustics I	3
PHYS 318	Basic Electronics	3

Internship: Internships within the recording industry are strongly encouraged. Up to 15 credit hours of credit may be earned.

Electives: by advisement from Sound Recording Technology Coordinator.

(Spanish, see Department of Modern Languages and Literatures, page 57.)

SPEECH PATHOLOGY AND AUDIOLOGY

Office: W123 Thompson Hall
(716) 673-3202

E-mail:
SpeechPathology.Audiology@fredonia.edu
Kim L. Tillery, Chairperson

Important Notification to All Speech Pathology Majors

All programs and degree options are held accountable to national standards of the American Speech-Language-Hearing Association (ASHA) with the Council on Academic Accreditation (CAA) in Speech-Language Pathology and Audiology. New requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) are effective January 1, 2005. Any student who graduates after this date must fulfill the new requirements.

Any changes made by New York State Board of Regents and ASHA have the potential to impact the requirements of the program. Undergraduate programs are under review for such changes.

The Department of Speech Pathology and Audiology seeks to combine professional preparation with a solid grounding in general and liberal education. To this end, the department offers two degree options; the Bachelor of Science in Education (B.S. Ed.), leading to Initial Certification as a Teacher of Speech and Language Disabilities, and the Bachelor of Arts in Communication Disorders and Sciences (B.A.), a pre-professional non-certification option.

The graduating class of May 2009 will be the final group of students who will be eligible to earn the B.S. Ed. degree. The non-certification program is the option for all other students. Phasing out the B.S. Ed. enables the Department of Speech Pathology and Audiology to shift the student teaching experience to the graduate level. This important change in the curriculum is reflective of the American Speech-Language-Hearing Association (ASHA) 2005 requirements increased the number of graduate clinic hours and reduced undergraduate clinic hours.

Individuals qualified as Speech-Language Pathologists are in demand in a variety of educational, medical and therapeutic settings. Upon completion of a master's degree, the graduate will complete a Clinical Fellowship Year (CFY) in order to meet ASHA certification and state licensing requirements. Graduates may elect to work in school settings or may seek employment in hospitals, medical practice groups, nursing homes, and rehabilitation agencies or in private practice.

At SUNY Fredonia, the Bachelor of Science in Education, Speech and Language Disabilities (housed in the Henry C. Youngerman Center for Communication Disorders) includes clinical practice and student teaching in schools. (After 2009, this experience will shift to the graduate program.)

The Bachelor of Arts degree option includes all the academic courses for the B.S.Ed., but in place of the practicum and student teaching courses, the curriculum offers a series of clinical preparation courses (SPA 398, 399 and 410). Junior transfers and second baccalaureate degree students are advised into the B.A. program to facilitate timely completion of academic and degree requirements. Students desiring to obtain a terminal

degree in audiology are advised into the B.A. program to enable them to receive audiology clinic and course work that would prepare them for admission to a Clinical Doctorate in Audiology (AuD.) program.

Upon completion of either degree option, students may elect to continue graduate studies in the same field. Those who earn the B.S.Ed. may be employed in school districts as Teachers of Students with Speech and Language Disabilities. The B.S.Ed. degree does not lead to state licensure or ASHA certification.

An undergraduate degree in this major provides a foundation for specializations in education of the deaf, special education, linguistics, counseling and a variety of other professions.

The graduate program in Speech-Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and is licensure qualified by the State Education Department.

Scholarships

The following scholarships are awarded by the Department of Speech Pathology and Audiology: the Esau A. and Susan S. Sam Scholarship, the Schaffer Family Scholarship, the Rebecca Snyder Memorial Scholarship, the Lt. Gen. Louis E. Woods Scholarship, the Henry C. and Ida H. Youngerman Scholarship, Gustave and Geraldine Werner Foundation scholarships, and the Constantine Barker Endowment.

Requirements for all Academic Majors

Students who are at or near 60 credit hours must hold a minimum GPA of 2.75 both overall and in all speech pathology and audiology courses completed in order to remain in the B.S.Ed. program.

Requirements for the Bachelor of Science in Education, Speech and Language Disabilities, and Initial Certification (available through May 2009 graduation)

	Hrs.
SPA 250 Speech and Language Development	3
SPA 268 Phonetics	3
SPA 280 Introduction to Speech-Language Pathology	3
SPA 310 The Speech and Hearing Mechanism	3
SPA 316 Speech Science	3
SPA 322 Hearing Problems and Tests	3
SPA 323 Phonological and Language Disorders	3
SPA 328 Clinical Methods, Speech and Hearing	3
SPA 329 Clinical Practice (co-requisite SPA 331)	3
SPA 331 Lecture and Staffing Clinical Practice (co-requisite SPA 329)	1
SPA 400 Foundations of Speech Language Pathology in an Educational Setting	2
SPA 418 Speech-Language Pathology II	3
SPA 419 Aural Habilitation and Rehabilitation	3
SPA 432 Student Teaching of the Speech and Language Disabilities	10
	<hr style="width: 100%; border: 0.5px solid black;"/>
	46

Any 200 level statistics course from SUNY Fredonia or approved transfer course from another institution

Required for Initial Certification:

EDU 215 Education in American Society or equivalent	3
EDU 225 Developmental Psychology	3
EDU 276 Literacy and Technology in Elementary School	3
	<hr style="width: 100%; border: 0.5px solid black;"/>
	9

The New York State Education Department requires a Child Abuse Seminar as well as a Violence Prevention Seminar for all students being recommended for teaching certification; Childhood Education, Early Childhood Education, Adolescence Education, and Speech Pathology/Audiology. These students must successfully complete the New York State Teacher Examination Program. Students are required to demonstrate competence in a foreign language. This requirement may be satisfied in any one of the following four ways: (1) completion of course

work at the 116 level at Fredonia, or (2) transferring of two successful college semesters of a foreign language, or (3) scoring at the 50th percentile or higher on the CLEP exam, or (4) completion of three years of high school language with a passing score on the Regents examination (passing = 65). The College Core Curriculum (CCC) foreign language requirement differs from the certification requirements and must be satisfied for degree conferral.

Requirements for the Bachelor of Arts in Communication Disorders and Sciences

	Hrs.
SPA 250 Speech and Language Development	3
SPA 268 Phonetics	3
SPA 280 Speech-Language Pathology I	3
SPA 310 The Speech and Hearing Mechanism	3
SPA 316 Speech Science	3
SPA 322 Hearing Problems and Tests	3
SPA 323 Phonological and Language Disorders	3
SPA 328 Clinical Methods, Speech and Hearing	3
SPA 400 Foundations of Speech Pathology in an Educational Setting	2
SPA 418 Speech-Language Pathology II	3
SPA 419 Aural Habilitation and Rehabilitation	3

In 2008, add SPA 398, 399 and 410 to replace SPA 328

Any 200 level statistics course from SUNY Fredonia or approved transfer course from another institution

Recommended for Future Certification:

EDU 215 Education in American Society	3
EDU 225 Developmental Psychology	3
EDU 276 Literacy and Technology in Elementary School	3
	<hr style="width: 100%; border: 0.5px solid black;"/>
	9

Requirements for a Minor in Speech and Language Disabilities

Eighteen credit hours including:

SPA 250 Speech and Language Development	3
SPA 268 Phonetics	3
SPA 280 Introduction to Speech-Language Pathology	3

82 State University of New York at Fredonia

Plus 9 credit hours selected from:

SPA 206	Fundamentals in Acoustics	9
SPA 310	The Speech and Hearing Mechanism	
SPA 322	Hearing Problems and Tests	
SPA 323	Phonological and Language Disorders	
SPA 418	Stuttering and Voice Problems	
SPA 490	Independent Study	

A graduate program is available in the department; for more information, see the separate Graduate Catalog or contact the Office of Graduate Studies at (716) 673-3808.

SPORT AND EXERCISE STUDIES

(Interdisciplinary Studies minor only)

Coordinators:

Charles Davis, Chairperson
Health, Wellness and Recreation
Office: 123 Dods Hall
(716) 673-3101
E-mail: Charles.Davis@fredonia.edu

Bruce Klonsky, Professor
Department of Psychology
Office: W339 Thompson Hall
(716) 673-3892
E-mail: Bruce.Klonsky@fredonia.edu

The Sport and Exercise Studies interdisciplinary minor has three track options. The Athletic Coaching Certification Track (19 credit hours), The Sports Administration and Communications Track and the Sport and Exercise Sciences Track, which have 21 and 22-27 credit hour requirements, respectively. Each track will include some required courses, and areas of concentration/specialization where there will be a choice of electives. For each track, the electing of an applied outside experience (i.e., practicum/internship or independent study) will be encouraged.

The Athletic Coaching Track prepares students to meet the New York State established criteria to qualify to coach in elementary and secondary schools and in youth recreation programs. Students can organize 19 credit hours needed for graduation to meet the state mandate for strenuous/contact activities and non-strenuous/non

contact activities. Core courses relate to philosophy, principles and organization of athletics in education; health sciences applied to coaching (e.g. First Aid, Psychology of Coaching, and Adult CPR); and techniques and technical aspects of coaching.

The Sports Administration and Communication Track (21 credit hours) will expose students to (a) the behavioral dimensions of sport, (b) general management and organizational skills and issues, (c) sport-specific management principles, strategies, and issues (d) marketing, finance, and legal issues, (e) communication and ethical issues.

The course categories included in this track were strongly influenced by the Sport Management Program Standards established by the National Association for Sport and Physical Education and the North American Society for Sport Management. This track will aid in the preparation and viability of students for jobs and graduate work in sports management, marketing, and public relations.

The Sport and Exercise Sciences Track (22-27 credit hours) will expose students to scientific principles and issues related to sport and exercise. The contributions of the behavioral, social and physical sciences (psychology, sociology and physiology) will be emphasized. The core courses for this track include Sport Psychology, the Sociology of Sport, and the Physiology of Exercise and Sport. Students will also be required to choose one course in each of the following concentration areas: (a) physiological bases, (b) group and organizational contexts, (c) developmental and educational issues and principles, and (d) personality, assessment, and counseling issues.

The course categories utilized in this track are strongly influenced by the criteria that the Association for the Advancement of Applied Sport Psychology requires for the certification of doctoral-level professional sport consultants. This track will aid in the preparation of students for graduate work dealing with sport and exercise behavior within their discipline (e.g. psychology, sociology, kinesiology, and exercise science). It will also provide important information about sport and exercise

behavior for those planning to be coaches, fitness specialists, physical therapists, and athletic trainers.

A maximum of 12 credit hours may be taken in the Sport and Exercise Science tract from any one department in fulfilling the requirements of this minor.

Athletic Coaching Track: (19 credit hours)

<i>Required Core Courses:</i>		Hrs.
HLTH 115	First Aid Skills and Knowledge	3
PHED 210	Principles of Sport Management	3
PSY 237	Sport Psychology*	3
PHED 315	Prev. and Care of Ath. Injuries*	3
PHED 321	Coaching Techniques	2

Elective Courses: Select courses totaling 5 credit hours from the following listing:

EDU 349	Educational Psychology*	3
HLTH 300	Education in Drugs, Alcohol and Tobacco**	1
HLTH 302	Stress Management	1
HLTH 303	Fitness and Nutrition	2
PHED 318	Athletic Training Internship	3
PHED 399	Independent Readings	1-3
PHED 499	Independent Study	1-3
PSY 237	Sport Psychology*	3
SOC 335	Sociology of Sport*	3
PSY 247	Health Psychology*	3
PHED 400	Internship	1-6

*prerequisite required

**Education majors only

Sports Administration and Communication Track: (21 credit hours)

<i>Required Core Courses:</i>		Hrs.
PHED 210	Principles of Sport Management	3
PSY 237	Sport Psychology*	3
SOC 335	Sociology of Sport*	3

Elective Courses: (one course required of students)

BUAD 321	Manag. and Organ. Behav.*	3
PSY 347	Indust./Organ. Psychology*	3

*prerequisite required

Areas of Concentration

Select three courses from the following two areas

Marketing, Finance and Legal Issues:

	Hrs.	
BUAD 310	Legal Envir. of Business	3
BUAD 330	Human Resource Management*	3
BUAD 325	Principles of Marketing*	3
BUAD 340	Marketing Research*	3
PHIL 310	Administrative Ethics	3

*prerequisite required

Communications and Ethical Issues:

	Hrs.	
COMM 200	Electr. Media Writing*	3
COMM 251	Audio Production I	3
COMM 255	TV Production I*	3
ENGL 270	Intro. to Print Media	3
ENGL 368	Intro. to Public Relations	3
ENGL 370	Report. and News. Writ.*	3
COMM 420	Comm. Law and Ethics*	3
BUAD 480	Business Internship	3
COMM 480	Communication Internship	3
ENGL 468	Public Relations Internship	3
PHED 400	Health and Wellness Internship	1-6

*prerequisite required

Sport and Exercise Sciences Track
(at least 22 credit hours)

Required Core Courses:

	Hrs.	
PHED 200	Physiology of Exercise and Sport	3
PSY 237	Sport Psychology*	3
SOC 335	Sociology of Sport*	3

Elective Course: (one course)

PSY 247	Health Psychology*	3
PHED, PSY, SOC	Internship	1-6

Areas of Concentration

Physiological Bases: (one course)

PHED 315	Prev. and Care of Ath. Injuries	3
PSY 351	Physiological Psychology*	3

Group and Organizational Contexts: (one course)

PSY 355	Group Dynamics*	3
PSY 347	Indust./Organ. Psychology*	3
SOC 325	Complex Organizations	3

Developmental and Educational Issues: (one course)

EDU 225	Developmental Psychology	3
EDU 349	Educational Psychology*	3
PSY 349	Child Psychology*	3
PSY 364	Cognitive Development*	3
PSY 365	Social Development*	3

Personality, Assessment and Counseling Issues: (one course)

PSY 317	Tests and Measurements*	3
PSY 246	Personality*	3
PSY 356	Abnormal Psychology*	3
SOC 310	Sociology of Deviant Behavior	3
SOC 311	Sociology of Addiction	3

*prerequisite required

Note: An independent study or internship in Health and Wellness, Psychology or Sociology can be substituted for one (1) course in these areas of concentration.

SPORT MANAGEMENT AND EXERCISE SCIENCE

(Interdisciplinary Studies major)

Coordinators:
Charles Davis, Chairperson
 Health, Wellness and Recreation
 Office: 123 Dods Hall
 (716) 673-3101
 E-mail: Charles.Davis@fredonia.edu

Bruce Klonsky, Professor
 Department of Psychology
 Office: W339 Thompson Hall
 (716) 673-3892
 E-mail: Bruce.Klonsky@fredonia.edu

The major in Sports Management and Exercise Science intends to prepare students for careers in profit and nonprofit organizations and in education, recreation and the fitness industry. Typically, a student who completes a major in this area has the potential to be employed in the following areas: Sports Administration, Program Manager (schools and the private sector), Sports Merchandising, Sports Reporter, Sporting Goods Sales, Sports Accounting, Sports Themed Restaurant Manager, Sports Agent, Sports Journalism, Sports Marketing, Sports Concessions, Physical Fitness Trainer, Research, Facility Manager, and Graduate Assistant.

SUNY Fredonia offers an Interdisciplinary Studies Bachelor of Science degree in Sports Management, Exercise Science, and Sport and Exercise Psychology. These three career tracks follow the protocols established by the North American Society for Sport Management (NASSM) (Sports Management Track),

the National Association for Sport and Physical Education (NASPE) (Exercise Science Track), and the Association for the Advancement of Applied Sport Psychology (AAASP) (Sport and Exercise Psychology Track).

Sport Management Track (36 credit hours)

The NASSM has established the following content/skill areas for the undergraduate major in Sport Management: Social and Cultural Dimensions, Management and Leadership, Ethics, Marketing, Communication, Budget, Finance, Legal Aspects, Economics, Governance, and a Field Experience.

Exercise Science Track (37 credit hours)

The Applied Exercise Council of (NASPE) established the following national program guidelines for an undergraduate degree in Exercise Science. Foundation Science Core: anatomy, physiology, prevention and care of injuries, biomechanics, first aid, CPR and emergency procedures for exercise settings. Exercise Prescription for Normal and Special Populations: exercise testing, exercise class leadership, and exercise and aging. Specific knowledge relating to physiological testing and program leadership. Exercise prescription: interpreting exercise testing results, safety issues; individualized fitness prescriptions and re-evaluation of fitness programs; understanding precautions and modifications of exercise programs such as altitude, temperatures, environmental pollution, type; intensity, frequency, progression of an exercise program, and fitness for special populations. Exercise and Aging: knowledge of aging process. Health Promotion: competency in nutrition, weight control, stress management, goal setting, substance abuse. Administrative Tasks: knowledge of the organization and management of a fitness program such as facility scheduling, management, equipment purchasing, marketing and legal liability. Human Relations: written communications skills including writing business letters, reports and business proposals, speaking, motivating, program adherence and retention. Professional Development: knowledge of organizations, publications, programs, professionals and career planning.

84 State University of New York at Fredonia

Practical Experience: practical experience for entry level fitness specialist; includes observation and an internship.

Sport and Exercise Psychology Track (35-36 credit hours)

The Association for the Advancement of Applied Sports Psychology (AAASP) has established the following guidelines for competencies for sport psychology professionals: scientific and professional ethics and standards; knowledge of disciplines such as health and exercise psychology and performance enhancement; biomechanical and/or physiological bases of sport, historical, philosophical and motor behavior bases of sport; basic counseling skills; skills and techniques related to sport or exercise (e.g. coaching skills, techniques and participation in sports and exercise), skills related to research design, statistics and psychological assessment; cognitive-affective bases of behavior (cognition, emotion, learning, motivation, motor development); social bases of behavior (cultural and ethnic bases, group processes, gender roles; organization and systems theory, social psychology and sociology of sport); aspects of individual behavior including development, personality and individual differences.

Sports Management Track (36 credit hours)

ACCT 201	Principles of Financial Accounting	3
BUAD 330	Human Resources Management	3
BUAD 325	Introduction to Marketing	3
COMM 222	Principles of Public Relations	3
PHED 210	Principles of Sport Management	3
PHED 211	Facility Management	3
PHIL 211	Philosophy of Sport	3
PSY 237	Sport Psychology	3
SOC 335	Sociology of Sport	3
Choose one of the following courses:		
BUAD 321	Principles of Management	3
PSY 347	Industrial/Organ. Psychology	3
Internship:		
PHED 400	Sports Man. Internship	6
<i>Elective Courses:</i> Recommended as free electives beyond the core requirements.		
BUAD 310	Legal Environment of Business	3
COMM 105	Public Speaking	3

COMM 110	Desktop Presentation	1
COMM 112	Desktop Video	1
COMM 322	Public Relations Writing	3
HLTH 303	Stress Management	1
INDS 220	Intro. Ethnicity and Race	3
PHED 139	Weight Training Fitness	2
PHED 321	Coaching Techniques	2
PHED 499	Independent Study	3
PSY 355	Group Dynamics	3

Internships

Internships are an integral aspect of the program. Students will be placed in service organizations, recreation centers, public school athletic programs, sporting goods firms, fitness centers, etc. The major requires 400 clock hours of internship. The time commitment may be met by interning during the summer or early fall. Students must meet all transportation and living expenses while involved in the intern experience.

Exercise Science Track (37 credit hours)

BUAD 235	Intro. to Business Communication	3
HLTH 115	First Aid Skills and Knowledge	3
HLTH 386	Wellness and Health Promotion	3
PHED 210	Principles of Sport Management	3
PHED 211	Facility Management	3
BIOL 221	Human Anatomy	3
PHED 200	Physiology of Exercise and Sport	3
PHED 201	Physiology of Exercise and Sport Lab	1
PHED 301	Kinesiology	3
PHED 302	Ex. Prescription and Research Statistics	3
PHED 315	Prevention and Care of Athletic Injuries	3
PSY 237	Sport Psychology	3
Choose one course from the following:		
PHED 400	Internship	3
PHED 499	Independent Study	3
<i>Elective Courses:</i> recommended as free electives beyond the major requirements.		
HLTH 302	Stress Management	1
HLTH 303	Fitness and Nutrition	2
PHED 101	Aqua-Aerobics	1
PHED 124	Aerobics	1
PHED 125	Step Aerobics	1
PHED 139	Weight Training Fitness	2
PHED 311	Facility Management	3
PHED 318	Prev. and Care of Athletic Inj. Internship	3
PHED 322	Personal Fitness Trainer	1
PHED 321	Coaching Techniques	2

PHED 499	Independent Study	3
PHIL 211	Philosophy of Sport	3
PSY 247	Health Psychology	3
PSY 447	Introduction to Counseling	3
PSY 351	Physiological Psychology	3
SOC 335	Sport Sociology	3

Internship/Independent Study

An internship and/or independent study will be offered as part of the Exercise Science Track. Students will be placed in appropriate settings in which they can develop personal skills and an understanding of sport science. Students must meet all transportation and living expenses while involved in the intern experience.

Sport and Exercise Psychology Track (35-36 credit hours)

PHED 200	Physiology of Exercise and Sport	3
PHED 210	Principles of Sports Admin.	3
PHED 301	Kinesiology	3
PSY 237	Sport Psychology	3
PSY 247	Health Psychology	3
SOC 335	Sport Sociology	3
Choose one (1) course from the following Research courses:		
PSY 210	Research Methods	3
PSY 317	Tests and Measurements	3
Choose one (1) course from the following Developmental courses:		
EDU 225	Developmental Psychology	3
PSY 289	Lifespan Human Development	3
PSY 349	Child Psychology	3
Choose 1 course from the following Group and Organizational Context courses:		
PSY 347	Industrial/Organizational Psychology	3
PSY 355	Group Dynamics	3
Choose 1 course from the following Personality and Counseling courses:		
PSY 246	Personality	3
PSY 447	Introduction to Counseling	3
Choose 1 course from the following Applied Sports courses:		
HLTH 386	Wellness and Health Promotion	3
PHED 321	Coaching Techniques	2
PSY 238	Performance Enhancement	3

Choose 1 course/practical experience from the following courses:

- PHED 400 Internship
 or
 PHED 499 Independent Study
 or PSY 489 3

Internship/Independent Study

An internship and/or independent study are an integral aspect of the Sport and Exercise Psychology Track. Students will be placed in appropriate service organizations in which they can develop personal skills and still honor aspects of confidentiality. Students must meet all transportation and living expenses while involved in the intern experience. Independent study will allow the student to explore topics related to sport and exercise psychology in depth.

THEATRE AND DANCE

Office: 212 Rockefeller Arts Center
 (716) 673-3596
 E-mail: Theatre.Dance@fredonia.edu
Stephen E. Rees, Chairperson

It is the mission of the Department of Theatre and Dance to provide training for professional, community, and academic theatres within the framework of the liberal arts education.

The Department of Theatre and Dance offers the Bachelor of Arts and Bachelor of Fine Arts degrees in several areas. The Bachelor of Arts degree is a General Theatre Studies program. The Bachelor of Fine Arts degree programs are limited to those students who demonstrate excellence or the potential for excellence in Dance, Acting or Production and Design. They are designed for those students who enter the university with a firm idea of their professional goals.

In conjunction with the School of Music, the department offers study leading to the Bachelor of Fine Arts in Musical Theatre degree. Contact the department for information regarding auditions or portfolio reviews for all B.F.A. programs.

Minors in Theatre or Dance are available as well, allowing the pursuit of a secondary interest in theatre or dance as support for a major area or

for personal growth and satisfaction. Theatre students may participate in the Walter Gloor Mainstage Series of departmental productions and the Performing Arts Company (PAC), a student-run theatre group at the university. PAC presents two productions each semester and sponsors workshops and experimental theatre productions. The department presents five productions each year.

Juniors and seniors who contribute significantly to the theatre program and who attain a grade point average of 3.25 in their major may be eligible for Alpha Psi Omega, the national honorary dramatic society.

Admission to the Department

Bachelor of Arts - General Theatre Studies

All students who indicate Theatre as their first major preference and are academically accepted by the university are automatically admitted to the Bachelor of Arts General Theatre Studies program.

Bachelor of Fine Arts - Acting

In addition to admittance to the university, students must audition during the year prior to entering Fredonia on one of the designated audition dates. Audition information and application forms are available from the Department of Theatre and Dance office or on the departmental website.

Transfer students should audition for the B.F.A. Acting program during the semester before transferring. The B.F.A. Acting degree requires four years for completion.

Bachelor of Fine Arts – Dance

(Note: This degree program is listed pending approval of the SUNY Provost’s Program Review)

The B.F.A. in Dance provides training for dance professionals within a liberal arts education. In addition to intensive technical training in a variety of dance styles, additional studies in choreography, repertory, dance history, kinesiology, and musical training are required. The Dance program curriculum is consistent with the guidelines developed by The National Association of Schools of Dance. Acceptance to the Dance major is by audition only. Audition information and application forms are

available from the Department of Theatre and Dance office or on the departmental website.

Dance majors are required to audition for the Fredonia Dance Ensemble, the pre-professional training ensemble. Dance majors are expected to take at least one or two technique classes per semester. They are welcome to participate in the assorted dance clubs on campus. The dance program sponsors activities throughout the year including performances, master classes, and workshops with professional artists.

Dance majors are required to complete a minor, allowing the pursuit of a secondary interest or as support for professional career goals. Recommended minors include Arts Administration (21 credit hours), Theatre (22 credit hours), Business Administration (24 credit hours), Communication (18 credit hours), Film Studies (21 credit hours), or Sport and Exercise Sciences (22 credit hours).

Bachelor of Fine Arts - Musical Theatre

For admission and degree requirements see page 66.

Bachelor of Fine Arts – Theatrical Production and Design

In addition to admittance to the university, prospective students must interview with the production and design faculty for acceptance into the program. A portfolio of creative work should be part of this process. This may be done during the year prior to attending Fredonia or B.A. General Theatre Studies’ students may be admitted during their first year in residence. Students who are accepted into the B.F.A. Theatrical Production and Design program select a specific track of study from the following options: Costume Design, Lighting Design, Technical Production or Scenic Design. Each track of study is outlined below.

Additional Requirements

Transfer students admitted into B.F.A. degree programs should expect to spend a minimum of three years on the SUNY Fredonia campus.

In addition to the specific and individual courses, there are periodic reviews of achievement/improvement for the B.F.A. Acting and B.F.A.

86 State University of New York at Fredonia

Production and Design student with the purpose of determining advancement/retention. At the conclusion of the fourth semester, the performance or design faculty reviews the student and a determination made as to permission for continuance in the program. Students with unfavorable evaluations will not be permitted to continue study in the B.F.A. but may continue in the B.A. General Theatre Studies program.

Students in the B.F.A. Acting program must present acting juries at the conclusion of each semester, and must perform a senior recital or a leading role in a departmental production during their fourth year.

B.F.A. Acting and Musical Theatre majors are required to audition for all Department of Theatre and Dance productions.

B.F.A. Theatrical Production and Design students, prior to graduation, must formally present portfolios and participate in the senior design exhibit.

All Theatre and Dance majors and minors are required to complete Theatre Practice obligations that are practical extensions of the classroom and vary in accordance with the specific programs. The Theatre Practice commitment requires approximately eight (8) clock hours per week but may, in certain cases, require significantly more time. Theatre Practice credit does not count toward the total number of credits required in the B.F.A. Musical Theatre degree program.

All department majors must successfully complete a minimum of 30 upper-level credit hours and appropriate supporting courses as determined by faculty advisement. Students who are on academic probation will not be permitted to perform in public performances nor will major technical production crew assignments be permitted.

Transfer students in the B.A. General Theatre Studies degree program must complete at least 60 percent (27 credit hours) of their major at Fredonia.

Degree Requirements for Bachelor of Arts - General Theatre Studies

	Hrs.
THEA 100 Theatre Majors Seminar	1
THEA 101-102 Theatre Practice	2
THEA 114 Intro. to Performing Arts	3
THEA 117 Script Analysis	3
THEA 121 Intro. to Tech. Theatre	3
THEA 133 Intro. to Acting	3
THEA 201-202 Theatre Practice	2
THEA 220 Makeup	1
THEA 301-302 Theatre Practice	2
THEA 401-402 Theatre Practice	2
THEA 441 Directing I	3
THEA 451-452 History of the Theatre I & II	6
THEA 460 Theatre Management	3
THEA 481 Senior Seminar	1
THEA XXX Electives	6
Total: 41 credit hours	

Students in the B.A. General Theatre Studies program must complete a total of 79 credit hours outside their major.

Degree Requirements for Bachelor of Fine Arts - Acting

	Hrs.
THEA 100 Theatre Majors Seminar	1
THEA 101-102 Theatre Practice	2
THEA 121 Intro. to Tech. Theatre	3
THEA 131 Acting Studio: Improvisation	3
THEA 132 Acting Studio: Character Study	3
THEA 140 Stage Dialects	3
THEA 201-202 Theatre Practice	2
THEA 220 Makeup	1
THEA 231-232 Acting Studio: Scene Study I & II	6
THEA 233-234 Acting Lab	2
THEA 242-243 Acting Studio: Introduction to Voice and Movement I & II	6
THEA 244-245 Voice and Movement Lab	2
THEA 301-302 Theatre Practice	2
THEA 333 Acting Studio: Audition Techniques	3
THEA 345 Acting Studio: Voice and Movement III	3
THEA 346 Acting Studio: Voice and Movement IV	3
THEA 363-364 Voice and Movement Lab	2
THEA 401-402 Theatre Practice	2
THEA 441 Directing I	3

THEA 433 Acting Studio: Shakespeare	3
THEA 451-452 History of the Theatre I & II	6
THEA 499 Performance/Production Seminar	3
ENGL 412-414 Early and Later Shakespeare	6
<hr style="width: 100%;"/>	
Plus two courses from the following	4-6
THEA 353 History of Musical Theatre	
THEA 432 Acting Studio: Musical Theatre Styles	
DANC 111 Modern Technique I	
DANC 112 Ballet I	
DANC 113 Jazz Dance I	
DANC 114 Tap Dance I	
DANC 211 Modern Technique II	
ARTH 101 Art in Culture from Prehistory to 1400	
ARTH 102 Art in Culture from 1400 to Present	
HIST 115 Western Civilization I	
HIST 116 Western Civilization II	
MUS 263 Music History in Western Civilization I	
MUS 264 Music History in Western Civilization II	
Total: 74-76 credit hours	

Degree Requirements for Bachelor of Fine Arts - Dance

	Hrs.
DANC 111 Modern Technique I	2
DANC 211 Modern Technique II	2
DANC 311 Modern Technique III	2
DANC 112 Ballet I	2
DANC 212 Ballet II	2
DANC 312 Ballet III	2
DANC 113 Jazz Dance I	2
DANC 213 Jazz Dance II	2
DANC 313 Jazz Dance III	2
DANC 114 Tap Dance I	2
DANC 214 Tap Dance II	2
(Must complete 16 hours at 200 or 300 level and at least 4 credit hours each in ballet, modern, and jazz. Students will be placed based on experience and demonstrated proficiency.)	
DANC 110 Dance Productions (1 credit hour taken twice)	2
DANC 241 Dance Improvisation	2
DANC 250 Dance Ensemble (1 credit hour taken 6 times)	6
DANC 260 Dance Kinesiology	3
DANC 264 Choreography I	3
DANC 364 Choreography II	3
DANC 341 Selected Topics in Dance	1-3
DANC 353 Dance History	3
DANC 460 Senior Project (1 credit hour taken twice)	2
DANC Electives by Advisement	6



THEA 121	Intro. to Tech. Theatre	3
THEA 130	Acting for Non-Majors or	3
THEA 133	Intro. to Acting	
THEA 220	Makeup	1
MUS 101	Music Theory I	3
MUS 115	Music Appreciation	3
MUS 131	Applied Musicianship I	1
PHED 126	Body Sculpting or	2
PHED 139	Weight Training	
HLTH 303	Fitness and Nutrition	2
Total: 71 – 73 credit hours		

B.F.A. Dance majors are required to complete a minor.

Degree Requirements for Bachelor of Fine Arts - Theatrical Production and Design

Costume Design Track

Core Courses (48 credit hours)		
THEA 100	Freshman Seminar	1
THEA 101-102	Theatre Practice	2
THEA 201-202	Theatre Practice	2
THEA 301-302	Theatre Practice	2
THEA 401-402	Theatre Practice	2
THEA 121	Intro. to Tech. Theatre	3
THEA 123	Intro. to Tech. Production	3
THEA 125	Drawing and Drafting for the Theatre	3
THEA 130 or 133	Acting for Non Majors or Intro. to Acting	3
THEA 220	Makeup	1
THEA 222	Stagecraft I	3

Required Design Courses (12 credit hours)

THEA 223	Lighting I	3
THEA 326	Scene Design I	3
THEA 327	Costume Design I	3
THEA 328	Costume Design II	3

Costume Courses (26 credit hours minimum)

ART 150	Drawing I	3
ART 252	Life Drawing I	3
THEA 228	Costume Construction I	3
THEA 304	Rendering II	1
THEA 305	Rendering III	1
THEA 319	Costume Construction II	3
THEA 321	Dyeing and Distressing	3
THEA 325	History of Fashion	3
THEA 329	Flat Patterning	3
THEA 420	Special Studies – Draping	3
Total: 86 credit hours		

Lighting Design Track

Core Courses (48 credit hours)		
THEA 100	Freshman Seminar	1
THEA 101-102	Theatre Practice	2
THEA 201-202	Theatre Practice	2
THEA 301-302	Theatre Practice	2

THEA 401-402	Theatre Practice	2
THEA 121	Intro. to Tech. Theatre	3
THEA 123	Intro. to Tech. Production	3
THEA 125	Drawing and Drafting for the Theatre	3
THEA 130	Acting for Non-Majors or	3
THEA 133	Introduction to Acting	
THEA 220	Makeup	1
THEA 222	Stagecraft I	3
THEA 226	Scene Painting I	3
THEA 303	Rendering I	1
THEA 315	Dramatic Imagination	3
THEA 381	Technical Seminar (.5 credit taken six times)	3
THEA 441	Directing I	3
THEA 451	Theatre History I	3
THEA 452	Theatre History II	3
THEA 481	Senior Seminar	1
THEA 499	Performance/Production Seminar	3

Required Design Courses (15 credit hours)

THEA 223	Lighting I	3
THEA 245	Sound Design	3
THEA 324	Lighting II	3
THEA 326	Scene Design I	3
THEA 327	Costume Design I	3

Required Art History Courses (6 credit hours)

ARTH 101	History of Art to 1400	3
ARTH 102	History of Art 1400 to Present	3

Elective Courses (17 credits minimum)

ART 150	Drawing I	3
HLTH 115	First Aid Skills and Knowledge	3
THEA 221	Computer Drawing I	3
THEA 228	Costume Construction I	3
THEA 304	Rendering II	1
THEA 305	Rendering III	1
THEA 322	Stagecraft II	3
THEA 328	Costume Design II or	3
THEA 426	Scene Design II	
THEA 334	Computer Drawing II	3
THEA 420	Special Studies (in another area)	3
THEA 427	Scene Painting II	3
THEA 460	Theatre Management	3
Total: 86 credit hours		

Technical Production Track

Core Courses (48 credit hours)		
THEA 100	Freshman Seminar	1
THEA 101-102	Theatre Practice	2
THEA 201-202	Theatre Practice	2
THEA 301-302	Theatre Practice	2
THEA 401-402	Theatre Practice	2
THEA 121	Intro. to Tech. Theatre	3

88 State University of New York at Fredonia

THEA 123	Intro. to Tech. Production	3	THEA 130	Acting for Non Majors	3
THEA 125	Drawing and Drafting for the Theatre	3	THEA 133	Intro. to Acting	1
THEA 130	Acting for Non Majors or	3	THEA 220	Makeup	3
THEA 133	Intro. to Acting	1	THEA 222	Stagecraft I	3
THEA 220	Makeup	1	THEA 226	Scene Painting I	3
THEA 222	Stagecraft I	3	THEA 303	Rendering I	1
THEA 226	Scene Painting I	3	THEA 315	Dramatic Imagination	3
THEA 303	Rendering I	1	THEA 381	Technical Seminar (.5 credit taken six times)	3
THEA 315	Dramatic Imagination	3	THEA 441	Directing I	3
THEA 381	Technical Seminar (.5 credit taken six times)	3	THEA 451	Theatre History I	3
THEA 441	Directing I	3	THEA 452	Theatre History II	3
THEA 451	Theatre History I	3	THEA 481	Senior Seminar	1
THEA 452	Theatre History II	3	THEA 499	Performance/Production Seminar	3
THEA 481	Senior Seminar	1	<i>Required Design Courses (15 credit hours)</i>		
THEA 499	Performance/Production Seminar	3	THEA 223	Lighting I	3
<i>Required Technical Courses (15 credit hours)</i>			THEA 324	Lighting II	3
THEA 221	Computer Drawing I	3	THEA 326	Scene Design I	3
THEA 223	Lighting I	3	THEA 327	Costume Design I	3
THEA 326	Set Design I	3	THEA 426	Scene Design II	3
THEA 322	Stagecraft II	3	<i>Required Art History Courses (6 credit hours)</i>		
THEA 334	Computer Drawing II	3	ARTH 101	History of Art to 1400	3
<i>Elective Courses (23 credit hours minimum)</i>			ARTH 102	History of Art 1400 to Present	3
ACCT 201	Principles of Financial Accounting	3	<i>Elective Courses (20 credit hours minimum)</i>		
ART 150	Drawing I	3	ART 150	Drawing I	3
COMM 101	Fundamentals of Communication	3	THEA 221	Computer Drawing I	3
COMM 221	Interpersonal Communication	3	THEA 228	Costume Construction I	3
HLTH 115	First Aid Skills and Knowledge	3	THEA 304	Rendering II	1
PHYS 121	College Physics I	3	THEA 305	Rendering III	1
THEA 228	Costume Construction I	3	THEA 322	Stagecraft II	3
THEA 245	Sound Design	3	THEA 328	Costume Design II	3
THEA 304	Rendering II	1	THEA 334	Computer Drawing II	3
THEA 305	Rendering III	1	THEA 420	Special Studies (SP3)	3
THEA 324	Lighting II	3	THEA 427	Scene Painting II	3
THEA 338	Special Topics I	3	THEA 460	Theatre Management	3
THEA 420	Special Studies in another area	3	Any Studio ART Course by Permission	3	
THEA 426	Scene Design II	3	Total: 89 credit hours		
THEA 460	Theatre Management	3	<i>Requirements for the Minor in Theatre (22 credit hours)</i>		
Total: 86 credit hours			THEA 101-102	Theatre Practice	2

Scene Design Track

<i>Core Courses (48 credit hours)</i>		
THEA 100	Freshman Seminar	1
THEA 101-102	Theatre Practice	2
THEA 201-202	Theatre Practice	2
THEA 301-302	Theatre Practice	2
THEA 401-402	Theatre Practice	2
THEA 121	Intro. to Tech. Theatre	3
THEA 123	Intro. to Tech. Production	3
THEA 125	Drawing and Drafting for the Theatre	3

THEA 130	Acting for Non Majors or	3
THEA 133	Intro. to Acting	1
THEA 220	Makeup	3
THEA 222	Stagecraft I	3
THEA 226	Scene Painting I	3
THEA 303	Rendering I	1
THEA 315	Dramatic Imagination	3
THEA 381	Technical Seminar (.5 credit taken six times)	3
THEA 441	Directing I	3
THEA 451	Theatre History I	3
THEA 452	Theatre History II	3
THEA 481	Senior Seminar	1
THEA 499	Performance/Production Seminar	3
<i>Required Design Courses (15 credit hours)</i>		
THEA 223	Lighting I	3
THEA 324	Lighting II	3
THEA 326	Scene Design I	3
THEA 327	Costume Design I	3
THEA 426	Scene Design II	3
<i>Required Art History Courses (6 credit hours)</i>		
ARTH 101	History of Art to 1400	3
ARTH 102	History of Art 1400 to Present	3
<i>Elective Courses (20 credit hours minimum)</i>		
ART 150	Drawing I	3
THEA 221	Computer Drawing I	3
THEA 228	Costume Construction I	3
THEA 304	Rendering II	1
THEA 305	Rendering III	1
THEA 322	Stagecraft II	3
THEA 328	Costume Design II	3
THEA 334	Computer Drawing II	3
THEA 420	Special Studies (SP3)	3
THEA 427	Scene Painting II	3
THEA 460	Theatre Management	3
Any Studio ART Course by Permission		3
Total: 89 credit hours		
<i>Requirements for the Minor in Theatre (22 credit hours)</i>		
THEA 101-102	Theatre Practice	2
THEA 114	Intro. to Performing Arts	3
THEA 117	Script Analysis	3
THEA 121	Intro. to Tech. Theatre	3
THEA 130	Acting for Non-Majors or	3
THEA 133	Intro. to Acting	1
THEA 201-202	Theatre Practice	2
Two of the following:		
THEA 325	History of Fashion	3
THEA 451	History of Theatre I	3
THEA 452	History of Theatre II	3
THEA 460	Theatre Organization and Management	3

Requirements for the Minor in Dance (29 credit hours)

The Dance minor is comprised of dance technique courses in a variety of styles, with additional studies in choreography, repertory, dance history, kinesiology, and musical training. Students have the opportunity to audition for the Fredonia Dance Ensemble, a pre-professional training ensemble. The Dance minor can complement any major, and is open to all students on campus through audition.

A. 10 credit hours

- DANC 111, 211, 311: Modern Technique I, II, III (2 credit hours each)
- DANC 112, 212, 312: Ballet I, II, III (2 credit hours each)
- DANC 113, 213, 313: Jazz I, II, III (2 credit hours each)
- DANC 114, 214 Tap I, II (2 credit hours each)

Eight credit hours at 200 or 300 level, and at least two credit hours each in ballet, modern, and jazz.

Students will be placed based on experience and proficiency.

B. 19 credit hours:

- DANC 264, 364: Choreography I, II (3 credit hours each)
 - DANC 110 Dance Productions (1 credit hour taken twice)
 - MUS 101 Music Theory I (non-majors)
 - DANC 250 Dance Ensemble (1 credit hour taken twice)
 - DANC 260 Dance Kinesiology
 - DANC 353 Dance History
- Total credit hours: 29

Hrs.



VISUAL ARTS AND NEW MEDIA

Office: 216 Rockefeller Arts Center
(716) 673-3537
E-mail: VisualArts.NewMedia@fredonia.edu
Elizabeth Lee, *Chairperson*

The Department of Visual Arts and New Media provides a balanced, comprehensive undergraduate program in the practice, theory, and history of the visual arts and new media. The department offers both majors and elective students an opportunity to experience the arts as an important and enriching facet of a liberal arts education. Whether the goal is a career or advanced study in the arts and new media, or simply a greater understanding of art and technology's cultural impact, the curriculum offers a dynamic mix of studios, lectures, and seminars. The program provides a comprehensive foundation of design skills and conceptual approaches to visual expression. Visual Arts and New Media majors study an interdisciplinary curriculum emphasizing the concepts, theories, design, aesthetics and skills that inform all visual arts, including those involving electronic mediated expression. Content consists of traditional methods and materials, emerging technologies, and the ideas inherent in art making and art awareness.

The department's graduates possess a unique set of hybrid skills that provide a critical edge for leadership

positions in the competitive and evolving marketplace.

Graduates have successful careers in corporate and public settings as art directors, working artists and designers, teachers, creative freelancers, and owners of pottery studios, photo studios and design firms. Others work as photographer's assistants, web designers, gallery directors, exhibition curators, and in the special effects industry for film and entertainment. Many Visual Arts and New Media graduates have also been accepted into some of the country's best graduate schools for advanced study.

Degree Programs

The department offers Visual Arts and New Media majors multiple opportunities for professional education in studio specialties and art history through various degree options. Students may receive a Bachelor of Arts degree in Art History or in Visual Arts and New Media or a Bachelor of Fine Arts degree is available with majors in Animation and Illustration, Ceramics, Drawing and Painting, Graphic Design, Media Arts, Photography or Sculpture. Students in the department may also consider dual majoring between the studio and art history degree programs. The Bachelor of Arts (B.A.) degree in Art History offers a wide variety of courses ranging from ancient times to the twentieth century. The Bachelor of Arts (B.A.) in Visual Arts and New Media degree is a balanced, comprehensive overview of the range of creative and

career possibilities in different media, with the added benefit of incorporating an interdisciplinary pedagogy within a traditional liberal arts curriculum. Both of these degree options, more general than the Bachelor of Fine Art (B.F.A.), provide an excellent grounding for students interested in dual majors or graduate studies in areas such as secondary education, art therapy, imaging technologies in the visual arts, advertising and marketing, public relations or arts administration.

The Bachelor of Fine Art (B.F.A.) in specific majors emphasizes the range of skills, theories and media necessary for the development of the designer or creative artist. The creative process, from inception to presentation, is emphasized. This degree option fosters intellectual and creative curiosity, critical aesthetic thinking, encourages fusion between different artistic disciplines, and extensive use and evaluation of current technologies. Visual design is of great importance, but equal consideration is given to the concept and context. The historical relationship between an extensive range of media, and the impact of interaction on those media, are thoroughly explored. Critical awareness, and the ability for self-evaluation, is encouraged and developed. Visual Arts and New Media students may apply after completing a minimum of 27 credit hours in the Visual Arts and New Media courses for a Bachelor of Fine Arts degree in a specialized major.

Students from other departments may also receive a Visual Arts and New Media minor or an Art History minor to complement their major field of study. Minors consult with a department advisor in choosing either a variety of arts and media arts courses or specific area of study. Art History majors may also consider a minor in Visual Arts and New Media as well Visual Arts and New Media studio majors may consider a minor in Art History. Minors should consult with a department advisor in choosing courses or specific area of study.

Admission to the Program

Admission to the department requires the submission of an acceptable portfolio and transcript evaluation for both freshman and internal and external transfer students. Prospective students are required to submit

documentation of their work, or they may schedule an in-person review; all accepted students must have examples of their work as slides, CD or DVD-ROMs or other approved media in their departmental file. In-person reviews are recommended for all transfer students (both internal and external transfer students). Transfer students are advised that it may take more than two years at Fredonia to complete degree requirements, depending on their chosen major. It is recommended that all prospective students contact the Department of Visual Arts and New Media for additional information concerning portfolios and admission requirements.

Visiting Artist Program (VAP)

All Visual Arts and New Media majors are required to participate in the Visiting Artist Program each semester. The program provides an enrichment opportunity for exposure to a variety of artists, historians and professionals from around the country.

24-Hour Review

The 24-Hour Review takes place after students have completed, or are in the process of completing, 24 credit hours in visual arts and new media courses (reviews take place in the spring semester). The purpose of the 24-Hour Review is to evaluate student performance, offer constructive criticism and advice, and to help the student assess their career goals. The review is a mandatory departmental requirement. Any student failing to participate in the 24-Hour Review process will be suspended from taking further courses in the Department of Visual Arts and New Media. Art History majors do not participate in 24-Hour Review.

Bachelor of Fine Arts (B.F.A.) Program

Students wanting to apply for the B.F.A. degree may do so after completing a minimum of 27 credit hours in Visual Arts and New Media courses. In order to apply for B.F.A. degree status, applicants must have attained at least a 3.0 average in all Visual Art and New Media courses, including Art History, with a 2.0 required for courses taken outside the department to qualify for review. Students native to Fredonia must apply for B.F.A. status before

completing six semesters of Fredonia course work; transfer students must apply before completing four semesters of Fredonia course work. Students considering a dual major in two studio disciplines must apply for both programs at the same time, selecting area representation from both majors. It is the student's responsibility to contact the chosen faculty members individually to discuss their intention to apply for the B.F.A. well in advance of their review. In areas heavily impacted by enrollment, only a limited number of students may be admitted to the B.F.A. program.

Students with a 3.25 or higher GPA in all Visual Art and New Media courses and 3.0 or higher cumulative GPA and a score of 3.5 or greater during the 24-Hour Review may gain advanced acceptance to B.F.A. without committee review. Students waived out of the review requirement must still receive major area approval and complete a Change of Major form for admittance to the B.F.A. program. All B.F.A. students are required to participate in Senior Exhibition.

Graduation Requirements and Senior Seminar

All Visual Arts and New Media students must maintain a 2.0 average in the Visual Arts and New Media Foundation Program. B.A. students must maintain a 2.0 in all Visual Arts and New Media courses to remain in the program, B.F.A. students must maintain a 2.0 in all Visual Arts and New Media courses and a 3.0 in all major courses to remain in their B.F.A. major. Students may repeat courses to improve their class standing. All Visual Arts and New Media students (B.A. and B.F.A.) must submit an exit portfolio documenting their senior work and complete a senior assessment report to remain on file in the department. B.F.A. students will submit the required material during ART 460: Senior Seminar. B.A. students are required to submit this material to their advisors prior to graduation approval. The material must be in their file to receive final approval to apply for their degree. In their final semester at Fredonia, all B.F.A. students are required to enroll in ART 460: Senior Seminar to present an exhibition of their work. B.A. students are also encouraged to enroll in the course, but participating is not a graduation requirement.

Awards and Enrichments

The Alford Bjurlin Scholarship, the George W. Booth Scholarship, the Marano-Gnirke Scholarship, the Robert W. Marvel Scholarship, the Chautauqua Craft Alliance Scholarship, Fredonia Potters Co-op Awards and the Rodney W. Welling Memorial Scholarship are given to exceptional Visual Arts and New Media majors. Additional scholarships are often available through portfolio competitions on a regional or national level.

The studio and classroom experience is enriched by participation in the student clubs Art Forum, Media Arts Club and AIGA. Student members of these clubs have visited major art museums and studios in New York, Toronto, Pittsburgh and Cleveland and have attended photography, sculpture, ceramic and design conferences and workshops around the country. Internships are available and encouraged for students who want practical experience in addition to course work in their chosen major. The department assists students in arranging internships either in the U.S. or abroad. The Office of International Education will assist students with the study abroad application process.

Bachelor of Arts in Art History Degree Requirements

Total credit hours required: 42+
Visiting Artist Program

Core: (15+ credit hours)

		Hrs.
ART 100	Visual Concepts	3
ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to the Present	3
ARTH 350	Theory and Methods	3
ARTH 355	Writing About Art	3

27 credit hours of electives distributed as follows:

ART/MEDA studio courses as advised	6
200-level Art History courses: one course in ancient, medieval or renaissance art and one course in modern, postmodern or contemporary art	6
300-level Art History courses: one course in ancient, medieval or renaissance art and one course in modern, postmodern or contemporary art	6
200 or 300-level Art History electives	6
Art History Practicum: ARTH 490: Teaching Assistant, ARTH 460: Gallery Practicum or ARTH 499: Internship	3

Additional Degree Requirements

All Art History majors (except for double majors) are required to complete a minor or a full semester study abroad program. Each student selects a minor in consultation with the advisor. Students may minor in Visual Arts and New Media but must complete four (4) studio art courses beyond the two (2) required for the Art History major in order to complete the minor.

All Art History majors are also required to write a senior paper. This paper is typically written in ARTH 355: Writing About Art. The paper must meet the guidelines that are distributed in ART 355 and must be approved by the instructor of the course.

All Art History majors are strongly advised to pursue a foreign language beyond the requirement for the College Core Curriculum (CCC). Majors interested in pursuing graduate studies in art history should reach the intermediate to advanced level, preferably in French, Italian or German. All Art History majors are also strongly advised to study abroad at some point during their undergraduate career.

Bachelor of Arts in Visual Arts and New Media Degree Requirements

21-credit hour Foundation Program plus 27 credit hours of Degree Requirements

Total credit hours required: 48+
Visiting Artist Program

Foundation Program: (21 credit hours)

	Hrs.
ARTH 101 Art in Culture from Prehistory to 1400	3
ARTH 102 Art in Culture from 1400 to the Present	3
ART 100 Visual Concepts	3
ART 150 Drawing I	3
ART 155 2-D Design	3
ART 257 Sculptural Form and Content or	3
ART 273 Handforming Clay	3
MEDA 152 Introduction to Experimental Video or	3
MEDA 215 Interactive Art	3

Degree Requirements: (27 credit hours)

Visual Arts/New Media courses at the 400-level or above 3

Visual Arts/New Media courses at the 300-level or above 9
 Art History electives 3
 ART/MEDA electives as advised 12

Bachelor of Fine Arts Degree Requirements (requires admission to a specific major)

21-credit hour Foundation Program plus 52 credit hours of Major Requirements

Total credit hours required: 73+
Visiting Artist Program

Majors: Animation and Illustration, Ceramics, Drawing and Painting, Graphic Design, Media Arts, Photography, or Sculpture.

Foundation Program: (21 credit hours)

	Hrs.
ART 100 Visual Concepts	3
ARTH 101 Art in Culture from Prehistory to 1400	3
ARTH 102 Art in Culture from 1400 to the Present	3
ART 150 Drawing I	3
ART 155 2-D Design	3
ART 257 Sculptural Form and Content or	3
ART 273 Handforming Clay	3
MEDA 152 Introduction to Experimental Video or	3
MEDA 215 Interactive Art	3

Major Requirements: (52 credit hours)

Animation and Illustration

ART 287 Drawing II	3
ART 252 Life Drawing I	3
ART 255 Introduction to Photography	3
ART 258 Figure Modeling	3
ART 285 Painting I	3
ART 281 Introduction to Illustration	3
ART 282 Introduction to 2-D Animation	3
ART 381 Intermediate Illustration	3
ART 382 Intermediate 2-D Animation	3
ART 481 Advanced 2-D Animation and Compositing	3
ART 482 Animation and Illustration Capstone	3
ART and MEDA studio electives (Electives may emphasize another concentration within the visual arts as advised)	12
Art History electives	6
ART 460 Senior Exhibition	1

Ceramics

Ceramics students must take ART 257 Sculptural Form and Content as part of Foundation Program

ART 252 Life Drawing I	3
ART 255 Introduction to Photography	3
ART 258 Figure Modeling	3
ART 273 Handforming Clay	3
ART 274 Pottery on the Wheel	3
ART 285 Painting I	3
ART 373 Ceramic Form and Function	3
ART 374 Vessels as Sculpture	3
ART 441 Directed Studio Project	3
ART 495 Independent Studio Project	3
ART and MEDA studio electives (Electives may emphasize another major within the visual arts as advised)	15
Art History Electives	6
ART 460 Senior Seminar	1

Drawing and Painting

ART 287 Drawing II	3
ART 252 Life Drawing I	3
ART 253 Life Drawing II	3
ART 255 Introduction to Photography	3
ART 258 Figure Modeling	3
ART 263 Relief Printing	3
ART 285 Painting I	3
ART 368 Monotypes	3
ART 357 3-D Methods and Materials or	3
ART 373 Ceramic Form and Function	3
ART 387 Intermediate Drawing and Painting	3
ART 487 Advanced Drawing and Painting	3
ART 441 Directed Study in Drawing and Painting	3
ART 495 Independent Studio Project	3
THEA 226 Scene Painting I	3
THEA 427 Scene Painting II	3
Art History electives	6
ART 460 Senior Exhibition	1

Graphic Design

ART 151 Drawing II	3
ART 255 Introduction to Photography	3
ART 259 Graphic Design I	3
ART 260 Graphic Design II	3
ART 353 History of Graphic Design	3
ART 359 Graphic Design III	3
ART 360 Graphic Design IV	3
ART 361 Typography I	3
ART 362 Typography II	3
ART 401 Graphic Design V	3
ART 402 Graphic Design VI	3
ART 452 Typography III	3
ART 462 Design Realities and Professional Practices	3

92 State University of New York at Fredonia

Choose two of the following:

ART 252	Life Drawing	3
ART 285	Painting I	3
ART 310	Digital Imaging	3
ART 355	Color Photography	3
ART and MEDA studio electives		3
Art History electives		3
ART 460	Senior Seminar	1

Media Arts

Media Arts students must take MEDA 152 Introduction to Experimental Video as part of Foundation Program

MEDA 105	Computers and Society	3
MEDA 215	Interactive Art	3
MEDA 265	Interactivity for the Web	3
MEDA 320	Audio and Desktop Multimedia	3
MEDA 352	Experimental Video	3
MEDA 355	Advanced Interactivity	3
MEDA 410	Advanced Experimental Video	3
MEDA 495	Media Arts Capstone	3
ART 255	Introduction to Photography	3
MEDA 480	New Media Writing	3
ART and MEDA studio electives		15
Art History electives		6
ART 460	Senior Seminar	1

Photography

ART 252	Life Drawing I	3
ART 255	Introduction to Photography	3
ART 263	Relief Printing	3
ART 274	Pottery on the Wheel	3
ART 305	Black and White Technique	3
ART 306	Studio Lighting	3
ART 310	Digital Imaging	3
ART 355	Color Photography	3
ART 357	3-D Methods and Materials	3
ART 405	Photographic Inquiry	3
ART 410	Alternative Processes	3
Art History electives		6
ART and MEDA electives		12
(Electives may emphasize another concentration within the visual arts as advised)		
ART 460	Senior Seminar	1

Sculpture

Sculpture students must take ART 273 Handforming Clay as part of Foundation Program		
ART 287	Drawing II	3
ART 252	Life Drawing I	3
ART 255	Introduction to Photography	3
ART 257	Sculptural Form and Content	3
ART 258	Figure Modeling	3
ART 285	Painting I	3
ART 357	3-D Methods and Materials	3
ART 441	Directed Studio Project	3
ART 457	3-D Expression and Craft	3
ART 495	Independent Studio Project	3
Art History electives		6
ART and MEDA electives		15
(Electives may emphasize Special Effects for Film and Industry as advised)		
ART 460	Senior Seminar	1

Requirements for the Minor in Art History

Minor Requirements: (18 credit hours)
Hrs.

ARTH 101	Art in Culture from Prehistory to 1400	3
ARTH 102	Art in Culture from 1400 to Present	3
ARTH 350	Theory and Methods	3
ARTH 355	Writing About Art	3
One course selected from 200-level art history offerings		3
One course selected from 300-level art history offerings		3

Requirements for the Minor in the Visual Arts and New Media

Minor Requirements: (21 credit hours)
Hrs.

ARTH 102	Art in Culture from 1400 to the Present	3
ART 150	Drawing I	3
ART 155	2-Dimensional Design	3
Four courses in any combination from courses in Visual and Media Arts		12

The Visual Arts and New Media minor can easily be organized to complement any major. The minor may take a variety of visual and media arts courses or the courses may be in a specific area of study. However, due to enrollment demands, a minor may find it difficult to register for some studios, so flexibility is important.

Students should consult with a department advisor in planning a course of study as a Visual Arts and New Media minor.

WOMEN'S STUDIES

Office: W343 Thompson Hall
(716) 673-3893
Ingrid Johnston-Robledo, *Director*

Women's Studies Program Office

Office: 171A Fenton Hall
(716) 673-3158
E-mail: wstudies@fredonia.edu

Women's Studies is the recognition and examination of the social construction of gender and its grouping with class, race, age, ethnicity, nationality and sexual identity.

Students majoring in Women's Studies will: become more knowledgeable about the way gender informs our social, economic, political and cultural lives; widen their perspective on how gender intersects with national and global issues; develop an appreciation for the connection between education and social responsibility; and demonstrate knowledge of interdisciplinary feminist research methodologies.

The academic core of the Women's Studies program focuses on:

- an interdisciplinary approach to the concept of gender as a social construct;
- a critical and cultural analysis of female experiences through work in feminist theory;
- race, ethnicity, nationality, class, age and sexual identity as central categories of analysis.
- historical considerations
- the production of feminist literature and visual culture

Student Organizations and Activities

The Women's Student Union (WSU) provides opportunities for students to program special events, participate in relevant off-campus activities, and sponsor activities to raise awareness of women's and gender issues on campus and in the community.

Women's History Month, co-sponsored by WSU and Women's Studies, brings a diverse array of speakers and performers to campus in March to celebrate women's contributions and discuss contemporary issues facing both women and men. An annual

Women's Studies Fall Gathering showcases recent scholarship in women's studies by affiliate faculty.

An annual Undergraduate Conference on Women and Gender celebrates student research in women's studies and gender-related areas. Student winners present summaries of their work in a recognition ceremony. Other annual events include participation in the V-Day Initiative, Take Back the Night, and Women, Rock and Soul, a fundraiser for the Women's Studies scholarship.

The Dean's Award for Excellence in Research on Gender, a cash award, is presented during the undergraduate conference for the outstanding research of the entries submitted. The Jeanette McVicker Women's Studies Scholarship is awarded each year to a Women's Studies major or minor who demonstrates both academic excellence and involvement in feminist activism.

Requirements for the Bachelor of Arts in Interdisciplinary Studies major in Women's Studies

Completion of the interdisciplinary major requires a minimum of 36 credit hours. Up to 12 hours of transfer credit can be applied to the major, based on approval by the director. Students declaring the major in Women's Studies may use past courses retroactively after consultation with the director. Three hours of independent study can be counted in the major.

Required Courses: (21 hours)

WOST 201	Introduction to Women's Studies	3
WOST 255/ PSY 255	Psychology of Women	3
WOST 301/ ENGL 349/ PHIL 244	Feminist Theory	3
WOST 302/ ANTH 300/ SOC 306	Sex and Gender	3
A course on women writers and/or women visual artists (e.g., WOST 203/205/304/340)		3
WOST 335/ HIST 335	American Women	3
or		
WOST 220/ HIST 220	Intro to Ethnicity/Race	3
WOST 400	Women's Studies Portfolio (taken concurrently with 401)	0
WOST 401	Feminist Practice	3

Elective Courses: 15 hours. At least one course from each of the following three lists. Within each category, students should take no more than one course from each departmental prefix (other than WOST). When a course is counted in the core, it cannot also be counted as an elective.

A. Gender and Culture:

ENGL 242/ INDS 242	American Indian Literature
ENGL 296/ AMST 296	American Identities
ENGL 351	Language and Society
HIST 353	U.S. Consumer Culture
WOST 203	Chicana Writers and Visual Artists
WOST 205/ ART 205	Women in Art
WOST 220/ HIST 220/ INDS 220	Introduction to Ethnicity/Race
WOST 304/ ENGL 304/ INDS 304	Latina Literary and Cultural Studies
WOST 314/ ENGL 314	Women Writers
WOST 335/ HIST 335	American Women
WOST 340/ ENGL 340	Black Women Writers
WOST 336/ HIST 336	African American Women's History
WOST 405/ LANG 405	French Women Writers
WOST 406/ LANG 406	Women in French Literature
WOST 377	Special Topics

B. Gender and Society:

ECON 312	Women in the Economy
POLI 349	Women in Politics (special topics course)
POLI 382	Social Welfare Policy
PSY 276	Human Sexuality
SOC 201	Social Problems
SOC 303	Social Class and Inequality
SOC 365	Family Violence
WOST 345/ SOC 345	Women, Health, and Society
WOST 373/ COMM 373	Gender and Communication
WOST 377	Special Topics

C. Gender in a Transnational World:

ANTH 219	Cultural Anthropology
BIO 360	AIDS and STDs
COMM 465	Intercultural Communication
ENGL 395	Non-Western Literature
HIST 399	Globalism (special topics course)
PSY 370	Cross-Cultural Psychology

SOC 321	Population and Society
SOC 361	Law and the World
WOST 386/ ENGL 386	Women and Film
WOST 377	Special Topics
WOST 490	Independent Study (can be applied to one of the above categories, with director's approval)

Requirements for the Minor in Women's Studies

Completion of the interdisciplinary minor requires a minimum of 21 credit hours. Up to 6 credit hours of transfer credit may be applied to the minor, based on approval by the director. No more than 9 credit hours should be used to fulfill the requirements of the student's major. Students declaring the Women's Studies minor may use past courses retroactively after consultation with the director.

Required Courses: (12 credit hours)

WOST 201	Introduction to Women's Studies	3
WOST 301/ ENGL 349/ PHIL 244	Feminist Theory	3
WOST 302/ ANTH 300/ SOC 306	Sex and Gender	3
WOST 401	Feminist Practice	3

Elective Courses: Students should take at least one course from each of the content areas for the major program. Within each category, take no more than one course from each departmental prefix (other than WOST). No more than 3 credit hours of electives can be at the 200-level.

State University of New York at Fredonia's History

SUNY Fredonia joined the newly-formed State University of New York System in 1948 as one of the 11 teacher's colleges within the university and in 1961 became the State University of New York College at Fredonia with an expanded mission. Its history dates back to its roots as the Fredonia Academy, established in 1826 by the citizens of Fredonia. In 1867 it was named one of the new State Normal Schools.

The 249-acre campus of SUNY Fredonia is striking in its beauty. A traditional brick perimeter encloses a modern sculptured core. Well-kept lawns and wooded areas enhance the beauty of the campus. Facilities on the university campus reflect its diversity and reputation for excellence.

There are 14 residence halls on the SUNY Fredonia campus, including corridor and suite-style, as well as semi-private apartments. In addition, several lifestyle options are available including residence halls with a Wellness Center and an Aerobics Center, computer labs in some residence halls, and Ethernet access in every room. In addition, all residence halls have electronic entry access for added safety and security. Hendrix Hall is also the site of the student-operated television station, WNYF-TV. Residence life offers the added advantage of activities planned by students. Cranston Marché and Erie Hall are the main dining facilities, supplemented by the Williams Center food services, and cafes in selected buildings. The University Commons combines Cranston Marché with a residence hall, bookstore, Starbucks Coffee shop, and convenience store. Gregory Hall, the first residence hall on the present campus, was named in honor of former university president Dr. Leslie R. Gregory, and also is the home of the Office of Residence Life, the Faculty Student Association, Career Development Office, and University Police.

The Williams Center, a circular building appropriately situated at the center of campus, houses the offices of Campus Life, Volunteer and Community Services, and the Student Association, and several major student organizations including the student newspaper, *The Leader*. It also contains a variety of dining options, meeting, activity and recreation spaces, and the Central Ticket Office. Dods Hall, one of two athletic facilities, contains classrooms, gymnasium, the Blue Devil Fitness Center, a dance studio, and racquetball courts. Outside are lighted tennis and basketball courts. Adjacent to Dods is Steele Hall, which contains an indoor ice skating rink, track/basketball arena, and the university's natatorium/swimming and diving facility. A new soccer/lacrosse field/stadium opens in 2007.

Enhancing student and community life is the Michael C. Rockefeller Arts Center, a magnificent performing and visual arts facility. In addition to classrooms, the facility contains the 1,200-seat King Concert Hall, the 400-seat Marvel Theatre, and Bartlett Theatre, and two art galleries.

LoGrasso Hall is the home of the Student Health Center, the Counseling Center, and the Office of International Education. McEwen Hall includes lecture halls, classrooms, a television studio and Fredonia Radio Systems. Reed

Library, named in honor of Daniel A. Reed of Sheridan, plays a key role in the teaching and learning process as students and faculty make heavy use of over 18 million volumes that comprise the holdings of the SUNY libraries. Over 32,000 journals are available online along with extensive collections of microforms, videotapes and DVDs. The Music Library houses more than 17,000 sound recordings and over 30,000 musical scores and performance parts. Archives and Special Collections contain extensive holdings, including the university archives, materials related to local history, records of the Holland Land Company, and books and manuscripts of the noted Austrian author Stefan Zweig. Reed Library is also the home of the university's Learning Center and Office of Disability Support Services for Students.

Maytum Hall is the home of administrative and business offices as well as the Office of the Registrar, Student Affairs, Student Accounts, and Administrative Information Technology.

Fenton Hall, named in honor of Reuben Fenton, governor of New York State from 1865-1868, former congressman and U.S. Senator, who attended the Fredonia Academy, is the main humanities and mathematics and computer science office and classroom building. The University President's office is also located in this building, as well as Academic Advising, Lifelong Learning, and Graduate Studies. Jewett Hall and Houghton Hall are the natural and physical sciences buildings containing classrooms and laboratories, and offices for the departments of Biology, Chemistry and Biochemistry, Geosciences and Physics. Thompson Hall, the largest academic structure on campus, was opened in the summer of 1973. In addition to the social science departments, the College of Education, the School of Business, the Office of Research and Sponsored Programs, the Henry C. Youngerman Center for Communication Disorders, and the Media Center, are all housed in this building.

Mason Hall, home of Fredonia's School of Music, is named for organist, composer and teacher Lowell Mason, called the "Father of Public School Music in America." Its 500-seat Juliet J. Rosch Recital Hall opened in 2004.

Located about 12 miles from the campus, the Herbert C. Mackie Memorial Camp provides opportunities for year-round educational and recreational activities. A sleeping lodge was completed in 1989.

Hours when academic buildings are open are published separately.



State University of New York General Statement/ List of Units

The 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.

SUNY campuses are divided into four categories, based on educational mission, the kinds of academic opportunities available, and degrees offered. The state university offers students a wide variety of educational options: short-term vocational/technical courses, certificate programs, associate degree programs, baccalaureate degree programs, graduate degrees and post-doctoral studies. The university offers access to almost every field of academic or professional study somewhere within the system – some 7,669 degree and certificate programs overall.

With a total enrollment of more than 414,000, 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's students are predominantly New York State residents, representing every one of the state's 62 counties. State University of New York students also come from every other state in the U.S., the District of Columbia, from four U.S. territories or possessions, and 168 foreign countries.

The State University enrolls 40 percent of all New York State high school graduates, and its total enrollment of more than 414,000 (full-time and part-time) is approximately 37 percent of the state's entire higher education student population.

SUNY students represent the society that surrounds them. In Fall 2005, 19.3 percent of all students were minorities. In Fall 2003, full-time minority faculty members made up more than 12.5 percent of all full-time SUNY faculty.

As of Fall 2005, the state university numbered more than 2.3 million graduates on its rolls. The majority of the university's alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of New York State.

SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals. State university campuses boast nationally and internationally recognized faculty in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.

University Centers/Doctoral Granting Institutions

Albany
Binghamton
Buffalo
Stony Brook
College of Ceramics at Alfred University
College of Optometry
Cornell University:
 College of Agriculture and Life Sciences
 College of Human Ecology
 School of Industrial and Labor Relations
 College of Veterinary Medicine

Environmental Science and Forestry
Downstate Medical Center at Brooklyn
Upstate Medical Center at Syracuse

University Colleges

Brockport
Buffalo
Cortland
Fredonia
Geneseo
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase
Empire State College

Technology Colleges

Alfred State
Cobleskill
Morrisville
Canton
Delhi
Farmingdale
Maritime
SUNYIT at Utica

Community Colleges

Adirondack
Broome
Cayuga
Clinton
Columbia-Greene
Corning
Dutchess
Erie
Fashion Institute of Technology
Finger Lakes
Fulton-Montgomery
Genesee
Herkimer County
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara County
North Country
Onondaga
Orange County
Rockland
Schenectady County
Suffolk County
Sullivan County
Tompkins Cortland
Ulster County
Westchester

Arts Administration

AADM400 Arts Administration Practicum

Frequency: A
Supervised direct working experience serving on the support staff of the Michael C. Rockefeller Arts Center. Individual or team assignments may include front-of-house management, usher corps coordination, public relations, publicity, marketing research, database management, and project planning and implementation.
Credits: 1-3

AADM410 Box Office Practicum

Frequency: A
Supervised direct working experience in Rockefeller Arts Center's Fine Arts Ticket Office. Processing and sale of individual and subscription tickets, group sales, donations and related activities with an emphasis on customer service and customer relationship management. The course may be taken for a maximum of three credits; these credits may be done all in one semester or spread out during more than one semester.
Credits: 1-3

AADM490 Arts Administration Internship

Frequency: A
Upper level experiential learning opportunity through on-campus or off-campus placements. Nature of work will vary from placement to placement. This course is generally reserved for majors and students are responsible for finding and negotiating their own placement. Course requires students to complete a Learning Contract in accordance with college guidelines before the start of the internship.
Credits: 1-15

Accounting

ACCT201 Principles of Financial Accounting

Frequency: A
A study of the nature and purpose of accounting in modern business organizations with emphasis on business income and financial position measurement. At least sophomore standing required for enrollment.
Credits: 3

ACCT202 Principles of Managerial Accounting

Frequency: A
A study of the objectives, preparation and uses of managerial accounting information. Emphasis is on the measurement, allocation, and reporting of costs to identify and solve business problems. NOTE: Students must earn a minimum C-grade in the pre-requisite course listed below.
Prerequisite(s): ACCT 201
Credits: 3

ACCT250 Accounting Processes

Frequency: B
This course examines the relationship between economic events and the accounting view of those events. It emphasizes business processes, double-entry bookkeeping, and computer-based accounting information systems.
Prerequisite(s): ACCT 202 and CSIT 104
Credits: 3

ACCT301 Intermediate Accounting I

Frequency: B
An in-depth study of the theory and application of generally accepted accounting principles. Emphasis is given to the environment of financial accounting including the standard setting process and the conceptual framework. Specific topics include the time value of money, receivables, inventories, long-term assets, and current liabilities, intangibles, and contingencies.
Prerequisite(s): ACCT 202
Pre- or Co-requisite: ACCT 250
Credits: 3

ACCT302 Intermediate Accounting II

Frequency: B
A challenging course including the rigorous study of theory and application of generally accepted accounting principles to complex accounting topics including stockholders' equity, revenue recognition, earnings per share, pensions, leases, accounting for taxes, accounting changes and error analysis, and cash flows.
Prerequisite(s): ACCT 301
Credits: 3

ACCT303 Cost Management

Frequency: B
A study of the concepts and techniques of management and cost accounting including cost-volume-profit analysis, various product costing methods, cost behavior and allocation, and other internal accounting information needs for management decision-making. Computer software is used in solving application problems.
Prerequisite(s): ACCT 202
Credits: 3

ACCT304 Taxation I

Frequency: B
An in-depth study of U.S. taxation of individuals including tax policy considerations and the historical development of tax law. The provisions of the Internal Revenue Code and related regulations will be used extensively.
Prerequisite(s): ACCT 202
Credits: 3

ACCT305 Taxation II

Frequency: B
An in-depth discussion of federal income taxation of multi-national corporations and partnerships. Tax issues connected to formation, operation, distributions, liquidation will be examined. Other topics discussed include: special tax assessments like the alternative minimum tax, the personal holding company tax, and the accumulated earnings tax, S corporations, taxation of international transactions, and tax research.
Prerequisite(s): ACCT 304
Credits: 3

ACCT311 Business Law I

Frequency: B
A general study of the functions and procedures of law. Included will be a detailed analysis of legal principles governing contracts, torts, agency and business organizations. This course represents the first half of the Business Law sequence. It is designed to provide accounting students with the required knowledge and theory for the CPA examination, by paying particular attention to practical business law problems involving the application of legal principles.
Prerequisite(s): ENGL 100
Credits: 3

ACCT312 Business Law II

Frequency: B
A continuation of the study of law begun in ACCT 311. Topics covered include Uniform Commercial Code subjects such as commercial paper, secured transactions, and sales, and other areas of law including bankruptcy, debtor/creditor relations, product liability, estate and trust law, and property, accountant liability and international law. Continuing attention is given to particular issues involving application of the principles discussed.
Prerequisite(s): ACCT 311
Credits: 3

ACCT401 Advanced Accounting

Frequency: B
Extension of financial accounting to the study of additional accounting entities such as partnerships and consolidated and multi-national firms. Topics include accounting for mergers and acquisitions, consolidated financial statements, international transactions, and an introduction to fund accounting.
Prerequisite(s): ACCT 301
Credits: 3

ACCT405 Auditing

Frequency: B
A study of the standards, procedures, strategies, and reporting used in the financial audit process. The environment in which the auditor functions is considered, including regulatory requirements, professional ethics, legal liability, and the business entity. The completion of a computerized audit case is required in this course.
Prerequisite(s): ACCT 302
Credits: 3

ACCT407 Accounting Information Systems

Frequency: B
An introduction to the concepts underlying accounting information systems (AIS). Students will study current developments in the information systems field, particularly with respect to databases, networking, and enterprise systems. Terminology, reports, documents, procedures, systems development and controls inherent in a modern AIS will be studied.
Prerequisite(s): ACCT 302 and ACCT 303 and CSIT 251
Credits: 3

ACCT430 Independent Study

Frequency: A
A course for highly motivated students to undertake, under guidance, special studies of areas of accounting which are not normally covered in other courses. Permission of instructor.
Credits: 1-3

ACCT440 Accounting Theory

Frequency: B
A study of financial accounting designed to enhance the student's understanding of and appreciation for the evolution of contemporary financial accounting theory and contemporary financial report issues. Recent contributions to theory, research and practice will be investigated and discussed. Individual research will be conducted with results presented for critical analysis.
Prerequisite(s): ACCT 302
Credits: 3

In the course descriptions, below each course name is a capital letter indicating how often the particular course is offered. The key to course frequency codes is as follows:

- A – Course offered every semester
- B – Course offered every year
- C – Course offered every other year
- D – Course offered on occasion

ACCT450 Senior Seminar

Frequency: D
Seminar dealing with contemporary problems in the field of accounting. The course is designed so that students may utilize what they have learned in previous accounting courses. This seminar also serves to introduce students to interdisciplinary approaches in problem-solving and lead to possible areas of graduate or professional work. Topics will vary from semester to semester. Permission of instructor or senior standing.
Credits: 1-3

ACCT455 Advanced Auditing

Frequency: B
An advanced examination of the audit function of public accountants, focusing particularly on computer auditing, and on other current topics such as evaluation of audit risk, fraud, and internal controls as impacted by Sarbanes-Oxley. Generalized audit software will give students experience with applications relevant to applications used in the audit field.
Prerequisite(s): ACCT 407 and ACCT 408
Credits: 3

ACCT480 Internship

Frequency: A
This course provides credit to students for professional experiences which are closely related to their field of study. Enrollment is to be arranged with an appropriate instructor. Permission of departmental internship coordinator and junior standing.
Credits: 1-9

American Studies

AMST202 Introduction to American Studies

Frequency: B
An introduction to the interdisciplinary study of American cultures, their historical development and contemporary status. Focusing on literary and cultural representations of specific aspects of the American experience, the course will examine the constructed nature of American self-perceptions and of U.S. history. The course contextualizes U.S. cultures within the Americas and the global arena. Particular course emphasis is selected by the instructor.
Credits: 3

AMST210 American Popular and Mass Cultures

Frequency: C
An introduction to the methodologies of studying American cultures, with a special focus on popular and mass cultures. Particular course emphasis will be determined by the individual instructor, but topics will stress the multiplicity of American cultures. While literary works will make up the majority of class texts, the course will utilize an interdisciplinary approach integrating materials from fields such as history, anthropology, women's studies, ethnic studies, geography, sociology, music, art, among others.
Credits: 3

AMST215 Holidays and American Cultures

Frequency: B
This course will examine the invention, celebration, and meanings of American holidays from the colonial era to the present. Issues to be considered include the ways in which holidays have shaped cultural values and American identity and vice versa; the ways in which holidays have both reflected and shaped views of gender, race, class, and ethnicity; and the relationships between holidays and religious belief, nationalism, consumer culture and political ideology. The course will take a multicultural and interdisciplinary approach.
Credits: 3

AMST289 Comparative North America

Frequency: C
A survey of North American history that employs the methodology of comparative history to interpret the histories of the United States, Canada, and Mexico within a conceptual framework sensitive to continental similarities and differences. The course takes a thematic approach, and special attention is given to the political institutions and economic structures that have fostered transnational cooperation and continental integration. The social and cultural dimensions of discord and conflict also are examined.
Credits: 3

AMST296 American Identities

Frequency: A
An exploration of the historical construction of American gender, ethnicity/race, and class, their present status, and their literary and cultural representations. Focusing on intersections between these categories of identity, the course will utilize an interdisciplinary approach, integrating materials from fields such as literary studies, history, women's studies, ethnic studies, geography, sociology, music, and art.
Credits: 3

AMST338 19th Century American Culture

Frequency: C
Examines how social, political, and economic changes have affected American culture and Americans' lives. Topics include consumption patterns; recreational activities; architectural styles; high and popular culture; holidays; family life; and social and cultural rituals.
Prerequisite(s): HIST 105 or HIST 133
Credits: 3

AMST340 20th Century American Culture

Frequency: C
Examines how social, political, and economic changes have affected American culture and Americans' lives. Topics include consumption patterns; recreational activities; architectural styles; high and popular culture; holidays; family life; and social and cultural rituals.
Prerequisite(s): HIST 106 or HIST 133 or AMST 202 or AMST 210
Credits: 3

AMST347 United States Immigration

Frequency: C
Immigration to the U.S., with an emphasis on comparing the experiences of European, African, Latin American, and Asian immigrants. Topics will include immigrants' lives, work, and communities; assimilation and cultural persistence; and the development of U.S. immigration policy.
Prerequisite(s): HIST 105 or HIST 106 or HIST 133
Credits: 3

AMST399 Special Topics

Frequency: D
Variable-content course. Consult Course Offerings Bulletin and program notices for specific topic covered each semester.
Credits: 3

AMST400 Concepts/Methods of American Studies

Frequency: B
Development of American Studies as a discipline; current splits in concepts and methods of American Studies; practice in making imaginative connections among elements in American culture and testing these connections by appropriate methods.
Prerequisite(s): AMST 202 or ENGL 200
Credits: 3

AMST401 Independent Study

Frequency: D
Intensive individual study of some aspect of American Studies involving production of paper or project. Request for enrollment must be made prior to registration in the form of a written proposal, signed by the supervising faculty member, and forwarded to the Coordinator of American Studies.
Prerequisite(s): AMST 202 or ENGL 200
Credits: 3

AMST402 Senior Project

Frequency: D
Clearly defined independent project utilizing methods and materials of American Studies, culminating in complete written report and analysis. Variable credit to allow internships, study abroad, and similar field projects. Before registration, student must submit detailed description of proposed project, approved by the faculty member(s) who will supervise it, to American Studies Coordinator with request for specific number of credit hours.
Prerequisite(s): AMST 202 or ENGL 200
Credits: 3-15

Anthropology

ANTH115 Introductory Anthropology

Frequency: A
An introduction to the basic concepts and findings of anthropology's four major subdivisions: physical anthropology, archaeology, linguistics, and cultural anthropology. Traces human biological and cultural evolution. Discusses and analyzes various cultural systems.
Credits: 3

ANTH210 Physical Anthropology

Frequency: C
Anthropological view of human origins, the primate fossil record, biological aspects of humanity, non-human primates, human biological diversity, and the interplay between culture and biology.
Prerequisite(s): ANTH 115
Credits: 3

ANTH211 Archaeology

Frequency: B
Survey of archaeology, including major theories and methods. Emphasis upon interpretation of major findings, both prehistoric and historic.
Prerequisite(s): ANTH 115
Credits: 3

ANTH219 Cultural Anthropology

Frequency: C
The acquisition, nature, and impact of culture. An examination and comparison of a variety of cultural systems.
Prerequisite(s): ANTH 115
Credits: 3

ANTH300 Sex and Gender

Frequency: A
Description and analysis of sex and gender roles and relationships from a variety of societies at different levels of socio-cultural complexity. Note: Also listed as SOC 306 and WOST 302.
Prerequisite(s): ANTH 115 or SOC 116
Credits: 3

ANTH301 Plagues And Peoples

Frequency: B
 Explores the impact of disease on human populations in terms of demographic, cultural and social changes. The rise of health care delivery systems as a response to epidemics. Examples include the bubonic plague of the 14th and 17th centuries, cholera, influenza, polio and AIDS. Note: Also listed as SOC 312.
 Prerequisite(s): ANTH 115 or SOC 116
Credits: 3

ANTH311 Anthropology of the Supernatural

Frequency: D
 Survey of various belief systems. Topics include: cults, sacred beings, rituals, shamanism, witchcraft, and magic.
 Prerequisite(s): ANTH 115
Credits: 3

ANTH321 Anthropology of Indian America

Frequency: D
 Survey of past and present Amerindian peoples and cultures of North America. Both aboriginal cultures and responses to European presence are emphasized for each region.
 Prerequisite(s): ANTH 115
Credits: 3

ANTH322 Anthropology of Africa

Frequency: B
 Survey course dealing with evolution of culture in Africa. Examination of range of variation of traditional African cultures and factors currently modifying them.
 Prerequisite(s): ANTH 115
Credits: 3

ANTH324 Anthropology of the Caribbean

Frequency: B
 Survey of the prehistory, history, and present day nature of the various cultures of the Caribbean region. Special emphasis placed upon: economic life, family patterns, political movements, and expressive culture.
 Prerequisite(s): ANTH 115
Credits: 3

ANTH331 Anthropology of American Utopias

Frequency: B
 An examination of the background conditions producing utopias and an ethnographic/historical analysis of selected utopian ventures (e.g. Amish, Shakers, Counterculture Communes).
 Prerequisite(s): ANTH 115 or SOC 116 or HIST 105 or HIST 106
Credits: 3

ANTH350 Special Topics

Frequency: D
 Special topics in anthropology not covered in detail by regular courses. Topic announced in Course Offerings Bulletin.
Credits: 1-3

ANTH370 Seminar in Anthropology

Frequency: D
 Focuses on particular methodological, theoretical, topical, or area concerns within the field of anthropology. Orientation lectures, review of literature, seminar discussions.
 Prerequisite(s): ANTH 115
Credits: 3

ANTH470 Directed Study

Frequency: A
 Reading and research course intended primarily for upper-level students. Deals with specialized concerns not covered in regular courses.
Credits: 1-3

ANTH473 Museum Internship

Frequency: D
 Supervised placement in a museum. This allows a limited number of advanced anthropology students to work with museum staff members on research, curation, and education projects.
Credits: 3

Art

ART100 Visual Concepts

Frequency: B
 The course is intended to introduce first-year visual arts and new media students to visual culture and the individual disciplines of the visual arts as well as develop and master personal study habits as they approach college-level learning. Topics will include art concepts, media techniques and terminology, visual cultural analysis, as well as time-management, writing within the discipline, college resources and support networks.
Credits: 3

ART105 Camera Basics

Frequency: D
 A practical introduction to the theory and application of 35 mm camera controls. Emphasis will be placed on the technical skills required to create imagery on 35mm film. Instructional methods will include lectures, field experience and laboratory work. No course prerequisites, but students must have a 35mm camera. Students must complete ART 105 AND ART 110 to enroll in any 300-level courses in Photography.
Credits: 1

ART110 Darkroom Basics

Frequency: D
 A practical introduction to the theory and application of black and white darkroom techniques. An emphasis will be placed on the technical skills required to visually express oneself through the photographic medium. Lectures, darkroom laboratory and oral critiques. Students who have not taken ART 105 may enroll with instructor's permission. Students must complete ART 105 AND ART 110 to enroll in any 300-level courses in Photography.
 Prerequisite(s): ART 105
Credits: 2

ART120 Visiting Artists Program

Frequency: A
 Required for all art studio and art history majors each semester. Art faculty, guest artists and designers, and speakers provide lectures, and lead critiques and panel discussions relating to contemporary problems.
Credits: 1

ART150 Drawing I

Frequency: A
 Theory and practice in a variety of graphic media. Conte, ink, pencil, and charcoal used in studio problems to acquaint beginning student with full range of drawing possibilities.
Credits: 3

ART155 2-Dimensional Design

Frequency: A
 Introductory course investigating the principles and elements of visual design. Unity, emphasis, balance, scale, line, form, texture, rhythm and color are explored through two-dimensional studio problems.
Credits: 3

ART229 American Indian Art Studio I

Frequency: B
 Designed for the non-major with interests in American Indians and their native form of art. Course comprised of lecture and studio projects.
Credits: 3

ART252 Life Drawing I

Frequency: A
 Intensive drawing course related to the human figure. The figure is explored in various mediums and in both realism and abstraction. Research papers and readings out of the textbook are required.
 Prerequisite(s): ART 150
Credits: 3

ART253 Life Drawing II

Frequency: A
 Continued concentration on drawing the figure with more emphasis on use of color medium. Research papers will deal with contemporary and traditional artists whose work dealt with the figure.
 Prerequisite(s): ART 252
Credits: 3

ART255 Introduction to Photography

Frequency: A
 A practical introduction to the theory and application of 35 mm camera controls and black and white darkroom techniques. An emphasis will be placed on the technical skills required to visually express oneself through the photographic medium. Lectures, darkroom laboratory, and field experience. Students must have a 35mm camera.
Credits: 3

ART257 Sculptural Form and Content

Frequency: A
 An introductory course that explores basic design considerations, materials, and techniques relating to three-dimensional expression. Classroom discussion and studio projects stress an individual interpretive approach to concept development. Slide lectures and assigned reading expose students to a contemporary perspective of 3-D expression both past and present.
Credits: 3

ART258 Figure Modeling

Frequency: A
 A beginning course in methods and materials appropriate for sculptural expression of the human form. Clay, plaster, mold making, and casting techniques are covered. Technical and conceptual development of form is stressed. Theory and practice of the human form in art is introduced through lecture and research requirements.
Credits: 3

ART259 Graphic Design I

Frequency: B
 Introduction and orientation to concepts and skills necessary for visual communication. Fundamentals of language and principles of graphic design structure with an emphasis on media for development of ideas and imagery.
 Prerequisite(s): ART 155 and ART 150
Credits: 3

ART260 Graphic Design II

Frequency: B
 Continued application of organizational methods, concept development, structure and graphic translation in design practice. Introduction to fundamentals and language of typography.
 Prerequisite(s): ART 259
Credits: 3

ART263 Relief Printing

Frequency: B
An introduction to the various techniques of linocuts. Students learn traditional techniques as well as monoprints, mixed media experimentation and reduction prints. The development of individual expression is stressed.
Prerequisite(s): ART 150
Credits: 3

ART268 Monotypes

Frequency: B
An introduction to monotypes and collagraphs. Students are directed to experiment with a wide range of approaches to the two techniques.
Prerequisite(s): ART 150
Credits: 3

ART273 Handforming Clay

Frequency: A
The elements and principles of 3-D design are explored through introduction to basic techniques for the construction of ceramic objects without the use of the potters wheel. Projects in Terra cotta clay explore the relationship of form and surface unique to the ceramic medium.
Credits: 3

ART274 Pottery on the Wheel

Frequency: A
The rudiments of wheel forming pottery lead to the creation of bowls, vases, jars, and teapots in ceramics. Glazing and firing techniques for Stoneware clay are covered.
Credits: 3

ART281 Introduction to Illustration

Frequency: B
An introduction to editorial illustration. The class will explore technical, aesthetic and conceptual principles, as well as research and historical examples. Projects include thumbnail sketches, semi-comps, and refined drawings for final presentation on paper.
Prerequisite(s): ART 287 and ART 155 and ART 252
Credits: 3

ART282 Introduction to 2-D Animation

Frequency: B
A broad introduction to fundamental principles of motion utilizing traditional and digital 2D animation techniques. Topics explored include basic filmmaking terms and editing, a variety of traditional animation methods including flip books, line drawn, rotoscope, cutout, and collage animation as well as history of the medium.
Prerequisite(s): ART 155 and ART 287
Pre- or co-requisite: ART 281
Credits: 3

ART285 Painting I

Frequency: A
Basic exercises in fundamental techniques with an emphasis in color theory and formal compositional elements.
Credits: 3

ART286 Painting II

Frequency: A
Begin professional preparation in becoming a painter by learning to create stretcher bars, stretch and prime canvas, build frames while continuing to further explore the foundations in art. Acrylic paint is primarily medium used in this class.
Prerequisite(s): ART 285
Credits: 3

ART287 Drawing II

Frequency: A
Continuation of Drawing I techniques; increased emphasis in modes of expression, use of color, pastels, and collage.
Prerequisite(s): ART 150 and ART 155
Credits: 3

ART305 Black and White Technique

Frequency: B
An exploration of more advanced techniques of exposure, development and printing of black and white film and print materials, with special emphasis on tonal control. Increased emphasis is also placed on aspects of composition, perception, content and presentation in black and white photography. Students must have a 35mm camera.
Prerequisite(s): ART 255
Credits: 3

ART306 Studio Lighting

Frequency: C
An introduction to the use of artificial lighting in Photographic Illustration. This is a technical class where emphasis will be placed on the use and control of studio lighting equipment. This is accomplished by lecture, demonstration, practical experience and critique.
Prerequisite(s): ART 255 and ART 305
Credits: 3

ART310 Digital Imaging

Frequency: B
Theoretical and practical introduction to electronic imaging as a creative medium. Understanding of the principals, methods, techniques and vocabulary of the most widely used digital imaging processes with an emphasis on personal expression. Topics explored will include photographic manipulation, collage, fabrication and experimental media as forms of visual expression. Lectures, laboratory work and individual and collaborative projects. Students with Macintosh imaging experience may enroll without the prerequisite with permission of the instructor.
Prerequisite(s): ART 355
Credits: 3

ART350 Drawing III

Frequency: B
Advanced studio course dealing in experimentation with media and styles. Alternatives to traditional drawing approaches are explored and thematic development is stressed.
Prerequisite(s): ART 287
Credits: 3

ART352 Special Topics: Studio Art

Frequency: D
Selected studio media and techniques.
Credits: 1-3

ART355 Color Photography

Frequency: B
Explores aesthetics and technical knowledge necessary to master the art of color photography and digital techniques. While emphasis is placed on the technical uses of negative and reversal films and print materials, as well as basic color digital imaging and photographic manipulation, this course primarily addresses aspects of color theory, perception and aesthetics and the use of color in photographic and digital image creation.
Prerequisite(s): ART 255
Credits: 3

ART357 3-D Methods and Materials

Frequency: A
This course offers an opportunity to investigate both traditional and innovative approaches to object making. Materials and processes may include hot and cold casting, welding, papermaking, and hand formed cement, among others. Cross-media explorations are encouraged. Technical exploration, craftsmanship, and underlying intent is scrutinized and fostered through class critique, peer review, and required research.
Prerequisite(s): ART 258 or ART 257
Credits: 3

ART359 Graphic Design III

Frequency: B
Methods and processes of graphic design problem solving with an emphasis on symbols and images. Tailoring communication to audiences and acknowledging the role of context in the interpretation of form.
Prerequisite(s): ART 260
Credits: 3

ART360 Graphic Design IV

Frequency: B
Development and preparation of design concepts for application in print media. Students analyze relationships between imagery, typography, sequence and content.
Prerequisite(s): ART 359
Credits: 3

ART361 Typography I

Frequency: B
Principles of typographic composition, structure and hierarchy. Terminology, typographic history, technical issues related to typography. Typography as a medium of visual communication. Student exercises focus on the relationship between visual and verbal language and technical details of typographic specification and computer layout. Advanced placement review; or permission of instructor.
Prerequisite(s): ART 260
Credits: 3

ART362 Typography II

Frequency: B
Exploration of design using text type and typographic technology. Students investigate narrative and expressive use of typographic form and format/informational organization problems.
Prerequisite(s): ART 361
Credits: 3

ART370 Drawing IV

Frequency: A
Advanced studio course that stresses critical thinking as a means of self appraisal and the refinement of thematic approaches within traditional and non-traditional drawing mediums.
Prerequisite(s): ART 350
Credits: 3

ART373 Ceramic Form and Function

Frequency: A
Ongoing development of skills on the wheel focus on solving the design requirements of effectively functioning pottery. Emphasis is placed upon complexity and subtlety of in both form and glaze treatment. Students are involved in both glaze development and kiln firing. Techniques suitable for Porcelain and Raku clay are presented.
Prerequisite(s): ART 274
Credits: 3

ART374 Vessels as Sculpture

Frequency: A
Handbuilding or wheel forming procedures are utilized to explore a variety of sculptural approaches to the ceramic vessel with a continued emphasis on the search for appropriate surface treatments and firing techniques. Students are guided toward the identification and expression of personal ideas in the medium.
Prerequisite(s): ART 373
Credits: 3

ART378 Figure Modeling II

Frequency: B
Continuation of ART 258 - Figure Modeling; increased emphasis on technique and expressive content.
Prerequisite(s): ART 258
Credits: 3

ART381 Intermediate Illustration

Frequency: B
Exploration of visual narrative structure employed in sequential art such as comics, storyboard art, and graphic novels through interpretive exercises and history of the medium. Students will gain experience in visual editing, character and story development, and sequential drawing (both with traditional media and digital drawing tablets and software).
Prerequisite(s): ART 252 and ART 281
Credits: 3

ART382 Intermediate to 2-D Animation

Frequency: B
A concentration on digital line drawn and cel animation with emphasis on the mechanics of motion, story development, and character development. Students will work individually and in teams on more in-depth projects employing sound synch and lip synch animations.
Prerequisite(s): ART 281 and ART 282
Credits: 3

ART385 Painting III

Frequency: A
Professional preparation continues by learning more about intellectual and historic perspectives related to painting while learning to prepare student's promotional support materials (slides, resumes, artist statements, etc.). Oil paint and its use in individual directions are encouraged at this level.
Prerequisite(s): ART 286
Credits: 3

ART386 Painting IV

Frequency: A
Professional development is amplified by further study into elements discussed earlier in sequence. More personal and intellectual interpretation of work is encouraged.
Prerequisite(s): ART 385
Credits: 3

ART387 Intermediate Drawing and Painting

Frequency: B
Students begin to learn professional practices in application of their chosen medium, construction of support structures, creation of artwork reflecting their interpretation of their roles in society and preparation of their artwork for exhibitions. Students will also research, write and discuss historical and contemporary theories and trends in art.
Prerequisite(s): ART 285 and ART 287
Credits: 3

ART401 Graphic Design V

Frequency: B
Emphasis on visual identity systems; conceptualization and development of entire programs, including two-dimensional and three-dimensional applications. Integration of corporate identity and environmental graphics and the formulation of design standards are addressed.
Prerequisite(s): ART 360
Credits: 3

ART402 Graphic Design VI

Frequency: B
Advanced problem solving in independent and investigative concepts. Exploration of actual, theoretical and conceptual concerns of visual communication. Professional practices and portfolio preparation are addressed, explored.
Prerequisite(s): ART 401
Credits: 3

ART405 Photographic Inquiry

Frequency: B
Personal exploration in image development. Refinement of individual conceptual concerns and development of the professional portfolio. Issues will include professional practice, critical analysis and hybrid media. Students explore theoretical and critical concepts through relevant and interrelated readings, lectures, discussions, presentations along with individual and group critiques.
Prerequisite(s): ART 305 and ART 310
Credits: 3

ART410 Alternative Processes

Frequency: C
An introduction to the use of historical, alternative processes to further expand photographic vision. Students will learn how to push their photographic vision through the use of historical processes. Alternative Processes constructs the aesthetic bridge between photography, printmaking and painting.
Prerequisite(s): ART 255 and ART 305 and ART 310
Credits: 3

ART440 Internship

Frequency: D
This course allows the student to receive credit for professional experiences related to their field of study. By permission only.
Credits: 1-15

ART441 Directed Studio Projects

Frequency: A
Directed studio work in all media. Student meets with designated faculty member on a regular basis throughout the semester. Sound background in area of investigation required. Student must file acceptable plan for proposed project, and may only enroll with instructor's permission.
Credits: 1-3

ART452 Typography III

Frequency: B
Typographic theory exploring traditional and nontraditional forms, both historical and contemporary typographic achievements. Analysis of expressive characteristics and experimental uses of letter forms and text.
Prerequisite(s): ART 362
Credits: 3

ART457 3-D Expression and Craft

Frequency: A
An advanced sculpture course that allows students to define and develop a personal body of work representing a serious exploration in their chosen mediums. Emphasis is placed on the continued development of technical craft and the refinement of thematic concerns. Appropriate information pertaining to theory and practice is provided. Professional practices including portfolio preparation, resumes, and artist statements are discussed.
Prerequisite(s): ART 357 and (ART 257 or ART 258)
Credits: 3

ART460 Senior Seminar

Frequency: A
Formal and technical preparation for senior exhibits. Career development includes a writing component to aid the student in developing a resume, cover letter and artist's statement.
Credits: 1

ART462 Design Realities/Professional Practice

Frequency: B
Comprehensive investigation and research into topics of production and practice in design. Content directed in three primary areas: pre-press preparation and materials, legal affairs, and the professional studio. Issues to be addressed include electronic file management, paper specification, supplier relationships, copyright and plagiarism, business contracts, ethics, studio ownership, management and record keeping. Requires compilation of individual journal and written research/analysis of specific course topic.
Prerequisite(s): ART 401
Credits: 1-3

ART480 Workshops

Frequency: D
Workshops offered in specialized areas, such as ceramics or painting, primarily during the summer to give students an opportunity for intensive study in one aspect of a larger field.
Credits: 3

ART481 Advanced 2-D Animation and Compositing

Frequency: B
An upper level illustration and animation course which explores digital imaging and design. Topics covered include multi-layer compositing, software and digital drawing tablets for title production, animatics and kinestasis, hierarchical animation, traveling mattes, lighting, camera movement, and sound.
Prerequisite(s): ART 381 and ART 382
Credits: 3

ART482 Animation and Illustration Capstone

Frequency: B
An advanced class where students work individually or in teams on a semester long animation or series of illustrations. In addition to the main project, the class will include readings, discussions and animation screenings. The course will also discuss resume and career preparation, portfolio and demo reel creation, graduate school application, and exhibiting work in a professional manner.
Prerequisite(s): ART 481
Credits: 3

ART487 Advanced Drawing and Painting

Frequency: B
Continue to expand on the topics covered in ART 387 while fine-tuning technical and intellectual processes in clarifying their visual language. Students will learn processes in documenting and preparing artwork for graduate schools and exhibitions. Students will also continue to research, write and discuss historical and contemporary theories in art while researching issues related to their preparation as they begin their lives as professional artists.
Prerequisite(s): ART 387
Credits: 3

ART495 Independent Studio Projects

Frequency: A
Independent studio work in all media. Sound background in area of investigation required. Student must file acceptable plan or proposed project, and may only enroll with instructor's permission.
Credits: 1-3

Art History

ARTH101 Art in Culture from Prehistory to 1400

Frequency: A
A chronological survey of art from prehistory to the end of the Middle Ages (c. 1400), with an emphasis on art in the western tradition. The course will focus on the dynamic relationship between artistic form and cultural context.
Credits: 3

ARTH102 Art in Culture from 1400 to the Present

Frequency: A

A chronological survey of art Renaissance (c. 1400) to the present, with emphasis on the western tradition. The course will focus on the dynamic relationship between artistic form and cultural context.

Credits: 3

ARTH175 Computers and Society

Frequency: B

Introduction to the role of modern microcomputers in personal, entertainment and corporate communications. Discussion of the role computers have played in social change and how this is reflected in popular culture. Also addresses the use of computers in the creative environment including digital audio, video, multimedia production, the Internet and the World Wide Web.

Credits: 3

ARTH205 Women in Art

Frequency: C

A thematic and topical course exploring women's roles as both productive subjects and depicted objects in western visual culture. Prerequisite(s): ART 115 or ARTH 101 or ART 116 or ARTH 102 or WOST 201

Credits: 3

ARTH211 Survey of Medieval Art

Frequency: C

An introduction to the history of western art from the late Roman Empire (c. 300) through the Middle Ages (c. 1400), including architecture, manuscript illumination, metalwork, sculpture, and textile production. The focus of the course is on the interactions of images and audiences in producing meaning within specific historical circumstances.

Credits: 3

ARTH215 Survey of Renaissance Art

Frequency: D

An introduction to the history of western art from the end of the Middle Ages (c. 1400) through the High Renaissance (c. 1600), focusing on painting, printmaking, and sculpture from Italy and the Netherlands. The course locates the artistic movement of the Renaissance within the dramatic cultural and social changes that mark the Early Modern period in European history and seeks to place this material within a global context.

Credits: 3

ARTH220 Art of 18th and 19th Centuries

Frequency: C

A survey of 18th and 19th century western art including such major movements as rococo, classicism, romanticism, realism, impressionism and post-impressionism.

Credits: 3

ARTH225 Modern Art 1900-1950

Frequency: B

The course will explore aesthetic responses to early-twentieth century political, industrial, social and economic change. Particular emphasis will be placed upon the production and reception of 20th century European and American "avant-garde" art including; Constructivism, Cubism, German Expressionism, Dadaism, Futurism and Surrealism.

Credits: 3

ARTH229 Art/Reality - 19th Century America

Frequency: D

Painting and sculpture between 1820 and 1920 - when it evolved from objective realism to modernist abstraction - is explored in the context of changing artistic and cultural values. Permission of the department.

Credits: 3

ARTH276 Film Form

Frequency: B

An introductory-level lecture course designed to introduce students to the formal issues involved in the production and perception of moving images. The course provides students with an understanding of aesthetic concepts that support the making of films, digital cinema, videos or video games. It reinforces the use of aesthetic vocabulary and demonstrates how audiences interact with, and are manipulated by, film language and syntax. Therefore, this course is useful for students who wish to enhance their skills in the making of films and videos as well as for students who wish to refine their ability to deconstruct motion pictures for critical and analytical purposes.

Credits: 3

ARTH290 Art History Abroad

Frequency: D

An introduction to the history of art that examines a specific geographical area and chronological span during a study abroad experience. The course provides the student a thorough grounding in the major art works and artists involved, adding the concrete dimension of direct observation and personal experience of the places and motifs that informed various movements. The two to three week study/travel abroad includes readings, discussion, a daily journal, and a written interpretation of themes and ideas in art.

Credits: 3

ARTH310 Ancient Art

Frequency: D

A thematic or topical course on the art of the Mediterranean basin between 3000 BC and 300 AD. Specific course contents will vary and may include Egyptian funerary monuments, Greek and Roman sculpture, and topics such as ritual/magical uses of images, gender and sexuality in representations of the body, and the continuing legacy of the Classical tradition.

Prerequisite(s): ART 115 or ARTH 101

Credits: 3

ARTH311 Medieval Art

Frequency: D

A thematic or topical course in European art between 300 and 1400 AD: specific course contents will vary and may include medieval manuscripts, Byzantine icons, Gothic cathedrals, and topics such as the cult of the saints, the lives of medieval women, and interactions with the Islamic world.

Prerequisite(s): ART 115 or ART 226 or ARTH 101 or ARTH 211

Credits: 3

ARTH315 Renaissance Art

Frequency: D

A thematic or topical course on European art in the fifteenth and sixteenth centuries. Specific course contents will vary and may include early Netherlandish painting, Italian painting and sculpture, early print-making, and topics such as the changing social status of the artist, the impact of European exploration and conquest, and the lives of Renaissance women.

Prerequisite(s): ART 227 or ARTH 102 or ARTH 215 or ART 116

Credits: 3

ARTH318 Baroque Art

Frequency: D

Art and architecture of Baroque and Rococo Europe during the 17th and 18th centuries, with a focus on Italy, France, the Netherlands, and England.

Prerequisite(s): ART 116 or ARTH 102

Credits: 3

ARTH329 Art Since 1945

Frequency: C

An in-depth examination of art and related concepts and theories since the mid-20th century.

Prerequisite(s): ART 116 or ART 221 or ARTH 102 or ARTH 225

Credits: 3

ARTH345 Media Criticism

Frequency: B

The study of selected theories and methods of criticism relevant to the evaluation of mediated message genres from a communication perspective. Emphasis is placed on applying critical perspectives to the criticism of film and electronic media.

Credits: 3

ARTH350 Art History Theory and Methods

Frequency: B

An introduction to and examination of the various investigative and interpretive methods used by art historians. The course is divided into two equal parts, the first on traditional methodologies along with their contemporary critiques, and the second on a range of "new" art histories. At the end of the course, students will be both competent in traditional methods and cognizant of contemporary debates within art history as a discipline.

Prerequisite(s): (ART 115 and ART 116) or (ARTH 101 and ARTH 102)

Credits: 3

ARTH351 Readings in Art History

Frequency: D

The nature of art history, the themes and ideas it investigates, and readings in some key classic authors, are the main topics of the course.

Prerequisite(s): (ART 115 and ART 116) or (ARTH 101 and ARTH 102)

Credits: 3

ARTH355 Writing About Art

Frequency: B

Offers studio art, design and art history majors practical experience in art-related research and writing. Students will be introduced to various methods of scholarly research and critical writing styles related to their individual interests within their major concentration.

Prerequisite(s): (ART 115 and ART 116) or (ARTH 101 and ARTH 102)

Credits: 3

ARTH359 New Media Writing

Frequency: B

Course will study writing for media projects. Course will also provide insight into common constructs and approaches used in writing and producing media projects including audio, video, film, Web and CD-based interactive projects. Designed first to look at various structures and approaches, and second to move students from the idea phase of a project through writing, storyboarding and preproduction (everything ready to actually go into production). Projects may subsequently be produced in Media Arts Capstone.

Credits: 3

ARTH371 History of Graphic Design
 Frequency: C
 Graphic design from the nineteenth century to the present with emphasis on European and American sources. Discussion of illustration, photography and the impact of technology in design. Examination of events, ideas, movements, designers and other individuals that have historical significance and influence on contemporary graphic design. Students without prerequisite may enroll with instructor's permission. Prerequisite(s): ART 116 or ARTH 102
Credits: 3

ARTH376 Film and Special Effects
 Frequency: B
 Course examines both traditional and contemporary visual effects techniques including the creative and planning processes required for the execution of various types of effects, such as models and miniatures, mattes, composite effects, computer animation, and process projection. Course also provides a forum on the creative problem-solving and planning techniques used by effects makers, including a wide range of kinds of equipment and uses.
Credits: 3

ARTH390 Special Topics: Art History
 Frequency: D
 Selected areas of history of art supplementing the regular program. Prerequisite(s): ART 115 or ART 116 or ARTH 101 or ARTH 102
Credits: 1-3

ARTH440 Visual Culture
 Frequency: D
 An in-depth examination of 20th and 21st century visual culture and related concepts and theories. The specific period and thematic emphasis of this art history course may vary and include the study of one or more artistic forms such as painting, sculpture, architecture, photography, film, and design. Prerequisite(s): ART 116 or ART 221 or ARTH 102 or ARTH 225
Credits: 3

ARTH460 Gallery Practicum
 Frequency: D
 This course allows the student first-hand knowledge of the duties involved in operating a gallery. Such duties may include but are not limited to assisting the director in picking a schedule, contacting artists, creating the advertising and mounting the exhibitions. Students may only enroll with instructor's permission.
Credits: 1-3

ARTH490 Teaching Assistant in Art History
 Frequency: A
 This course is designed for students to become familiar with the instructing process. The student will assist the instructor of an art history course in the classroom throughout the semester. Course work includes attendance at all scheduled classes for the course, assisting students during lab or study sessions as well as taking an active role in classroom critiques, discussions and studio maintenance. Permission of the instructor of the accompanying course is required.
Credits: 3

ARTH494 Directed Study: Art History
 Frequency: A
 Directed research in specific areas of art history, stressing depth of inquiry. Subject of study chosen in consultation with department, and students may only enroll with instructor's permission.
Credits: 1-3

ARTH495 Independent Study: Art History
 Frequency: A
 Independent research in specific areas of art history, stressing depth of inquiry and development of topic. Subject of study chosen in consultation with department, and students may only enroll with instructor's permission.
Credits: 1-3

ARTH499 Internship
 Frequency: D
 This course allows the student to receive credit for professional experiences related to some aspect of their field of study. Enrollment is to be arranged with an appropriate instructor, by permission only.
Credits: 1-15

Biology

BIOL100 Studying for Success-Biology
 Frequency: B
 This one-credit course is designed to provide science students with time-management and study skills as they make the transition to the college level learning environment. Properly implemented, these methods will provide freshmen with the opportunity to succeed and potentially excel in college science courses. Many of these skills will likely be applicable to other courses. The strategies introduced include: time-management, daily and weekly study plans, methods of reading text, how to effectively study for a test, and test taking strategies. Students will also be introduced to some of the basic concepts in biology.
Credits: 1

BIOL105 Freshman Seminar on Sexual Concerns
 Frequency: B
 Introductory course intended exclusively for freshmen of all majors. The course will include an overview of basic biological concepts related to human sexuality. Major topics of presentation will include information about the male and female reproductive systems, microbiology, immunology, pregnancy, sexually transmitted diseases, and a variety of approaches to protect against disease and unwanted pregnancy.
Credits: 1

BIOL110 Human Biology
 Frequency: A
 Overview of biological aspects of human nature. Survey of basic human physiology, reproduction, and development. Introduction to genetics and the record of human evolution provides starting point for discussion of adaptive significance of human intelligence and social organization.
Credits: 3

BIOL111 Introduction to Biology
 Frequency: A
 Introductory course for non-science majors only. Intended to develop an understanding of the operation of biological systems and an acquaintance with basic biological concepts and principles.
Credits: 3

BIOL115 Environmental Biology
 Frequency: A
 Study of basic relationships between the environment and humans. Discussion of constraints and relationships in nature from points of view of the physical and life sciences and investigation of how people make decisions to utilize the environment as a resource from the viewpoint of the social sciences. Attempts to link natural and social sciences for awareness of multifaceted nature of environmental problems.
Credits: 3

BIOL131 Principles of Biology I
 Frequency: B
 This course will introduce first semester life science majors to the main themes used to study biology. Three main themes that extend throughout the curriculum include a detailed investigation of the scientific method, evolutionary theory and the diversity of life. The course will also examine the concepts of ecology and nutrient cycles.
Credits: 3

BIOL132 Principles of Biology I Laboratory
 Frequency: B
 Principles of Biology I laboratory is designed to complement the Principles of Biology I lecture course. The lab exercises are designed to expose students to the main themes that are discussed in the lecture portion of the course: the scientific method and the diversity of life.
Credits: 1

BIOL133 Principles of Biology II
 Frequency: B
 The course will provide an introduction to cell biology. Students are expected to learn the basic concepts of cellular chemistry, types of cells, cell division, and the central dogma of molecular biology. Students should also learn how cell biology is related to the fields of biochemistry, genetics, and molecular biology.
Credits: 3

BIOL134 Principles of Biology II Laboratory
 Frequency: B
 This is the laboratory section for the lecture course. The experiments are designed to introduce students to techniques and procedures for studying cells. Students will perform basic skills and techniques that lead to proficiency for more advanced techniques in later courses. Emphasis is placed on students actually doing the procedures and performing the tasks to generate results.
Credits: 1

BIOL221 Human Anatomy
 Frequency: B
 Integrated survey of gross and microscopic anatomy of human body. Lectures correlated with laboratory exercises which present dissections, microscope slides, charts and models. Two lectures, one laboratory.
Credits: 3

BIOL237 Genetics
 Frequency: B
 The principles of genetic analysis and the nature of the gene. The course will cover Mendelian and molecular genetics. Key concepts covered will include the chromosomal and molecular basis of inheritance and replication, mutation and expression of genetic information. Prerequisite(s): BIOL 133
Credits: 3

BIOL238 Genetics Laboratory
 Frequency: B
 Exercises will focus on the analysis of the inheritance of genes. DNA isolation and manipulation experiments will be performed. Students will perform experiments in classical and molecular genetics. Prerequisite(s): BIOL 133
Credits: 1

BIOL243 Biodiversity

Frequency: B

The goal of this course is to develop an expanded knowledge of evolution illustrated through a discussion of biodiversity. Course content deals with organic evolution, Mendelian and population genetics, evolutionary mechanisms, and taxonomy. This course will also provide a survey of life: viruses, bacteria, archaea, protists, fungi, plants, and animals as well as comparative anatomies and physiologies explained within an evolutionary context.

Prerequisite(s): BIOL 131

*Credits: 3***BIOL244 Biodiversity Laboratory**

Frequency: B

Laboratory course emphasizing a survey of the diversity of life including protists, plants, and animals. Further development of knowledge regarding hypothesis testing, evolution, use of taxonomic keys and constructing phylogenies.

Prerequisite(s): BIOL 131

*Credits: 1***BIOL250 Basic Concepts in Biology**

Frequency: D

Examination of selected areas of general biology for interested lower division major or non-major. Emphasis on developing basic background in such areas as botany, zoology, and the relationships between these fields and human society. Examples of courses offered include Field Natural History and Fungal Pathogens. Course may not be used as Biology major elective. Topics are determined by student interests.

Prerequisite(s): BIOL 111 or BIOL 131

*Credits: 1-6***BIOL251 Basic Concepts in Biology**

Frequency: D

Examination of selected areas of general biology for interested lower division major or non-major. Emphasis on developing basic background in such areas as botany, zoology, and the relationships between these fields and human society. Examples of courses offered include Field Natural History and Fungal Pathogens. Course may not be used as Biology major elective. Topics are determined by student interests.

Prerequisite(s): BIOL 111 or BIOL 131

*Credits: 1-3***BIOL256 Introduction to Clinical Science**

Frequency: B

A course designed to acquaint sophomores with various career opportunities available in medical technology. Educational requirements and professional responsibilities are also discussed. Small group discussions of clinical literature, and a tour of a hospital lab are featured.

*Credits: 1***BIOL310 The Human Genome**

Frequency: D

This course will focus on human genes, their inheritance and the Human Genome Project. The broad subject area of genetics will be covered including studies of genes and genomes in other species to facilitate a better understanding of human genetics.

Prerequisite(s): BIOL 110 or BIOL 111 or BIOL 237 or BIOL 335

*Credits: 3***BIOL330 General Ecology**

Frequency: B

Introduction to ecology emphasizing general principles at individual, population, and community levels. Examples of various approaches (observation and experimentation, field and laboratory studies, and modeling and computer simulations) are considered.

Prerequisite(s): BIOL 243 or BIOL 144

*Credits: 3***BIOL331 General Ecology Laboratory**

Frequency: B

Laboratories designed to give a diversity of experience, building upon principles of individual, population, and community ecology. A quantitative approach to the study of ecology is emphasized. Labs include plant and animal studies and field and laboratory experiments, as well as long- and short-term studies.

*Credits: 1***BIOL333 Biochemistry**

Frequency: B

The structure and function of proteins and the regulation of metabolic pathways will be the central concepts presented in the course. Students should gain an understanding of the fundamental principles of the biology of protein molecules. BIOL 237 Genetics recommended as prerequisite.

Prerequisite(s): CHEM 215 and (CHEM 225 or CHEM 230)

*Credits: 3***BIOL334 Biochemistry Laboratory**

Frequency: B

Introduction to laboratory practice using biochemical techniques to isolate and characterize proteins. Enzyme kinetics and bioinformatics are also covered.

*Credits: 1***BIOL336 Mammalian Physiology**

Frequency: B

An integrative approach to systems physiology. After an initial discussion on mechanisms of cellular regulation of homeostasis, individual physiological systems, e.g. respiratory, cardiovascular, are examined. Organ and system action are related to demonstrate integration of function within the body. Major emphasis will be on normal human functions.

Prerequisite(s): (BIOL 241 or BIOL 133) and CHEM 215

*Credits: 3***BIOL337 Mammalian Physiology Lab**

Frequency: B

A laboratory course designed to complement BIOL 336 Mammalian Physiology. Laboratory exercises examine, through experimentation, the integrative functions of organs and systems within the body. Labs include excitable cell physiology, cardiovascular, excretory and exercise physiology. Wherever possible, human models are utilized.

Co-requisite(s): BIOL 336

*Credits: 1***BIOL338 Microbiology**

Frequency: B

The course includes a basic study of microbial taxonomy, morphology, biochemistry, and reproduction. Great emphasis is placed on medical microbiology, infectious diseases, microbial genetic regulation, and the application of microorganisms in recombinant gene technology. Laboratory includes identification of microbes by colonial and microscopic features, biochemical properties, and antibiotic sensitivities. Two lectures, one laboratory.

Prerequisite(s): BIOL 333 and (BIOL 237 or BIOL 335)

*Credits: 3***BIOL340 Cell and Subcellular Biology**

Frequency: D

Cell structure and function at cellular and molecular level using animal, plant, and microbial cells to illustrate common and divergent tenets. Physical and chemical organization of cells, analysis of the cell concept, emphasis on biochemical, physiological, and ultrastructural properties.

Laboratory exercises dealing with isolation and characterization of cell fractions. Two lectures, one laboratory.

Prerequisite(s): BIOL 333

*Credits: 3***BIOL343 Conservation**

Frequency: D

Study of relationships of people with nature; extensive treatment of world and national problems related to use of natural resources. Basic approach is ecological, but impact of economic, sociological, political, and ethical concepts on human ecology examined. Note: Students in any Biology degree program may earn elective credit for only one of BIOL 343, 345 or 360.

Prerequisite(s): BIOL 111

*Credits: 3***BIOL344 Parasitology**

Frequency: B

A survey of the more important protozoan and helminth parasites of humans. Special emphasis is given to epidemiology, pathogenesis, diagnosis, and treatment of common parasitic diseases.

Prerequisite(s): BIOL 144 or BIOL 243

*Credits: 1***BIOL345 Emerging Infectious Diseases**

Frequency: D

This course will examine infectious diseases whose incidence in humans has increased within the past two decades. The course will focus on the etiological agents, infectious disease process, epidemiology, and the factors associated with the emergence and reemergence of these infectious diseases.

*Credits: 3***BIOL360 AIDS and STDs**

Frequency: B

Discussion of the many ways AIDS and STDs (sexually transmitted diseases) have affected people and the societies in which they live. The course includes information about human physiology, immune defense mechanisms, and microbiology. Detailed biological discussions focus on the transmission of AIDS and STDs, disease symptoms, treatment, and prevention, as well as information on the historical accounts, global and regional impact, ethical, legal and public policy considerations, economic impact of AIDS and STDs, and the psychosocial impact on the individual, family and community. Note: Students in any Biology degree program may earn elective credit for only one of BIOL 310, 360, or 421.

Prerequisite(s): BIOL 111 or BIOL 131 or BIOL 110

Credits: 3

BIOL397 Biochemistry Seminar I

Frequency: D
Current biochemical research papers are analyzed in a journal club (open discussion) format. This course will help students to develop critical reading skills and underscore how an array of biochemical techniques are applied to address a research problem. Faculty from both biology and chemistry participate in this seminar.
Credits: 1

BIOL410 Tropical Biology

Frequency: C
A lecture and field course on the natural history and ecology of the neotropics. Students examine several terrestrial and marine tropical ecosystems, including lowland rain forests, elfin forests, mangrove communities, and coral reefs. Each student completes a field project and journal. One lecture per week during the semester followed by a two-week field experience in Costa Rica during winter break. Students are responsible for travel expenses.
Credits: 3

BIOL417 Comparative Animal Physiology

Frequency: D
How animals maintain homeostasis in a non-homeostatic world. After a general introduction to mechanisms of cellular regulation and energetics the class will discuss specific physiological systems (respiratory, cardiovascular, osmoregulatory, etc.) and compare the modes and strategies employed by different animal groups in responding to changes in external environment. Particular attention directed to adaptations to marginal habitats, e.g. marine intertidal, deep sea hydrothermal vents, hot desert.
Prerequisite(s): BIOL 336
Credits: 3

BIOL419 Genes and Genomes

Frequency: C
The course will focus on the study of DNA and genes from the paper by Watson and Crick to the Human Genome Project. The genetic and molecular approaches used to identify genes and the impact of genome study on society and current scientific research will be discussed.
Prerequisite(s): BIOL 333 or BIOL 237 or BIOL 335
Credits: 3

BIOL420 Population/Community Ecology

Frequency: D
Reading and discussion of primary literature relating to population and community ecology. Topics include population growth, life history patterns, competition, plant-animal interactions, and community organization.
Prerequisite(s): BIOL 330
Credits: 3

BIOL421 Biological Conservation

Frequency: B
An examination of species diversity with an emphasis on human activities which affect these patterns. Major topics will include the effects of land use practices, habitat fragmentation, invasive species and pollution on the current distribution and extinction patterns of plants and animals.
Prerequisite(s): BIOL 330
Credits: 3

BIOL422 Physiological Ecology

Frequency: D
Reading and discussion of primary literature relating to animal interactions with the environment. Examination of potential effects of specific habitats (e.g. deserts, deep sea) and the physiological responses of various animals to these environmental challenges.
Prerequisite(s): BIOL 330
Credits: 3

BIOL424 Aquatic Biology

Frequency: C
Classification and biology of major groups of organisms that inhabit freshwater environments, characteristics of aquatic habitats, pollution of aquatic environments, and the role of physical and chemical factors in aquatic ecosystems.
Prerequisite(s): BIOL 330
Credits: 3

BIOL426 Current Environmental Topics

Frequency: B
The focus of this course is on global environmental issues. The issues examined have been making the news during the last year and at the time the course is taught. Changes in climate, overpopulation, pollution, conservation, development, genetically modified organisms, invasive species, illegal species trade, etc. are some of the ongoing issues that are covered in the course. The format of the course invites participation, discussion and critical thinking.
Prerequisite(s): BIOL 330
Credits: 3

BIOL427 Fisheries Science

Frequency: C
This course is an overview of Ichthyology, Fisheries Biology, and Fisheries Conservation. Students will be introduced to the taxonomic diversity of fish, fish adaptations, techniques and models used in the study of fish populations, community interactions, and issues concerning fisheries conservation and management. Special emphasis will be placed on understanding Great Lakes fisheries.
Prerequisite(s): BIOL 144 or BIOL 243
Credits: 3

BIOL429 Field Biology

Frequency: D
A field-oriented course with emphasis on developing and testing scientific hypotheses. Activities include identification of local flora and fauna, using a wide variety of field techniques, statistical analysis, and writing scientific reports. Some Saturday field trips required.
Prerequisite(s): BIOL 330
Credits: 3

BIOL431 Senior Seminar

Frequency: A
Reading, discussion, and analysis of current topics of biological significance using original source material from primary biological periodicals. Students prepare and present a seminar based on an extensive review of the available literature.
Credits: 1

BIOL434 Animal Behavior

Frequency: B
The course will provide background to the discipline of animal behavior and examine the levels of questioning in this field. It will discuss the influence of genetics and the environment on behavior (nature vs. nurture). It will then magnify our focus to the roots of behavior, the proximate causes of behavior, specifically its neural and hormonal control. It will examine the cases of bird song, electric fish EODs, shark electroreception, moth hearing and bat echolocation. It will then focus on those behaviors that make up the many tasks animals must accomplish to survive and reproduce.
Prerequisite(s): BIOL 243 or BIOL 144
Credits: 3

BIOL435 Developmental Biology

Frequency: B
A study of animal development integrating descriptive, experimental, cellular, and molecular studies of gametogenesis, fertilization, cleavage, gastrulation, induction, and maturation. Labs examine development from an historical perspective including: descriptive, experimental and molecular embryology incorporating hypothesis testing through the use of micromanipulation, cell culture and immunohisto-chemistry. Two lectures, one laboratory.
Credits: 3

BIOL436 Molecular Biology

Frequency: B
Students will study the basic principles of molecular biology including DNA replication, transcription, and translation. Specific attention will be given to the molecular interactions between protein, DNA, and RNA molecules. Students should gain an understanding of the role of molecular interactions in the basic processes required for the flow of information in cells.
Prerequisite(s): BIOL 237 or BIOL 333 or BIOL 335
Credits: 3

BIOL437 Molecular Genetics Laboratory

Frequency: B
Basic molecular genetics techniques are taught within a research project in which students isolate, characterize, and sequence a gene. Other experiments include the identification of organisms based on DNA sequences and the typing of human DNA.
Prerequisite(s): BIOL 237 or BIOL 334 or BIOL 335
Credits: 2

BIOL440-441 Undergraduate Research

Frequency: A
Independent study and research of mutual interest with faculty member in such areas as morphology, physiology, evolution, development, population dynamics, genetics, biochemistry, cell and subcellular biology, microbiology, ecology, behavior and conservation. Course may be repeated; maximum of 12 credits count toward the B.S. degree, only 3 of which may be included in a Biology major. Note: Students may earn Biology elective credit for only one of BIOL 440/1 or 458.
Credits: 1-3

BIOL443 Plant Physiology

Frequency: D
Study of the life processes and responses of plants, including water relations and transport, photosynthesis and general metabolism, mineral and organic nutrition, photoperiodic responses and rhythms, growth and differentiation, and plant relationships with the environment.
Prerequisite(s): BIOL 241 or BIOL 133
Credits: 3

BIOL447 Evolution

Frequency: C
Consideration of the theoretical framework of evolutionary biology and the mechanisms of evolution. Special topics include microevolution, macroevolution, and coevolution.
Prerequisite(s): BIOL 330 and (BIOL 237 or BIOL 335)
Credits: 3

BIOL450-451 Modern Concepts in Biology

Frequency: A
An in-depth examination of selected areas of biology for interested upper-division students. Topics are determined by faculty and student interests and emphasize methods and recent research developments. Examples of topics currently offered on a rotating basis include: Biomembranes, Hormone Mechanisms, Molecular Biology, Cell/Hybridoma Culture, and Biology of Terrestrial Vertebrates.
Credits: 1-3

BIOL453 Basic Hematology

Frequency: B

Introduction to the study of blood, its cellular components, and various blood diseases. Laboratory exercises include a variety of manual techniques involved with blood cell counts and determinations.

Prerequisite(s): BIOL 336

*Credits: 1***BIOL457 Biostatistics**

Frequency: C

A review of statistical tests frequently used in the biological sciences. Emphasis is placed on understanding experimental design and what statistics can and cannot do. Uses of computer statistical packages are also considered.

*Credits: 3***BIOL458 Lab Supervision in Biology**

Frequency: A

A supervisory experience in teaching of the biology department's laboratories under the guidance of a faculty member. Student experiences may include; preparing materials for the lab, and demonstrating procedures and techniques to students. Note: Students may earn Biology elective credit for only one of BIOL 440/1 or 458.

*Credits: 1***BIOL461 Immunology and Serology**

Frequency: B

Study of the mechanisms of the immune response including cellular basis of immunity and molecular basis of antigen-antibody reactions. Regulation of antibody production and cell-mediated reactivity examined. Current clinical applicability considered in discussion of tumor, transplantation, allergy-related, and autoimmune immunobiology. Several laboratory exercises included involving serological/immunological determinations detecting antigen-antibody interactions. Three lectures.

Prerequisite(s): BIOL 333 and (BIOL 237 or BIOL 335)

*Credits: 3***BIOL465 Advanced Experimental Biochemistry**

Frequency: B

State-of-the-art biochemical and molecular techniques are taught within this hands-on, laboratory-based course. Potential topics include the polymerase chain reaction (PCR), oligonucleotide synthesis, DNA/protein sequencing and analysis (BLAST, DNASIS), pulse-field gel electrophoresis, gas chromatography-mass spectroscopy (GC-MS), nuclear magnetic resonance (NMR) spectroscopy, high performance liquid chromatography (HPLC), immunochemistry, and/or other contemporary techniques.

Prerequisite(s): BIOL 334

*Credits: 2***BIOL466 Current Issues in Developmental Biology**

Frequency: C

Course focuses on recent developments in the rapidly expanding field of developmental biology. With the advent of the tools available to molecular biologists, the course will study recent advances in the genetic understanding of various aspects of embryological development and regeneration. The course will present a variety of topics including: fertilization, gastrulation, maternal effect genes, pattern formation, and evolutionary aspects of development.

Prerequisite: Junior standing in major.

*Credits: 3***BIOL468 Biomembranes**

Frequency: C

The objectives of this course include: identification of different types of membranes based upon composition, morphology and cellular functions, and examination of experiments which have provided understanding of how membranes function in cells and organisms. Topics include membrane composition, electron microscope techniques, membrane transport, membrane proteins and enzymes, receptors, hormone interaction, cell recognition, secretion, and biogenesis of membranes. BIOL 333 or equivalent, or permission required.

Prerequisite(s): BIOL 333

*Credits: 3***BIOL469 Eukaryotic Gene Regulation**

Frequency: D

In depth examination of the ways in which eukaryotic cells regulate their protein composition at the levels of genome replication, transcription, post-transcriptional modifications, and translations. Topics include chromatin structure, transcription factors, and DNA sequence elements, several cell-type specific transcriptional events and how these are regulated, as well as how transcriptional regulation gone awry can cause cancer.

Prerequisite(s): BIOL 237 or BIOL 335

*Credits: 3***BIOL470 Hormone Mechanisms**

Frequency: C

Course will examine the basic physiological, cellular and molecular pathways which regulate metabolism, growth, and neurological activities of organisms, especially mammals. Discussions will follow text information and general models will be supported with primary research literature to show developments from recent experiments.

Prerequisite(s): BIOL 333

*Credits: 3***BIOL472 Microbial Pathogenesis**

Frequency: D

Course focuses on the molecular basis of microbial pathogenesis. Through the application of molecular techniques to the study of the microbe-host interaction, scientists are gaining a fundamental understanding of the virulence mechanisms of microbial pathogens. Using primary literature the course will illustrate how the integration of the molecular basis of virulence mechanisms with the clinical aspects of disease has enhanced our understanding of the pathogenesis of infectious diseases.

*Credits: 3***BIOL473 Animal Communication**

Frequency: C

The course will provide a background for the field of animal communication including a discussion of definitions of animal communication. It will then survey the production, transmission and reception of auditory, visual, and chemical signals. Optimality theory and signal detection theory will be introduced as they apply to animal communication. It will spend some time on how signals come to be and why they have the design they do (signal evolution). Finally, it will investigate signaling in a variety of situations such as between potential mates, other conspecifics, as well as environmental and autocommunication signaling.

Prerequisite(s): BIOL 330

*Credits: 3***BIOL475 Advanced Biochemistry**

Frequency: B

A continuation of BIOL 333, this course explores biochemical concepts and pathways with an emphasis on problem solving. Cellular control and coordination of biochemical pathways is emphasized in light of an advanced understanding of protein biochemistry. Lecture only.

Prerequisite(s): BIOL 333

*Credits: 3***BIOL490 Biology Internship**

Frequency: A

Approved biology-related experiences in academia, government, industry or other foundations. Requires the permission of the department and faculty sponsor.

*Credits: 1-15***BIOL497 Biochemistry Seminar II**

Frequency: B

Students prepare oral presentations based on an assessment of current biochemical research papers. The course will help students to further develop critical reading and scientific communication skills. Faculty from both biology and chemistry participate in the seminar.

*Credits: 1***Business Administration****BUAD100 Freshman Seminar**

Frequency: B

A one-credit course intended to help incoming freshman succeed in Business Administration and Accounting at SUNY Fredonia. The course provides an introduction to the nature of college education and an orientation to the functions and resources of the Business Administration department and the college as a whole.

*Credits: 1***BUAD101 Understanding Business**

Frequency: D

An introduction to the art and science of mobilizing, in pursuit of profit, scarce resources in order to satisfy customers' demand for quality products and services. Topics such as evolution of American business enterprises, social responsibility, production management, human resource management, marketing, accounting, and international business will be introduced. This course is designed primarily for non-majors, although open to Business Administration freshmen/sophomore students.

Credits: 3

BUAD161 Information Technology Literacy

Frequency: A
Course examines the selection and use of basic hardware/software technologies for personal productivity in every day business settings. Students are introduced to how common informational business productivity software such as electronic mail, desktop publishing, presentation, electronic spreadsheets, file management and web browsers are used to gather, store, analyze and report information. Lab instruction is used to complement the course by providing student with hands-on experience with a set of the above-mentioned applications.
Credits: 3

BUAD200 Fundamentals of Statistics for Business and Economics

Frequency: A
An introductory study of statistical methods as applied to business and economic problems. Topics covered include: frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, sampling distributions, estimation, and statistical inference. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.
Credits: 3

BUAD235 Introduction to Business Communication

Frequency: B
This highly practical course focuses on the critical communication skills involved in effective written and oral communication while emphasizing applications of communication concepts in the world of business. Students will be able to engage in application exercises, build their exploratory skills, and confront problems of diversity. The course is cross listed with COMM 235.
Prerequisite(s): ENGL 100
Credits: 3

BUAD261 Management Information Systems

Frequency: A
Course provides an overview of strategic, tactical and operational systems used in business, and how these systems are used for decision support in organizations. The course discusses the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation. Topics include systems theory and concepts, information theory and quality, decision theory, systems analysis, database management, network and telecommunication management, electronic commerce and social and ethical issues related to information systems. Lab instruction in developing databases and decision support systems using an office software suite complements the course.
Prerequisite: BUAD 161 or permission of department.
Prerequisite(s): BUAD 161
Credits: 3

BUAD266 Business Application Development

Frequency: B
Course covers the development of computer software for business information processing. Topics include flowcharting, pseudocode, algorithm development, data and file structures and representation and programming. The course also introduces students to basic software management practices for application development. Lab instruction in visual programming language-supporting objects is used to complement the course material.
Prerequisite(s): BUAD 161 and MATH 120
Credits: 3

BUAD300 Statistical Analysis

Frequency: B
Continuation of BUAD 200. A study of the techniques and tools used in analyzing business and economic data with equal emphasis on estimation techniques and interpretation of results. Topics covered include simple and multiple linear regression, time series analysis, and analysis of variance. Use of SPSS, a statistical computer software package, as well as EXCEL, is an integrated part of the course.
Prerequisite(s): ECON 200 or BUAD 200 or EDU 200 or POLI 200 or SOC 200 or STAT 200
Credits: 3

BUAD310 Legal Environment of Business

Frequency: B
A one semester survey course of legal issues affecting individuals and businesses. Topics covered include dispute resolution, contract law, torts, agency law, and laws governing the creation, operation, and termination of business organizations. Various public law topics will be examined, as well as principles of international law, and theoretical considerations.
Prerequisite(s): ENGL 100
Credits: 3

BUAD313 Health Law

Frequency: C
An introduction to the major legal issues and principles in the health care field and in administration of health care services, including federal and state legislation and regulations on private and public insurance programs, and on operation of hospitals, and other health care facilities. Other issues examined include medical malpractice, patients rights, confidentiality, living wills, and patient designation of a representative or proxy to act on their behalf.
Credits: 3

BUAD315 Principles of Business Finance

Frequency: A
An examination of the conceptual and institutional framework within which the financial manager operates. Topics cover management and valuation of assets, including management of funds and working capital, financial planning and capital budgeting in a national and global environment.
Prerequisite(s): (ECON 200 or BUAD 200 or EDU 200 or POLI 200 or SOC 200 or STAT 200) and ACCT 201 and ECON 201 and ECON 202
Credits: 3

BUAD317 Corporate Finance I

Frequency: B
An examination of problems related to the investment, acquisition, and distribution of financial resources. Stress is placed upon integrating these areas into one system to facilitate and evaluate the operation of the finance function. Topics include cash flows, risk analysis, capital budgeting and structure, and international financial management.
Prerequisite(s): BUAD 320
Credits: 3

BUAD319 Health Care Finance

Frequency: C
An introductory course on the application of financial management techniques in the health care industry. Particular emphasis is placed on understanding the unique problems facing the industry in the financial relationships among hospitals, patients, physicians and other providers, insurance, capital suppliers and governmental agencies.
Prerequisite(s): BUAD 320
Credits: 3

BUAD320 Managerial Finance

Frequency: A
The techniques of managerial finance as a decision science, in the context of owner wealth maximization and alternative business goals, are presented. The topics include time value of money, risk analysis, capital budgeting, capital structure, dividend theory, financial analysis, working capital management and foreign exchange risk management. NOTE: Students must earn a minimum C- grade in the prerequisite courses listed below.
Prerequisite(s): ACCT 201 and ACCT 202 and ECON 300 and (ECON 200 or EDU 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200)
Pre- or co-requisite: ECON300
Credits: 3

BUAD321 Management and Organizational Behavior

Frequency: B
An in-depth study of the theories and processes of management focusing on organizational behavior, hierarchical versus network organizational structure, and organizational culture. Issues within the organization such as motivation and leadership, diversity and group dynamics, and external environmental influences including technology, ethics, diversity and global considerations, are examined.
Credits: 3

BUAD323 Organizational Behavior

Frequency: A
The historical and current development of management principles is covered including theories of motivation for individuals, groups and organizations, leadership, organizational design and performance evaluation. NOTE: Students must earn a minimum C-grade in the prerequisite courses listed below.
Prerequisite(s): ACCT 201 and ACCT 202 and ECON 201 and ECON 202 and (BUAD 200 or ECON 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200)
Credits: 3

BUAD325 Principles of Marketing

Frequency: A

An introduction to the field of marketing and marketing management. Emphasis on the marketing function of pricing, promotion, distribution, and product design both domestically and internationally. Students will learn to employ state-of-the-art information to plan, price, distribute, advertise, and promote products and services in the 21st century global economy as symbolic analysts and knowledge workers. The course will focus on how skilled marketers apply their knowledge and creative ideas to insure competitive success and market position and to fuel the high-tech information society.

Prerequisite(s): ECON 201 and ECON 202

*Credits: 3***BUAD327 Production and Operations Management I**

Frequency: A

A fundamental course in the concepts of production and operations management (P/OM), and the use of quantitative methods and computer applications related to effective control of products and operative systems. Topics include P/OM strategy and international competition issues, decision-making tools, linear programming, waiting line models, process strategies, work measurement techniques, and purchasing management and Just-In-Time strategies. NOTE: Students must earn a minimum C- grade in the prerequisite courses listed below.

Prerequisite(s): (ECON 200 or EDU 200 or BUAD 200 or POLI 200 or SOC 200 or PSY 200 or STAT 200) and (MATH 120 or MATH 122) and ACCT 201 and ACCT 202 and ECON 201 and ECON 202

*Credits: 3***BUAD328 Marketing Foundations**

Frequency: A

The course develops an understanding of the marketing environment of business, and explores the interrelationships between product, price, promotion, the global marketplace and how they affect business decisions.

NOTE: Students must earn a minimum C- grade in the prerequisite courses listed below.

Prerequisite(s): ACCT 201 and ACCT 202 and ECON 201 and ECON 202 and (ECON 200 or BUAD 200 or POLI 200 or PSY 200 or SOC 200 or STAT 200)

*Credits: 3***BUAD330 Human Resource Management**

Frequency: C

A study of the Human Resource function. Topics covered include recruitment, selection, hiring, performance evaluation, compensation, motivation, training and development, legal environment such as OSHA, EEOC and sexual harassment issues, and industrial relations. Emphasis on how managers can deal with and use the Human Resources function.

Prerequisite(s): BUAD 323

*Credits: 3***BUAD340 Marketing Research**

Frequency: D

A specialized marketing course that examines modern methodologies needed to effectively use new information technologies to meet the world's growing demand for competitively priced quality products and services. The nature and scope of computer-aided marketing research, research design and data collection methods, including sampling and focus groups, are reviewed. Individual and group field projects will be reported in oral and written presentations.

Prerequisite(s): BUAD 328 and BUAD 300

*Credits: 3***BUAD342 Consumer Behavior**

Frequency: B

An integrative marketing course that examines individual psychological and social environments in which consumers attempt to satisfy felt needs and wants. Both marketing and personal perspectives are explored in class resulting in greater student appreciation and understanding of the complexity of human behavior in the new high-tech cross-cultural setting around the world.

Prerequisite(s): BUAD 328

*Credits: 3***BUAD350 Special Topics**

Frequency: D

Special topics in Business Administration not covered in detail by regular courses and not offered on a regular basis. Topic announced in Course Offerings Bulletin each semester.

*Credits: 1-3***BUAD361 Networks, Distributed Systems, Telecommunications**

Frequency: B

Course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Topics include communications protocols, local area networks (LAN), wide area networks (WAN), distributed systems, client-server systems, telephone service and internetting. Lab instruction in administering a LAN complements the course.

Prerequisite(s): BUAD 261 and MATH 120

*Credits: 3***BUAD363 Systems Analysis and Design**

Frequency: B

Course provides an introduction to the analysis and logical design of computer-based information systems (IS) in business settings. The course is a survey of modern systems development practices and methods such as systems development life cycle, rapid applications development and prototyping. Topics include techniques for studying business information flows, defining information requirements, designing and implementing computer-based solutions, the roles of systems analysts and designers; and global and ethical concerns in systems development. The system analysis and design techniques and tools introduced in the course are integrated with lab instruction using Computer Aided Software Engineering (CASE) tools.

Prerequisite(s): BUAD 261 and MATH 120

*Credits: 3***BUAD366 Database Management Systems**

Frequency: B

The course introduces the technologies used to develop and implement database applications for business. All major database management systems (DBMS), including hierarchical, network, relational and post-relational (object-relational and object-oriented) are covered, with relational database systems as the main focus. Special emphasis is placed on data modeling (entity-relationship and semantic-object), database design and normalization, and relational database querying through SQL (Structured Query Language) and QBF (Query-By-Form). Lab instruction in desktop and high-end DBMS using SQL complements the course.

Prerequisite(s): BUAD 363

*Credits: 3***BUAD376 Business and Culture**

Frequency: B

A survey of various aspects of culture and their impact on doing business in the international arena. Topics include verbal and non-verbal communication, negotiation, foreign exchange, and country-specific research. Emphasis on cultural awareness and understanding in business.

*Credits: 3***BUAD411 Marketing Management**

Frequency: D

A challenging course employing the Harvard Case Method in which students will develop an ability to make critical marketing decisions, support those decisions with appropriate analysis, and communicate ideas both orally and in writing. The goal of the course is to help develop students' critical reasoning powers using real-life examples of marketing problems encountered by both domestic and multi-national companies and comparing student recommendations with actual results.

Prerequisite(s): BUAD 328

*Credits: 3***BUAD416 Investment Analysis**

Frequency: B

A study of investment objectives; basic determinations of investment values; securities market organization; approaches to investment analysis; evaluation of valuation theories and procedures and individual and institution portfolio policies.

Prerequisite(s): BUAD 320

*Credits: 3***BUAD418 Corporate Finance II**

Frequency: D

A continuation of the study of problems related to the management of financial resources. Topics such as capital budgeting and cost of capital are covered in greater depth. Other topics such as leasing and mergers which are not covered in prior courses are introduced.

Prerequisite(s): BUAD 317

Credits: 3

BUAD427 Production and Operations Management II

Frequency: B
Continuation of BAUD 327 with emphasis on the nature of the production, operations, and material functions and their inter-relationship with quality. Discussions, problems, computer applications, and case studies of qualitative and quantitative methods of analysis currently available (e.g., material requirement planning, MRP I) to manage production operations functions. In depth coverage of management science/operations research models to optimize resource utilization and management control in a production environment; capacity planning, reliability sampling, PERT/CPM scheduling and project management systems, transportation and location strategies, aggregate planning tactics, inventory management and Just-In-Time tactics, and materials resource planning (MRP II).
Prerequisite(s): BUAD 327
Credits: 3

BUAD430 Independent Study

Frequency: C
A course for highly motivated students to undertake, under faculty guidance, special studies in areas of Business which are not normally covered in other courses.
Credits: 1-6

BUAD440 Advanced Human Resource Management

Frequency: D
The application of Human Resource Management concepts to specific business problems through case analysis relating to the Human Resource Management topics covered in BUAD 330.
Prerequisite(s): BUAD 330
Credits: 3

BUAD445 Integrated Marketing Communications

Frequency: B
This advanced marketing course analyzes the components of integrated marketing communications which includes all communication functions, both internal and external, of an organization employing new information technologies. Class discussions will explore determining domestic and international consumer needs and wants, creating advertising and promotional messages, media strategy, and message strategy. Students will gain practical experience in developing a comprehensive marketing plan.
Prerequisite(s): BUAD 328
Credits: 3

BUAD446 Sales Management

Frequency: B
This advanced marketing course of study includes how modern sales managers employ state-of-the-art technology to identify, process, and solve sales management problems. Class assignments and discussions reveal contradictory perspectives to complex marketing problems. The course will also cover sales force structure in new lean-management organizations, determining needed characteristics and recruiting of new sales representatives, and processing, hiring, training, and ethically managing a multi-national sales force in the 21st century. Individual and group presentations, both written and oral, will be required.
Prerequisite(s): BUAD 328
Credits: 3

BUAD450 Senior Seminar

Frequency: D
Seminar dealing with contemporary problems that is designed so that students may utilize what they have learned. This seminar also serves to introduce students to interdisciplinary approaches in problem solving and lead to possible areas of graduate or professional work. Topics will vary from semester to semester. Permission of instructor or senior standing.
Credits: 1-3

BUAD462 Electronic Commerce

Frequency: D
Course provides more in-depth knowledge of current and emerging e-commerce technologies using the Internet introduced in earlier MIS courses. Topics include Internet technology for business advantage, managing e-commerce funds transfers, business opportunities in e-commerce, Web site design, social, political and ethical issues associated with e-commerce, and business plans for technology ventures. The purpose of this course is to educate managers, planners, analysts, and programmers of the realities and potential for e-commerce. Lab instruction in modern Internet application development complements the course.
Prerequisite(s): BUAD 261
Credits: 3

BUAD463 Information Technology Project Management

Frequency: B
A survey of general management processes for planning, managing and controlling IT projects. Both technical and behavioral aspects of project management are discussed. The focus is on management of development for enterprise-level systems. Topics include defining project scope, cost and resource management, scheduling using PERT/CPM, quality management, risk management and project integration management. Lab instruction in a modern project management software tool complements the course.
Prerequisite(s): BUAD 363
Credits: 3

BUAD466 Business Object-Oriented Modeling

Frequency: B
Course covers physical design, programming, testing and implementation of object-oriented and client-server business information systems. Students learn how to define business objects and how to use them in creating a component-based application. Lab instruction using visual programming language supporting objects is used to complement the course material.
Prerequisite(s): BUAD 361 and BUAD 366
Credits: 3

BUAD480 Internship

Frequency: A
This course provides credit to students for professional experiences which are closely related to their field of study. Enrollment is to be arranged with an appropriate instructor. Permission of departmental internship coordinator and junior standing.
Credits: 1-9

BUAD499 Strategic Management

Frequency: A
A capstone course emphasizing top multi-national management issues through utilization of knowledge and skills developed in previous courses. Problem analysis and decision-making in case studies and group projects simulate the process of strategy formulation in the firm.
Prerequisite(s): BUAD 320 and BUAD 323 and BUAD 328
Credits: 3

Chemistry

CHEM100 Chemistry Freshmen Seminar

Frequency: B
The course is designed for Freshmen Chemistry majors in order to help them develop the skills required to succeed as a science major and get the most out of their college experience. Students will be introduced to the Chemistry faculty and staff, current chemistry majors and the department facilities in addition to career options and campus resources. A major emphasis will be focused on effective learning styles and study skills.
Credits: 1

CHEM105 Food Chemistry

Frequency: B
Introductory course for non-science majors only. Chemical aspects of the collection, preparation, storage, cooking, and consumption of food. Not applicable toward a major or minor in Chemistry.
Credits: 3

CHEM107 Chemistry for Consumers

Frequency: A
Introductory course for non-science majors; emphasis in practical aspects of chemistry in everyday life. Topics include nuclear chemistry, foods, gardening, pest control, health chemistry, and home products. Not applicable toward a major or minor in Chemistry.
Credits: 3

CHEM113 Chemistry and the Environment

Frequency: C
Basic chemical principles presented. Emphasis on their relationship to environmental problems of our society. Study of chemical nature of substances and their transformations from environmental point of view. Not applicable toward a major or minor in Chemistry.
Credits: 3

CHEM114 Introduction to Chemistry

Frequency: D
An introduction to chemical principles, emphasizing formulas, equations, bonding, atomic structure, nomenclature, periodic properties, and chemical calculations. Intended for students who have not taken chemistry in high school and/or who plan to take CHEM 115-116 but feel unprepared to do so. Not applicable toward a major or minor in Chemistry.
Credits: 3

**CHEM115 General Chemistry
Lecture I**

Frequency: A
Nuclear, electronic, and molecular composition and structure and principles of chemical bonding used to describe nature and reactivity of atoms, ions, and molecules. Includes laws governing behavior of gases, liquids, and solids.
Credits: 3

**CHEM116 General Chemistry
Lecture II**

Frequency: A
Continuation of CHEM 115. Thermodynamics, chemical kinetics, chemical equilibrium, properties of acids and bases, aqueous solutions, electrochemistry, and nuclear chemistry.
Prerequisite(s): CHEM 115
Credits: 3

**CHEM125 General Chemistry
Laboratory I**

Frequency: A
Some fundamental principles in experimental investigation of chemical substances and phenomena. Includes consideration of chemical and physical properties and typical reactions of inorganic and organic compounds. Equilibria, thermochemistry, oxidation-reduction, rates of chemical reactions, and volumetric, gravimetric, and qualitative analysis investigated. One laboratory period per week.
Credits: 1

**CHEM126 General Chemistry
Laboratory II**

Frequency: A
Some fundamental principles in experimental investigation of chemical substances and phenomena. Includes consideration of chemical and physical properties and typical reactions of inorganic and organic compounds. Equilibria, thermochemistry, oxidation-reduction, rates of chemical reactions, and volumetric, gravimetric, and qualitative analysis investigated. One laboratory period per week.
Credits: 1

**CHEM130 Honors General
Chemistry Laboratory**

Frequency: B
Directed studies designed to foster independence of thought and improve laboratory technique. Emphasis on quantitative determinations by acid-base, complexation, and spectroscopic methods. Open to Chemistry majors and others by permission of department. One laboratory period per week.
Prerequisite(s): CHEM 115 and CHEM 125
Credits: 1

CHEM154 Nature of Science

Frequency: B
The aim of this introductory course is to increase student understanding of how scientists think and work. Discussions will focus on the hows, whys, scope, and limits of today's scientific methodology. It will also explore famous experiments from the history of science, including those described by Galileo, Newton, Cavendish, and Young. The course fulfills one of the Part 7 requirements of the CCC, but is not applicable toward a major or minor in Chemistry.
Credits: 3

CHEM170 Scientific Revolutions

Frequency: B
Examines the role of science in Western European culture from roughly 1540-1905. Focuses mainly on the lives and the scientific and cultural contributions of six revolutionary figures of science: Copernicus, Galileo, Newton, Lavoisier, Darwin, and Einstein.
Credits: 3

**CHEM215 Organic Chemistry
Lecture I**

Frequency: A
Structure and reactions of the most important classes of organic compounds: hydrocarbons and principal functional groups of the compounds of carbon. Structure, occurrence, properties of organic compounds of biological significance.
Prerequisite(s): CHEM 116
Credits: 3

**CHEM216 Organic Chemistry
Lecture II**

Frequency: B
Structure and reactions of the most important classes of organic compounds: hydrocarbons and principal functional groups of the compounds of carbon. Structure, occurrence, properties of organic compounds of biological significance.
Prerequisite(s): CHEM 116
Credits: 3

**CHEM225 Organic Chemistry
Laboratory I**

Frequency: B
Techniques for determination of physical and chemical properties, synthesis, and isolation from natural sources, of organic compounds. Nuclear magnetic resonance and infrared spectroscopy incorporated in experiments. One laboratory period per week.
Credits: 1

**CHEM226 Organic Chemistry
Laboratory II**

Frequency: B
Techniques for determination of physical and chemical properties, synthesis, and isolation from natural sources, of organic compounds. Nuclear magnetic resonance and infrared spectroscopy incorporated in experiments. One laboratory period per week.
Credits: 1

**CHEM230 Advanced Organic
Laboratory**

Frequency: B
The utilization of instrumental methods and advanced laboratory techniques in organic chemistry. Includes hands-on use of various instrumental methods including infrared, nuclear magnetic resonance, and gas chromatography. One three-hour laboratory period per week.
Prerequisite(s): CHEM 225
Credits: 1

**CHEM302 Chemistry in Today's
Society**

Frequency: D
For non-majors only. Discussion of chemistry topics of major relevance to society, including some useful industrial processes, pollution, energy sources, and the detection of hazardous materials, especially those of local concern. Not applicable toward a major or minor in Chemistry.
Credits: 3

**CHEM305 Laboratory
Supervision in Chemistry**

Frequency: A
Students enrolling in this course serve as laboratory assistants under supervision of a faculty member. Students selected by department after completing application form (available from chairperson). Four hours of work per week expected for each hour of credit elected; may be taken more than once. Does not count toward major requirements.
Credits: 1-2

**CHEM314 Principles of Physical
Chemistry**

Frequency: D
A one semester introduction to physical chemistry intended primarily for biology and biochemistry majors. It emphasizes thermodynamics and kinetics, especially as applied to biological phenomena. Also included will be discussions of transport processes, solutions and electrolytes. Quantum chemistry will be briefly discussed. The course is only for biochemistry majors pursuing the biological emphasis track.
Prerequisite(s): MATH 121 or MATH 123 and CHEM 116
Credits: 3

**CHEM315 Physical Chemistry
Lecture I**

Frequency: B
Application of the laws of kinetics, thermodynamics, quantum mechanics, and statistical thermodynamics to chemical systems. Theories relating to spectroscopy and molecular structure.
Prerequisite(s): CHEM 116 and MATH 123 and PHYS 231 and PHYS 233
Credits: 3

**CHEM316 Physical Chemistry
Lecture II**

Frequency: B
Application of the laws of kinetics, thermodynamics, quantum mechanics, and statistical thermodynamics to chemical systems. Theories relating to spectroscopy and molecular structure.
Prerequisite(s): CHEM 116 and MATH 123 and PHYS 231 and PHYS 233
Credits: 3

**CHEM317 Analytical Chemistry,
Quantitative Analysis**

Frequency: B
Gravimetric, volumetric, and elementary instrumental determinations. Emphasis on volumetric analysis. Neutralization, oxidation-reduction, complexometric, and electrochemical methods. Introduction to computer methods in chemistry.
Prerequisite(s): CHEM 116
Credits: 3

**CHEM318 Analytical Chemistry,
Instrumental Analysis**

Frequency: B
Continuation of CHEM 317. Application of instrumental methods to quantitative chemical analysis, including spectroscopy, potentiometry, chromatography, nuclear and chemical methods.
Prerequisite(s): CHEM 317
Credits: 3

**CHEM325 Physical Chemistry
Laboratory I**

Frequency: B
Laboratory experiments designed to accompany CHEM 315. One laboratory period per week.
Credits: 1

**CHEM326 Physical Chemistry
Laboratory II**

Frequency: B
Laboratory experiments designed to accompany CHEM 316. One laboratory period per week.
Credits: 1

**CHEM327 Analytical Chemistry I
Laboratory**

Frequency: B
Laboratory experiments designed to accompany CHEM 317.
Credits: 1

CHEM328 Analytical Chemistry II Laboratory

Frequency: B
Laboratory experiments designed to accompany CHEM 318.
Credits: 2

CHEM333 Biochemistry

Frequency: B
The structure and function of proteins and the regulation of metabolic pathways will be the central concepts presented in the course. Students should gain an understanding of the fundamental principles of the biology of protein molecules. BIOL 237 Genetics recommended as prerequisite.
Prerequisite(s): CHEM 216 and CHEM 226
Credits: 3

CHEM334 Biochemistry Laboratory

Frequency: B
Introduction to laboratory practice using biochemical techniques to isolate and characterize proteins. Enzyme kinetics and bioinformatics are also covered.
Credits: 1

CHEM371-372 Internship in Chemistry

Frequency: A
Approved practical experience in industrial, environmental, commercial, forensic, or other laboratories. Internships may accompany paid working time arrangements.
Credits: 1-3

CHEM391-392 Independent Lab Research

Frequency: A
For students having junior standing. See CHEM 491-492 for list of study and research areas.
Credits: 1-3

CHEM395 Introduction to Research

Frequency: B
Prepares the student to carry out independent research. Topics include the philosophy of research, descriptions of current faculty research interests, research records, laboratory safety, use of the chemical literature, technical writing, and research tools and methodology. One lecture per week.
Prerequisite(s): CHEM 216
Credits: 1

CHEM397 Biochemistry Seminar I

Frequency: B
Current biochemical research papers are analyzed in a journal club (open discussions) format. The course helps students to develop critical reading skills and underscore how an array of biochemical techniques are applied to address a research problem. Faculty from both departments participate in the seminar.
Credits: 1

CHEM405 Industrial Chemistry

Frequency: D
Application of chemical principles to chemical and environmental processes. Topics include mass and energy balances over complex systems, reaction kinetics and thermodynamics, combustion, behavior of real gases, and waste minimization. Directed toward students with career interests in industry and/or chemical or environmental engineering.
Prerequisite(s): CHEM 315
Credits: 3

CHEM407 Organometallics

Frequency: C
Introduction to the chemistry of transition metal organometallics. Descriptions of the bonding, synthesis, structures, and reactions of major classes of organometallic compounds, as well as their role in organic synthesis and catalysis.
Prerequisite(s): CHEM 216
Credits: 3

CHEM412 Advanced Organic Chemistry

Frequency: C
The discussion of certain types of reactions for the synthesis of compounds having significance to organic or bioorganic chemistry. Examples include addition/elimination; oxidation/reduction; free radical; carbanionic; pericyclic; and other types of reactions.
Prerequisite(s): CHEM 215 and CHEM 216
Credits: 3

CHEM417 Polymer Chemistry

Frequency: C
An overview of polymers, with an emphasis on their chemistry, properties, and significance. Focus on the synthesis, characterization, and fabrication, and physical chemistry of polymers.
Prerequisite(s): CHEM 216 and CHEM 315
Credits: 3

CHEM462 Inorganic Chemistry

Frequency: B
Topics include introduction to molecular symmetry and group theory. Discussions of electronic structure of atoms and their periodic properties followed by detailed considerations of ionic and covalent bonding. Acid-base theories presented in addition to general chemistry of the elements with emphasis on transition metals. Introduction to organometallic chemistry and bio-inorganic chemistry included.
Prerequisite(s): CHEM 315
Credits: 3

CHEM465 Advanced Experimental Biochemistry

Frequency: B
State-of-the art biochemical and molecular techniques are taught within the hands-on, laboratory-based course. Potential topics include the polymerase chain reaction (PCR), oligonucleotide synthesis, DNA/protein sequencing and analysis (BLAST, DNASIS), pulse-field gel electrophoresis, gas chromatography-mass spectroscopy (GC-MS), nuclear magnetic resonance (NMR) spectroscopy, high performance liquid chromatography (HPLC), immunochemistry, and/or other contemporary techniques. Minimum of 2 credits of this course.
Prerequisite(s): BIOL 334
Credits: 2

CHEM472 Inorganic Chemistry Laboratory

Frequency: B
Laboratory studies of inorganic and organometallic compounds and ions. Synthetic experiments require inert atmosphere (vacuum line, dry box, and Schlenk) techniques; characterization by spectral, solid-state, and electrochemical methods. One laboratory period per week.
Prerequisite(s): CHEM 315 and CHEM 325
Credits: 1

CHEM473 Environmental Chemistry

Frequency: C
Interrelationships of chemistry with the environment. Topics include water quality and chemistry, waste disposal, atmospheric chemistry, and the chemistry of energy and power production. Class activities will include discussions of technical papers drawn from the contemporary scientific literature and simulation of environmental problems through computer models.
Prerequisite(s): CHEM 315 or CHEM 317
Credits: 3

CHEM475 Advanced Biochemistry

Frequency: B
A continuation of BIOL 333, the course explores biochemical concepts and pathways with an emphasis on problem solving. Cellular control and coordination of biochemical pathways is emphasized in light of an advanced understanding of protein biochemistry. Lecture only.
Prerequisite(s): BIOL 333
Credits: 3

CHEM481 Special Topics in Chemistry

Frequency: B
Topics of special or current interest offered periodically.
Credits: 1-3

CHEM490 Independent Study

Frequency: A
Topics of special interest. Non-laboratory work in association with faculty supervisor. May require course prerequisites as determined by instructor.
Credits: 1-3

CHEM491-492 Independent Laboratory Research

Frequency: A
For students having senior standing. Study and research areas include analytical, inorganic, organic, physical, and polymer chemistry. Prerequisites depend upon areas of study and research.
Prerequisite(s): CHEM 395
Credits: 1-3

CHEM495-496 Seminar: Advances in Chemistry

Frequency: A
Topics of current research interest; presentations by seniors, graduate students, faculty, and visitors. Every student is required to present one seminar during one of the two semesters. Emphasis on detailed knowledge of subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional seminar. Majors only.
Prerequisite(s): CHEM 216
Credits: 1

CHEM497 Biochemistry Seminar II

Frequency: B
Students prepare oral presentations based on an assessment of current biochemical research papers. The course will help students to further develop critical reading and scientific communication skills. Faculty from both biology and chemistry participate in the seminar.
Credits: 1

CHEM499 Senior Thesis

Frequency: B
Preparation of an extensive written account of the student's original laboratory research including an in-depth literature survey, background discussion, presentation of data and results, and conclusions. Open to majors only.
Credits: 1

Communication**COMM101 Fundamentals of Communication**

Frequency: A
The course provides a broad introduction to the field of communication focusing on both interpersonal and mediated communication. The course goal is to help one think critically about everyday interactions and to "discover" the degree in which the content and forms of communication contribute to creating meaning, and shaping personal and social realities. The process of meaning-making will be examined to help one become a more effective communicator, especially in situations where communicators experience "difference" with others within and across cultures.

Credits: 3

COMM102 Mass Media and Society

Frequency: B
An introductory course dealing, humanistically, with the process and effects of mass communication. Topics include: (1) a description of the industries of mass communication based on their mutual dependence; (2) related media industries such as advertising, public relations, news services; and (3) the influence and results of mass communication studying mass media research. Consideration of the ethical standards for the media.

Credits: 3

COMM105 Public Speaking

Frequency: A
Basic principles involved in public communication. Emphasis on the techniques involved in audience analysis, critical thinking and argumentation, listening, ethics, and message structure and delivery for public presentations.

Credits: 3

COMM110 Desktop Presentation

Frequency: A
Five week mini-course dealing with skills and concepts involved in preparing desktop presentations. Students will be introduced to Macintosh desktop and network operations, presentation software including Powerpoint and Photoshop, and associated computer input and output devices.

Credits: 1

COMM111 Web Design

Frequency: A
Five week mini-course dealing with the skills and concepts involved in creating and publishing pages on the World Wide Web. Emphasis is placed on learning Adobe Dreamweaver, one of the most commonly used HTML editors. Students will also become familiar with techniques to incorporate other media into a web page.

Credits: 1

COMM112 Desktop Video

Frequency: A
Five week mini-course dealing with skills and concepts involved in preparing video for computer multimedia presentation. Digitizing, non-linear editing of video and sound, effects and transitions, incorporation of computer graphics, and computer animation.

Credits: 1

COMM114 Electronic Darkroom

Frequency: A
Five week mini-course covering the basics of computer imaging, retouching, and color painting. Emphasis is placed on learning the powerful features of Adobe Photoshop for manipulating images and ways to integrate image editing into multimedia applications.

Credits: 1

COMM115 Advanced Electronic Darkroom

Frequency: B
Five week mini-course in advanced techniques for manipulating still images using Adobe Photoshop. Topics covered include using the pen tool, special effects, creative layering, masks, paths and shapes.

Prerequisite(s): COMM 114

Credits: 1

COMM116 Desktop Publishing

Frequency: A
Five week mini-course introducing the use of desktop computers to prepare and produce print and electronic publications such as newsletters, brochures, charts, magazines, and books. Material covered includes page design and layout, typography, integrating graphics and text software, pre-press, and professional publishing practices.

Credits: 1

COMM118 Desktop Audio

Frequency: A
Learn to create and edit audio on a Macintosh computer. Work with the latest audio software and hardware for hard disc recording and CD production techniques in a desktop computer environment.

Credits: 1

COMM120 WCVF/WDVL, WNYF, ACA, PRSSA Operations

Frequency: A
Extracurricular participation in the staffing of the college's radio station, WCVF, and WDVL; television station, WNYF; or department societies.

Credits: 0

COMM155 Rhetoric of Vision and Sound

Frequency: A
A foundational course for communication majors. Explores the ways the elements of production (lighting, color, framing, sound) are used in media to shape the meaning of the content and communicate ideas and emotions.

Credits: 3

COMM199 Communication Orientation

Frequency: B
A course designed to introduce new majors to the department and faculty, and to suggest areas of study and activity.

Credits: .5

COMM200 Electronic Media Writing

Frequency: A
Writing for the ear and writing in relation to visual images. Weekly writing exercises and discussions relative to audio and video news, documentary, sports, advertising and other non-fiction formats.

Prerequisite(s): ENGL 100

Credits: 3

COMM201 Rhetoric and Criticism

Frequency: A
Study of human discourse (oral and mediated) as a rhetorical communication process from an historical perspective. Developments in rhetorical and western intellectual thought will be examined for their influence and contributions to rhetorical theory. The main goal of the course is to develop knowledge of and ability to apply rhetorical thought in the analysis of messages.

Prerequisite(s): COMM 101

Credits: 3

COMM221 Interpersonal Communication

Frequency: A
This course focuses on the description, explanation and analysis of communicative behavior related to interpersonal relations. As a skills-based course, the students will apply the course concepts to aid in comprehension and appreciation of how communication works in relationship development, maintenance, and termination.

Prerequisite(s): COMM 101

Credits: 3

COMM222 Principles of Public Relations

Frequency: A
Students learn the basic theories, history, ethical codes, and practices of public relations; how to write according to Associated Press style; and also how to prepare basic written documents such as news releases and news advisories.

Prerequisite(s): COMM 101

Credits: 3

COMM235 Introduction to Business Communication

Frequency: A
This highly practical course focuses on the critical communication skills involved in effective written and oral communication while emphasizing applications of communication concepts in the world of business. Students will be able to engage in application exercises, build their exploratory skills, and confront problems of diversity. The course is cross-listed with BUAD 235.

Credits: 3

COMM251 Audio Production I

Frequency: A
Introduction to audio production equipment and its operation. Focus on listening skills; sound design; developing an ability to understand and use sound effectively and the ethical use of persuasive techniques. Principles of writing for the ear examined and practiced; editing, announcing, and interviewing introduced.

Pre- or Co-requisite(s): COMM 155

Credits: 3

COMM255 Studio Production

Frequency: A
Basic skills in studio production techniques: lighting, camera work, shading, film-chain operation, audio setup and monitoring, videotape recorder operation, floor management, and technical directing. Final projects require students to work in teams to produce and direct their own programs.

Pre- or Co-requisite(s): COMM 155

Credits: 3

COMM295 Communication Research and Survey Methods

Frequency: B
Study of both qualitative and quantitative approaches to inquiry and their applications in theoretic and applied communication research. Emphasis will be devoted to basic statistical analysis and interview and survey methods as they apply to evaluating communication practices and assessing communication needs.

Prerequisite(s): COMM 101

Credits: 3

COMM301 Group Communication

Frequency: B
This course will study communication in the small task group emphasizing communication in decision-making and problem solving. Course instruction will review theories that explain the role of communication in group maintenance, cohesion, conflict management, leadership, socialization, and personality management. Attention will be given to the communication practices for conducting meetings, idea generation, goal setting, project analysis and group discussion formats. The goal of the course is to develop proficiency in assessing group situations by applying communication theory and practices to maximize group effectiveness, productivity, and member satisfaction.

Prerequisite(s): COMM 101

Credits: 3

COMM312 Multimedia Integration

Frequency: A
Course concentrates on authoring multimedia projects which integrate graphics, animation, digital video, and audio. It combines both multimedia theory and production. Students will learn how to structure information, anticipate user experience and create transparent interfaces. Prerequisite(s): COMM 110 or COMM 111 or COMM 112 or COMM 114 or COMM 115 or COMM 116 or COMM 118 or COMM 354 or COMM 351 or MEDA 120
Credits: 3

COMM314 Multimedia Supervision

Frequency: A
Course trains students to be proctors in the Sheldon Lab. Through class workshops students will become familiar with the basics of the MAC operating system and with all of the software applications in the Sheldon Lab. Students will gain experience in supervising a computer lab. Must be taken concurrently with COMM 475, Section 7, Communication Studio Supervision. At least one of the prerequisite courses listed or consent of instructor. Prerequisite(s): COMM 110 or COMM 111 or COMM 112 or COMM 114 or COMM 115 or COMM 116 or COMM 118
Credits: 1

COMM320 WCVF/WDVL, WNYF, ACA, PRSSA Management

Frequency: A
Extracurricular participation as a manager on the elected board of directors of the university's radio stations, television station, Applied Communication Association, or Public Relations Student Society of America.
Credits: 0

COMM322 Public Relations Writing

Frequency: B
Students learn basic research and planning principles associated with public relations writing and how to prepare an assortment of public relations documents. AP style is reinforced and students learn how to construct news releases, media advisories, fact sheets, position statements, features and fliers. Students will begin portfolio building. Prerequisite(s): COMM 222
Credits: 3

COMM344 Public Relations Case Analysis

Frequency: A
Analysis of classic and contemporary public relations cases in industry, labor, education, government, social welfare and trade associations. Prerequisite(s): COMM 222
Credits: 3

COMM350 Telecommunication Technology

Frequency: C
Examination of the historical, technical, economic and regulatory status of communications technologies such as cable television, satellites, telephone, and computer communications. Discussion of general communication systems theory of video, audio and data communication including analog and digital signal transmission. Prerequisite(s): COMM 102
Credits: 3

COMM351 Audio Production II

Frequency: A
Refining skills and techniques acquired in COMM 251; more emphasis on announcing and interviewing; understanding the ethical and legal perspectives of audio material; introduction to the design, scripting, production and promotion of audio content for any application (e.g. radio, TV, film, web). Prerequisite(s): COMM 251
Credits: 3

COMM354 Video Field Production

Frequency: A
Basic skills and techniques for shooting video outside the studio in ENG and EFP configurations, and for editing on non-linear video editing systems, camera lighting, sound and editing skills applicable to news, commercials, documentary, narrative, and art of music video. Pre- or co-requisite(s): COMM 255
Credits: 3

COMM358 Television News

Frequency: B
Electronic news gathering and studio news techniques in the context of a weekly news program. Legal and ethical issues in news gathering. Prerequisite(s): COMM 354
Credits: 3

COMM359 Special Topics in Media

Frequency: D
In-depth investigation of some area of media not fully covered in other courses.
Credits: 1-3

COMM361 Script Writing Video/Film/Radio

Frequency: A
Techniques of developing concepts, treatments, outlines and scripts for dramatic fictions in the media of video, film and radio. Emphasis on traditional, modern and post-modern dramatic structure with units on character, dialogue, setting, visual narration, etc. Prerequisite(s): COMM 251 or COMM 255 or THEA 121
Credits: 3

COMM366 Postproduction

Frequency: A
A balance between editing concepts such as continuity, pacing, dramatic focus, etc. and editing skills such as SMPTE code, signal monitoring, and digitized non-linear techniques. Students will learn the rules and methods by which an editor constructs fiction or a representation of actual events. Applicable to video or digital film. Weekly editing assignments. Lab required. Prerequisite(s): COMM 354
Credits: 4

COMM373 Gender and Communication

Frequency: D
Using a variety of theoretical models and critical approaches, students examine everyday communication practices to identify how gender, communication and culture create a complex and dynamic web of meaning with significant implications for individuals and society. Prerequisite(s): COMM 101 or WOST 201
Credits: 3

COMM375 Mass Media Theory

Frequency: C
The course will examine the historical context of media theory covering the emergence of United States media technology, economics, cultural implications, and political influences to provide a basis for examining the evolution of media theories. Emphasis will be placed on mass media theories and address their implications to the media industry, the influences on American society and culture, and the evolution of democratic institutions. The course will be taught as a seminar involving readings, group discussions, and a research report. Prerequisite(s): COMM 102
Credits: 3

COMM379 Persuasion

Frequency: B
Examination of a wide body of humanistic, and social scientific literature concerning persuasion and persuasive techniques. Emphasizes evaluation and potential application of persuasion theory in communicative transactions. Prerequisite(s): COMM 101 and COMM 105
Credits: 3

COMM385 International Media

Frequency: B
An introduction to the study of international and domestic media systems around the world. Students will understand and appreciate how different countries and cultures use the media in unique ways and learn of different systems of ownership, financing, regulation, and programming. Key international media issues will also be discussed. Media examples (primarily films) will be used to show how cultures are portrayed by their media.
Credits: 3

COMM386 International Films

Frequency: B
Students will view, discuss, and critique a variety of contemporary films from a variety of countries. Emphasis will be placed on examining how contemporary cultures are portrayed through film. Films will be compared and contrasted.
Credits: 3

COMM395 Radio News

Frequency: C
Theory and practice of radio journalism including writing and reporting news and journalism law and ethics. Students produce weekly radio newscasts during the second half of the semester. Prerequisite(s): COMM 351
Credits: 4

COMM400 Telecommunications Management

Frequency: C
Analysis of the various techniques and problems involved in management of telecommunication industries including broadcast, cable television, telephony, and Internet. Topics examined include general theories of management, industry structures, audience research, content, sales and marketing, business and finance, and industry ethics. Prerequisite(s): COMM 102
Credits: 3

COMM420 Communication Law and Ethics

Frequency: A
Assessment of the regulatory framework and major legal issues of the mass media. Examination of ethical issues in the media as well as principles and concepts of ethical theory. Prerequisite(s): COMM 102
Credits: 3

COMM422 Public Relations Management

Frequency: B
Public Relations course designed to teach management and planning skills. In the course students will develop a campaign proposal from conception (or RFP) through development of materials and presentation to the client. Prerequisite(s): COMM 322 and COMM 344
Credits: 3

COMM430 Communication Theory

Frequency: B
Provides a comprehensive investigation into various theoretical and metatheoretical perspectives which currently direct theory building and research in communication. Emphasis on critical thinking as literature in the field is investigated and evaluated in light of accepted scientific criteria.
Prerequisite(s): COMM 105 and COMM 101
Credits: 3

COMM441 Multitrack Radio Production

Frequency: D
Examination and practice of advanced sound design, production with ancillary equipment, and multitrack recording techniques for broadcast applications.
Prerequisite(s): COMM 351
Credits: 3

COMM444 Public Relations Senior Seminar

Frequency: B
An in-depth seminar on advanced topics in public relations that are not fully-covered, or covered at all, in other courses.
Prerequisite(s): COMM 322 and COMM 344
Credits: 1-3

COMM451 Audio Documentaries/Soundscapes

Frequency: C
Exploration and execution of steps involved in writing and producing a documentary: preliminary research, program concept, aesthetic and ethical issues, target audience, outline, research, interviews, treatment, script, and production.
Prerequisite(s): COMM 351
Credits: 4

COMM452 Video/Film Documentaries I

Frequency: B
The first semester of a two-semester capstone course that introduces students to the theoretical, technical and practical issues in non-fiction video production. It may be taken as a stand-alone course for students interested in historical development and critical theories of the documentary genre. Students produce short documentaries in response to the readings and films screened in class and prepare a proposal for a larger project.
Prerequisite(s): COMM 366
Credits: 4

COMM454 Fiction Video/Film I

Frequency: B
A production course focused on fiction from script analysis to production of videos representing several genres from traditional to post modern. Units on directing, script breakdowns, pre-production and production of several short fiction video programs.
Prerequisite(s): COMM 361 and COMM 366
Credits: 4

COMM456 Radio Programming/Production

Frequency: C
Theory and practice of programming and promoting a radio station: formats, sources, techniques; and development and production of a weekly radio series.
Prerequisite(s): COMM 351
Credits: 4

COMM457 Television Apprenticeship

Frequency: A
Provides a variety of experience in both studio and field production. Simulation of actual work situation with weekly assignments. Requires commitment to responsibilities and substantial production skills.
Prerequisite(s): COMM 255
Credits: 1-3

COMM458 Special Topics in Human Communication

Frequency: D
An in-depth seminar on an advanced topic in human communication. Topic announced in Course Offerings Bulletin each semester.
Credits: 1-3

COMM459 Special Topics in Media Production

Frequency: D
Individual and/or small group learning; experience in-depth of some area of radio-television production not fully covered in other courses. Special attention to innovative and creative utilization of production techniques.
Credits: 1-4

COMM460 Organizational Communication

Frequency: B
An advanced study of communication patterns in social organizations. In particular, communication environments within business and industry are analyzed. Application of procedures commonly used to evaluate and improve communication in organizations.
Prerequisite(s): COMM 101
Credits: 3

COMM462 Video/Film Documentaries II

Frequency: B
Second semester of a two-semester capstone course. In small groups, students produce well-crafted documentaries incorporating the theoretical, technical and practical skills learned in COMM 452. Must be taken after COMM 452.
Prerequisite(s): COMM 452
Credits: 4

COMM464 Fiction Video/Film II

Frequency: B
A course on fiction videos including pre-production, production, post-production and distribution of longer fiction videos. Emphasis on single camera, multiple take methods. Students all execute one or more production roles for a complex digital video with high production values. Must be taken after COMM 454.
Prerequisite(s): COMM 454
Credits: 4

COMM465 Intercultural Communication

Frequency: B
The course focuses on assisting students in interacting effectively and appropriately with people from various cultural backgrounds and on understanding dimensions of intercultural communication related to domestic and international contexts. Students will explore the formation of their own cultural identity and examine the complex relationship between culture, communication, context and power in intercultural communication.
Prerequisite(s): COMM 221
Credits: 3

COMM475 Comm./Studio Supervision

Frequency: A
Advanced students are given opportunities to demonstrate knowledge of and practice application of skills in educational setting or specific subjects.
Credits: 1-3

COMM480 Communication Internship

Frequency: A
Participation in off-campus professional, subject-related experience. Requires a Learning Contract proposal prepared in consultation with agency representative and with faculty sponsor describing experience, its relationship to course of study, and how it will be monitored and evaluated. Internships are graded satisfactory/unsatisfactory. Proposal must be approved in advance by internship coordinator in communication department. Appropriate courses in specialization are required.
Credits: 1-15

COMM490 Independent Study

Frequency: A
Approved study of particular aspect of communication, or participation in approved project not otherwise available through course work. A lab fee may be assessed if project is using department equipment.
Credits: 1-15

Criminal Justice

CRMJ100 Introduction to Criminal Justice

Frequency: A
An introduction to the organization and activities of the U.S. criminal justice system. Topics include: criminal law, policing, courts, and corrections.
Credits: 3

CRMJ310 Law Enforcement Policy and Practice

Frequency: B
An examination of the structure and functioning of police and police organizations in the United States. Topics covered include patrol, police discretion, ethics, police community relations and police accountability.
Prerequisite(s): CRMJ 100
Credits: 3

CRMJ320 Crime and Crime Theory

Frequency: B
This course will examine the types of criminal behavior and crime patterns, the social and organizational context of crime, statistical information about crime and various theories of crime.
Prerequisite(s): SOC 116 and CRMJ 100
Credits: 3

CRMJ321 Race and the Criminal Justice System

Frequency: B
This course will examine some of the literature dealing with race and justice. The political and social realities of race will be explored. An attempt will be made to discover the characteristics of racism in our body politic. Exploration of alternatives to the liberal/conservative dialogue that currently inform racial stereotypes, and approaches to social engineering to eliminate racism, will be considered.
Prerequisite(s): CRMJ 100
Credits: 3

CRMJ330 Criminal Law

Frequency: B
This course will consist of a general approach to legal principles of statutory interpretation of Criminal Law applicable in all United States jurisdictions. Students will learn the elements of criminal offenses including mens rea, actus reus, concurrence, causation and proximity. Students will study statutory definitions of crimes, (e.g. murder, sexual assault, burglary, and robbery). Inchoate crimes and defenses will also be considered.
Prerequisite(s): CRMJ 100
Credits: 3

CRMJ331 Criminal Procedure
 Frequency: B
 This course studies the criminal law processes necessary for successful criminal investigation including physical and testimonial evidence gathering, arrest, and presentation of an accused to court for trial proceedings. Students are required to apply contemporary U.S. Supreme Court decisions relevant to such topics as arrest, search and seizure, and interrogations.
 Prerequisite(s): CRMJ 100
Credits: 3

CRMJ332 Homeland Security
 Frequency: B
 This course involves the study of homeland security, mission and composition. Students will examine the various methods and institutions implicated in the quest to increase security and defend against terrorism. Consideration of the methods and practices for border security in the United States will be included.
 Prerequisite(s): CRMJ 100
Credits: 3

CRMJ333 Criminal Investigations
 Frequency: B
 This course involves the study of crime scene investigations. The course will not involve students in actual investigations (and therefore does not require a science background) but rather the procedural structure and strategic steps to be taken in securing the crime scene in developing a checklist of factors to be considered in a comprehensive investigation.
 Prerequisite(s): CRMJ 100
Credits: 3

CRMJ340 Introduction to Corrections
 Frequency: A
 A study of societal reactions to crime from an historical, socio-political, social psychological and economic perspective. The functions of retribution, rehabilitation, incapacitation and deterrence are examined.
 Prerequisite(s): CRMJ 100
Credits: 3

CRMJ350 Special Topics
 Frequency: D
 Special topics in Criminal Justice not covered in detail by regular courses.
 Prerequisite(s): CRMJ 100
Credits: 3

CRMJ360 Criminal Justice Ethics
 Frequency: B
 This course will consider ethics as it relates to the criminal law. The definition of justice and the application of the definition will be discussed. Honor, integrity, and individual responsibility will be considered as these concepts relate to policy formulation and application of laws in the criminal justice system.
 Prerequisite(s): CRMJ 100
Credits: 3

CRMJ400 Senior Seminar
 Frequency: A
 A capstone course in which students will do readings, discussions and analysis of current topics of interest in the field of criminal justice. Using primary sources, students will prepare and present in depth examinations of specific issues.
 Prerequisite: Senior standing in the major
Credits: 3

CRMJ470 Criminal Justice Internship
 Frequency: A
 Supervised placement in legal and/or criminal justice work setting. On a limited basis, opportunity to observe and engage in various facets of criminal justice system. Permission of instructor.
Credits: 3-15

Computer and Information Sciences

CSIT100 Freshman Seminar
 Frequency: B
 Introduction to computing environments available on campus; e-mail, Internet access and web; campus computing policies; computing and information technology ethics; other campus resources and their effective use; building a support network with faculty, staff and peers; improving study skills inside and outside the classroom.
 Corequisite: Freshman Standing.
Credits: 1

CSIT104 Introduction to Microcomputer Software
 Frequency: A
 Introduction to microcomputers; elementary concepts and operations of spreadsheets and database management systems; analysis of a variety of problems, their design, and implementation of solutions using commercially available window-based software. Three units of high school mathematics required.
Credits: 3

CSIT105 Visual BASIC I
 Frequency: A
 Object-oriented and event-driven programming, concepts using Visual Basic (VB); VB development environment; intrinsic controls and programming structures: data types, declarations, input/output, decision-making and loops; formatting; functions and subroutines. Three units of high school mathematics required.
Credits: 3

CSIT106 Scientific Programming Using C/C++
 Frequency: D
 Scientific problem solving; structured program development: simple algorithm design, arithmetic operations, data types and their declarations; control statements, loops, input and output including text files; arrays, functions, mathematical functions and round off error estimation. Applications to engineering, sciences and mathematics. Credit will not be given for both CSIT 106 and 121.
 Prerequisite(s): N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

CSIT107 Web Programming I
 Frequency: A
 An introductory course in client-side web technologies: HTML, cascading style sheets and JavaScript; designing and publishing a web site. Other topics include history of the Internet and World Wide Web, HTML editors, and graphics.
Credits: 3

CSIT120 Computer Science Overview
 Frequency: A
 A comprehensive overview of the scope and dynamics of computer science. Survey of the field of computer science. Topics include: history of computing, computer organization and components, operating systems, programming languages, introduction to programming and program development, data structures, problem solving, software engineering, computer ethics, and computer applications.
 Prerequisite: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

CSIT121 Computer Science I
 Frequency: A
 This course is given in a computer laboratory to provide students hands-on exposure to the following major topics: Problem solving, algorithm design and development, structured programming: top-down design and functional decomposition; elementary data types; expressions, I/O functions; control structures; functions: scope rules, pass by value, pass by reference; built-in functions; arrays; strings; function overloading; elementary sort and search algorithms. Credit will not be given for both CSIT 106 and CSIT 121.
 Prerequisite(s): N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

CSIT151 Introduction to Information Systems
 Frequency: A
 The course introduces information technology used in day-to-day business operations. It covers business applications software for office management, communication, project management, relational databases, eCommerce, web development, data transmission and networks, etc. The course also covers such basic information systems concepts as querying simple databases, data analysis and database design. Laboratory instruction is used to complement the course with hands-on experience with a set of above applications. The course is designed for students who will work as end-users, user-managers, leaders, or information systems professionals.
Credits: 3

CSIT205 Visual BASIC II
 Frequency: B
 Advanced visual BASIC programming techniques; Active X controls, multiple forms, file I/O, interacting with databases, and error handling; Windows API calls and Windows registry functions; and advanced event-driven business applications.
 Prerequisite(s): CSIT 105 or CSIT 121
Credits: 3

CSIT207 Web Programming II
 Frequency: A
 An advanced course in server-side web programming. Topics include: cookies, file and database access, portals and web applications; server side scripting. Knowledge of HTML, and of C++, Java, or Visual Basic are required.
 Prerequisite(s): CSIT 107 and (CSIT 105 or CSIT 121)
Credits: 3

CSIT221 Computer Science II
 Frequency: A
 This course is required to have a computer laboratory component to provide students hands-on exposure to major programming and data structures topics. Topics include file I/O, abstract data types; static and dynamic data structures; introduction to recursion and trees; recursive programming; class concepts; multi-dimensional arrays; linked lists; doubly linked lists; stacks, queues and their implementations and applications; basics of generics/templates and exception handling.
 Prerequisite(s): CSIT 121
Credits: 3

CSIT224 Problem Solving Using Objects

Frequency: A
Object-oriented design methodologies; object-oriented programming; class concepts, encapsulation; polymorphism, composition and inheritance; virtual functions; delayed binding; class-interfaces and message passing; generics/templates; function overloading; and exception handling; binary file I/O; advanced OO programming.
Prerequisite(s): CSIT 221
Credits: 3

CSIT225 Java Programming

Frequency: B
Basic programming constructs: primitive types, expressions, and statements; class hierarchies; elementary predefined classes such as String and Math; object-oriented programming; packages and interfaces; exception handling; I/O and file access; graphics; applets; studio processing and other applications.
Prerequisite(s): CSIT 221
Credits: 3

CSIT231 Systems Programming

Frequency: A
UNIX commands, shells, utilities, editors; file types and modes; shell scripts; make-files; memory and storage management; C programming tools; processes, IPC (signals, sockets, pipes); development tools; streams; networking; UNIX internals, system administration and other topics as time permits.
Prerequisite(s): CSIT 221
Credits: 3

CSIT241 Discrete Mathematics for Computer Science I

Frequency: A
Study of mathematical topics needed for further study of computer science at the advanced undergraduate level, including: logic, sets, proof techniques, matrices, basic number theory, modular arithmetic, functions, linear transformations, relations, basic combinatorics. Credit will not be given for both CSIT 241 and MATH 210.
Prerequisite(s): (MATH 121 or MATH 123) and CSIT 121
Credits: 4

CSIT242 Discrete Mathematics for Computer Science II

Frequency: B
A continuation of CSIT 241. Topics include combinatorics, digraphs, and trees; recurrence relations; switching circuits and logic gates; automata, grammars and languages; other topics as time permits.
Prerequisite(s): CSIT 221 and CSIT 241
Credits: 4

CSIT251 Information Systems Structures

Frequency: A
Overview of information systems (IS) for operational, tactical and strategic functions of business organizations; IS practices and challenges for business competitiveness; data, information and knowledge processing; information systems theory and quality decision, systems analysis and design, database management, network and network management; electronic commerce and social and ethical issues; IS and IT planning and implementation.
Prerequisite(s): CSIT 104 or CSIT 151
Credits: 3

CSIT300 Internship in Computer Science

Frequency: A
Participation in an approved professional experience in the area of computer science. Students must submit a proposal describing the work experience, its relationship to subject matter in computer science, and how it will be monitored and evaluated. Permission of the department required.
Credits: 3-12

CSIT305 Computer Laboratory Assistantship

Frequency: A
Non-credit course for students interested in performing computer-related services for the Computer and Information Sciences program. Duties include: proctoring in computing laboratories; assisting with the labs in CSIT 121 or CSIT 221; helping the faculty director and/or systems manager with basic laboratory maintenance. Grading is on an S/U basis. Permission of the department required.
Credits: 0

CSIT311 Assembly Language and Computer Organizations

Frequency: A
Introduction to the basic concepts of computer organization, digital logic, data representation, and machine instructions repertoire; memory access and storage; instruction execution; assembly language; computer organization; levels of computer structures; data representation and transfer; digital arithmetic; memory structure and addressing methods; cache; secondary memory structure and organization.
Prerequisite(s): CSIT 121
Credits: 3

CSIT312 Computer Structures

Frequency: A
Introduction to basic concepts of computer system and architecture; internal and external memories, I/O and operating system support; instruction execution; computer structure, organization and function; digital arithmetic; memory structure and addressing methods; cache; secondary memory structure and organization; system software structure; purpose and functions of system programs; file systems; process and resource management. For Computer Information Systems majors; Computer Science majors may not count this course to meet major requirements.
Prerequisite(s): CSIT 105 or CSIT 121
Credits: 3

CSIT321 Paradigms of Programming Languages

Frequency: A
Brief history of programming languages; language design issues; syntax and translation; data types; sequence control; the procedural paradigm; the object-oriented paradigm; the functional paradigm; the logical paradigm.
Prerequisite(s): CSIT 224
Credits: 3

CSIT335 Data Communications and Networks I

Frequency: B
Computer networking overview; data communication system components; network hardware, software and protocols, OSI model and network layers; line utilization, switching and error handling; routing and data flow control; point-to-point, broadcasting, local and wide networks, and current practices; data encoding; internetworking; modern network management protocols, applications reliability and security, elementary network programming. Term projects are emphasized for network applications design.
Prerequisite(s): CSIT 205 or CSIT 221
Credits: 3

CSIT341 Data Structures

Frequency: A
Review basic data structures and algorithmic complexities; sorting; generalized lists; binary trees; binary search trees; tree traversals; advanced hierarchical structures: n-ary trees, heaps, balanced trees, tries; priority queues; hashing; graphs, graph algorithms; memory management.
Prerequisite(s): CSIT 221 and CSIT 241
Credits: 3

CSIT351 Business Systems Development

Frequency: B
Review of business programming language principles and techniques; interfacing with computing environment; sorting, table handling, indexing and searching; preparation and handling of data; file organization, and file update; business system analysis, design and implementation; introduction to business information systems.
Prerequisite(s): CSIT 205
Credits: 3

CSIT390 Directed Study

Frequency: D
An intensive project-oriented course utilizing emerging technologies.
Prerequisite(s): CSIT 341
Credits: 1-3

CSIT400 Directed Independent Study

Frequency: D
Independent study of a selected list of readings approved by a faculty advisor. Permission of the department required.
Credits: 1-3

CSIT411 Programming for Embedded Microcontrollers

Frequency: C
Programming and development for embedded microcontrollers. Embedded architecture, programming considerations related to embedded systems development. Memory utilization, I/O, synchronous and asynchronous serial communication. Utilization of timers, and interrupts. Development considerations for comparators, A/D converters, USARTs and other on-board peripheral devices. Debugging, and utilization of test equipment such as multimeters and oscilloscopes. Students will build a series of embedded projects of increasing complexity. Some very basic electronic design principles are also included.
Prerequisite(s): CSIT 221
Credits: 3

CSIT413 Computer Architecture

Frequency: B
Review of computer organization and digital logic principles; system buses and peripherals, main and cache memory overview; pipelined processing; RISC and CISC concepts; Superscalar and IA-64 architecture; performance evaluation; microarchitecture level and the control unit. Term projects in digital system design are emphasized.
Prerequisite(s): CSIT 311 or CSIT 312
Credits: 3

CSIT425 Software Engineering

Frequency: B
Basic concepts and major issues of software engineering; current tools and techniques providing a basis for analysis, design, development, maintenance, and evaluation of the system; structured walkthrough, testing; verification and validation; technical, administrative, and operating issues; privacy, security, and legal issues; developing a team project using software engineering principles.
Prerequisite(s): CSIT 341
Credits: 3

CSIT431 Introduction to Operating Systems

Frequency: A
System software organization, purpose and functions of computer operating systems, batch processing systems: translation, loading and execution; serial and parallel I/O processing; spooling; interrupt facilities; memory protection and management; file systems; multi-access and special-purpose systems; process scheduling; resource management; classical and popular operating systems.
Prerequisite(s): (CSIT 311 or CSIT 312) and CSIT 341 and CSIT 231
Credits: 3

CSIT433 Compiler Construction

Frequency: C
Finite automata; languages and grammars; review of language structure, translation, linking, loading, execution; run-time storage organization; compilation of simple structures; compiler design principles, organization and implementation; lexical analysis; symbol tables; parsers and semantic analysis; code generation and optimization; error diagnostics.
Prerequisite(s): (CSIT 311 or CSIT 312) and CSIT 341
Credits: 3

CSIT435 Data Communication and Networks II

Frequency: B
Data communication system components; network protocol stack layers, network applications and related protocols, Transport, network and data link layers; line utilization, switching and error handling; routing and flow control; point-to-point, broadcasting and local networks theory and current practices; Modern network management protocols, reliability and security, encryption and compression; network programming. Term projects are emphasized for network application design.
Prerequisite(s): CSIT 311 or CSIT 312 or CSIT 335
Credits: 3

CSIT437 Advanced Operating Systems

Frequency: B
Review of contemporary operating systems, OS design principles and strategies; examination of communication and synchronization protocols; concurrent processes and process scheduling including their statistical analysis; distributed operating systems; client-server computing model; distributed resource management; multiprocessor OS; failure recovery and fault tolerance; data security; applications.
Prerequisite(s): CSIT 431
Credits: 3

CSIT441 Analysis and Design of Algorithms

Frequency: C
Introduction to design and analysis of algorithms: time and space complexity, verification of correctness; advanced algorithm design strategies: iterative, divide and conquer, greedy method, dynamic programming, branch and bound, etc.; specific examples drawn from sorting, searching, string searching, graph problems, matrices, polynomial arithmetic, cryptography; hard problems and approximation algorithms: Knapsack, bin packing, and graph coloring problems, etc.
Prerequisite(s): CSIT 242 and CSIT 341
Credits: 3

CSIT443 Theory of Computation

Frequency: C
Regular expressions and finite automata; context-free grammars and pushdown automata; pumping arguments; closure properties; decision algorithm; Turing machines; computability and decidability; halting problem; and elementary complexity theory.
Prerequisite(s): CSIT 242 and CSIT 341
Credits: 3

CSIT451 Introduction to Files and Databases

Frequency: D
Large scale information organization; basic concepts and terminologies of file management techniques; storage hierarchies, external storage devices; mass storage systems; common file structures and organization methods; physical file organization; list, inverted, and tree structured file organization methods; file systems; concepts of data modeling; data languages; search, retrieval and processing methods; introduction to relational databases and database management systems.
Prerequisite(s): CSIT 341
Credits: 3

CSIT455 Relational and Object Databases

Frequency: B
Review of data modeling and databases; entity/relationship and relational models; relational algebra; relational databases; database architecture; data integrity; SQL design; SQL and QBE languages; functional dependencies; normalization; data protection and SQL concurrency; data and database security; object-oriented databases; distributed and client/server systems; other advanced topics.
Prerequisite(s): CSIT 341
Credits: 3

CSIT456 Information and Decision Support Systems

Frequency: C
Information and computer information systems; information hierarchy; decisions and decision-making; functional components of a decision support system; intelligent/knowledge-based decision-making and knowledge management; architecture of decision systems; distributive and group decision-making; executive information systems; expert and fuzzy systems; reasoning and explanation; knowledge elicitation and representation; logistics and long-term decision-making.
Prerequisite(s): CSIT 341 and CSIT 351
Credits: 3

CSIT461 Introduction to AI and Knowledge Engineering

Frequency: C
Overview of artificial intelligence tools and techniques; searching methods; applications of AI: game playing, expert systems and knowledge-based systems; components of a knowledge-based system; knowledge acquisition, representation, and formalization; numerical and symbolic processing; information theoretic and decision theoretic algorithms; inference engine; machine learning; reasoning and explanation; basic concepts and major issues of knowledge engineering; current tools and techniques for analysis, design, development of the knowledge based systems; applications in robotics, medical diagnosis, smart decision systems, etc.
Prerequisite(s): CSIT 341
Credits: 3

CSIT462 Computer Graphics

Frequency: B
Introduction to Computer Graphics; display memory; generation of points, vectors, shapes, objects, etc.; raster and geometric graphics; interactive and passive graphics; graphics peripherals; analog and digital images and analog/digital conversion; mathematics of 2-D and 3-D transformations; applications in animation, computer aided design and instruction; hypertext and multimedia; dialog design; user-interface.
Prerequisite(s): CSIT 341
Credits: 3

CSIT463 Introduction to Digital Image Processing and Computer Vision

Frequency: C
Introduction to digital image and signal processing, computer vision and pattern recognition; image acquisition, registry and display; elementary image processing algorithms: sampling, preprocessing, smoothing, segmentation, and sharpening; transformations; filtering; image coding and restoration; analog and digital images and image processing systems; feature extraction and selection; elementary pattern classification and vision systems; robotics; machine learning.
Prerequisite(s): CSIT 341
Credits: 3

CSIT471 Information Systems Management

Frequency: C
Overview of information systems (IS) for business organizations; IS systems management; strategic uses of IT, and I-commerce; IS planning, using and managing essential technologies: databases, distributed systems, tele-communications, information resources; managing IS operations; managing systems development; systems for supporting knowledge-based work; practices and challenges for business competitiveness; information systems theory and quality decision theory; electronic and mobile commerce; social and ethical issues; IS and IT implementation.
Prerequisite(s): CSIT 351
Credits: 3

CSIT473 Data Warehousing and Mining

Frequency: C
Overview of data and information sharing; principles of information security; data mining, data warehousing, and data marts; data modeling; data collection, problems, quality, and integrity; databases and content management; business intelligence; online analytical processing; data visualization, multidimensionality, and real-time analytics; examples of data warehousing and data mining - geographic information systems, web intelligence, resource management, multimedia-based databases, knowledge bases, etc.
Prerequisite(s): CSIT 351
Credits: 3

CSIT475 Electronic Commerce

Frequency: D
Topics include Internet technology for business advantage, managing e-commerce funds transfers, business opportunities in e-commerce, website development, social, political and ethical issues associated with e-commerce, and business plans for technology ventures. The purpose of the course is to educate the students about the technology required of e-commerce. Lab instruction in Internet application development complements the course.
Prerequisite(s): CSIT 207 and CSIT 351
Credits: 3

CSIT490 Seminar on Selected Topics

Frequency: D
Studies, discussions, workshops and seminars on selected topics in computer science. Written reports and a formal presentation are required.
Prerequisite(s): CSIT 341
Credits: 1-3

CSIT496 Special Topics in Computer Science

Frequency: C
A variable topics course in computer science. Topics normally not covered in CS or CIS degree programs but suitable to explore at length at senior level. Project and formal presentation are required.
Prerequisite(s): CSIT 341
Credits: 3

CSIT497 Computer Science Thesis

Frequency: D
Faculty-supervised research on a computer and information sciences topic of interest to the faculty member and the student. Minimum of 80 hours of productive work required. A thesis documenting problem statement, approach, methodology, and results will be submitted upon completion.
Prerequisite(s): CSIT 341
Credits: 3

CSIT499 Computer Science Project

Frequency: D
Faculty-directed work on a computer and information sciences project of interest to the faculty member and student. Minimum of 80 clock hours of productive work required. A report of presentation discussing approach, methodology, and results will be submitted upon completion.
Prerequisite(s): CSIT 341
Credits: 3

Dance**DANC100 Introduction to Dance**

Frequency: A
Introduction to Dance will provide the student with a basic knowledge in various aspects of dance as a performing art. The practical part of the course will focus on body alignment, dance technique, flexibility, execution, and recollection of short dance combinations. The scholarly part of the course will cover dance history, critiques on dance performances and will explore many dance related topics from the perspective of a dancer as well as an audience.
Credits: 3

DANC105 Folk Dance

Frequency: D
Designed to cover the basics of folk dancing in many countries of the world.
Credits: 1

DANC106 Square Dance

Frequency: D
An introductory course for the beginning square dancer. Emphasis is on modern square dancing, although other forms are covered.
Credits: 1

DANC110 Dance Productions

Frequency: A
Designed to give practical experience in all aspects of dance and theatre productions including rehearsals, lighting and costume designs, crew work, and stage managing. Offered in coordination with Theatre Practice. May be repeated for credit.
Credits: 1

DANC111 Modern Technique I

Frequency: B
Introductory course in modern dance for the novice, covering various techniques. Attendance at all dance concerts on campus required.
Credits: 2

DANC112 Ballet I

Frequency: B
An introduction to classical ballet technique. This course covers the basics of barre and center floor work, as well as terminology and history. Emphasis is on correct alignment, coordination, and the quality of movement. May be repeated once for credit.
Credits: 2

DANC113 Jazz Dance I

Frequency: B
The course covers the basic principles, technique, and history of jazz dance including traditional techniques, Fosse style, and a focus on jazz dance for Musical Theatre. May be repeated once for credit.
Credits: 2

DANC114 Tap Dance I

Frequency: B
An introductory course in tap dance. Emphasis on correct execution of single movements and combinations of steps, with proper timing and terminology. May be repeated once for credit.
Credits: 2

DANC211 Modern Technique II

Frequency: B
The course explores styles in modern dance technique at the intermediate level. It covers technique, vocabulary, and history, through participation and academic study. May be repeated twice for credit.
Prerequisite(s): DANC 111
Credits: 2

DANC212 Ballet II

Frequency: B
Continuation of the classical ballet technique at the intermediate level, with attention to the execution and mastery of the classical movement repertoire. The course focuses on adagio, allegro, and center floor work, as well as on the performance aspect of this discipline. May be repeated twice for credit.
Prerequisite(s): DANC 112
Credits: 2

DANC213 Jazz Dance II

Frequency: B
The course explores styles in jazz technique (e.g., Luigi, Giordana, Fosse) at the intermediate level. Emphasis will be on proper technique and performance, as well as vocabulary, and history. May be repeated twice for credit.
Prerequisite(s): DANC 113
Credits: 2

DANC214 Tap Dance II

Frequency: B
The course explores styles of tap dance technique at the intermediate level. Emphasis will be on proper technique and performance, as well as vocabulary, and history. May be repeated twice for credit.
Prerequisite(s): DANC 113
Credits: 2

DANC231 African-Caribbean Dance

Frequency: D
An introductory course in the structure and design of African and Caribbean dance techniques. This course will illustrate the linkage between African and Afro-American dance, music, and rhythmic styles. May be repeated twice for credit.
Credits: 2

DANC241 Dance Improvisation

Frequency: B
This course involves creative movement problem-solving through the study of basic elements in dance and choreography. Attendance at some campus productions is required. May be repeated twice for credit.
Prerequisite(s): DANC 111
Credits: 2

DANC250 Dance Ensemble

Frequency: A
Designed to develop proficiency in dance performance through the rehearsal and presentation of various dance forms. At least one departmental concert is presented annually. Admission is by permission of instructor following audition. May be repeated for credit for a maximum of eight semester hours. Student must also be registered in a Dance Technique class (Ballet, Modern Jazz, or Tap).
Credits: 1

DANC260 Dance Kinesiology

Frequency: C
A study of the sensory, skeletal, and muscular structures of the dancer's body, and their use in the development of dance technique. Particular attention is given to the student's understanding of their own structural attributes, and prevention of injury. Alternative training methods will also be explored.
Prerequisite(s): DANC 111 or DANC 112 or DANC 113 or DANC 114
Credits: 3

DANC264 Choreography I

Frequency: B
An introduction to the content and structure of solo dance composition as an art form. Improvisation and compositional devices including rhythm, dynamics, space, design, phrasing, and production are covered.
Prerequisite(s): DANC 211
Credits: 3

DANC311 Modern Technique III

Frequency: B
This course explores styles in modern dance technique at an intermediate/advanced level. It is a continuation of DANC 211 with an emphasis on the mastery of execution, and artistic expression of intermediate/advanced modern dance combinations. May be repeated twice for credit.
Prerequisite(s): DANC 211
Credits: 2

DANC312 Ballet III
 Frequency: B
 Continuation of classical ballet technique at the intermediate/advanced level, with attention to the execution and mastery of the classical movement repertoire. This course intensifies the work covered in DANC 212 with the addition of variations and beginning pointe shoe work. May be repeated twice for credit.
 Prerequisite(s): DANC 212
Credits: 2

DANC313 Jazz Dance III
 Frequency: C
 This course explores styles in jazz technique at an intermediate/advanced level. It is a continuation of DANC 213 and covers technique, vocabulary, and history, with emphasis on mastery of execution and artistic expression. May be repeated twice for credit.
 Prerequisite(s): DANC 213
Credits: 2

DANC321 Dance for the Musical Theatre
 Frequency: C
 Designed to familiarize the intermediate dancer with the techniques of musical theatre dance for the stage. Jazz, ballroom, and tap techniques are also covered. Classic musical theatre choreography is explored.
 Prerequisite(s): (DANC 114 or DANC 121) and DANC 211
Credits: 2

DANC341 Selected Topics in Dance
 Frequency: A
 Directed or Independent Study in dance-related topics. By advisement only. May be repeated for credit.
Credits: 1-3

DANC353 Dance History
 Frequency: C
 An introduction to the content and structure of group dance composition as an art form. Improvisation and compositional devices including rhythm, dynamics, space, design, phrasing, and production elements are covered.
 Prerequisite(s): DANC 100 or DANC 111 or DANC 112 or DANC 113 or DANC 114
Credits: 3

DANC364 Choreography II
 Frequency: C
 Continuation of Choreography I. Covers pre-classic dance forms, as well as primitive, archaic, medieval, introspective, jazz, Americana, cerebralistic, and impressionistic dance forms. Attendance at all dance concerts on campus required.
 Prerequisite(s): DANC 363 or DANC 264
Credits: 3

DANC460 Senior Project
 Frequency: D
 A capstone course for graduating dance majors. Students will propose to the faculty a senior project that will take place over a two-semester time period. Possible senior projects include performance or choreographic projects, research projects, dance videography projects, or other topics upon advisement. Students will take this course twice in subsequent semesters.
Credits: 1

DANC461-462 Practicum in Dance
 Frequency: D
 Teaching of a beginning technique class for returning professionals or graduate students. By audition only.
Credits: 3

Economics

ECON101 Introductory Economics
 Frequency: D
 An introductory study of the workings of economic society. Provides an overview of the conditions and problems of the American and other economic systems. Encompasses both microeconomics (e.g., supply and demand, cost and profit, competition and monopoly) and macroeconomics (e.g., unemployment and inflation, fiscal and monetary policies). Emphasis is on basic economic concepts, institutions, and broad historical sweep.
Credits: 3

ECON102 Current Economic Issues
 Frequency: D
 An introduction to current economic problems and public policy issues and the techniques used by economists to address these issues. The topics covered in a semester may vary, but will include issues such as: environmental quality and pollution control; poverty and welfare reform; big business and government regulation; labor market discrimination; health care reform; taxation, government spending, and the national debt; international trade policy; inflation and unemployment.
Credits: 3

ECON200 Fundamentals of Statistics for Business Administration and Economics
 Frequency: A
 An introductory study of statistical methods as applied to business and economic problems. Topics covered include: frequency distributions, measures of central tendency, measures of dispersion, probability, probability distributions, sampling distributions, estimation, statistical inference, and simple linear regression. Emphasis on the use and abuse of statistics. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, PSY 200, SOC 200, and STAT 200.
Credits: 3

ECON201 Principles of Macroeconomics
 Frequency: A
 Study of the organization and functioning of the contemporary American economic system. Topics covered include national income, aggregate demand, aggregate supply, unemployment, inflation, money and banking, monetary and fiscal policies, and international trade and finance.
Credits: 3

ECON202 Principles of Microeconomics
 Frequency: A
 Study of the organization and functioning of the contemporary American economic system with emphasis on the problems of resource allocation. Topics covered include supply and demand, elasticity, price and output determination in various market situations, competition and public policy, income distribution, and alternative economic systems.
Credits: 3

ECON300 Statistical Analysis
 Frequency: A
 Continuation of ECON 200. A study of the techniques and tools used in analyzing business and economic data with equal emphasis on estimation techniques and interpretation of results. Topics covered include simple and multiple linear regression, time series analysis and analysis of variance. Use of SPSS, a statistical software package, as well as Excel is an integrated part of the course.
 Prerequisite(s): ECON 200 or equivalent (BUAD 200, EDU 200, POLI 200, SOC 200, PSY 200 or STAT 200)
Credits: 3

ECON305 Intermediate Microeconomic Theory
 Frequency: B
 Analysis of economic behavior of consumers, producers, and markets. Major topics include utility maximization and production theories, market structures (pure competition, monopoly, monopolistic competition, and oligopoly) and theories of factors of production, income distribution, resource allocation, and economic efficiency.
 Prerequisite(s): ECON 201 and ECON 202 and (MATH 120 or MATH 122)
Credits: 3

ECON310 Intermediate Macroeconomic Theory
 Frequency: B
 A theoretical analysis of the determinants of employment, income, consumption, investment, the general price level, wage rates and interest rates; the role of government, the impact of monetary and fiscal policies within the framework of various contemporary aggregate models of closed and open economies.
 Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON312 Women in the Economy
 Frequency: D
 Exploration of the economic status of women, particularly in the United States. Emphasis is placed on women's labor market experiences and how these experiences are explained by economic theory. A major part of the course stresses current economic issues and policies specifically aimed at women including poverty, welfare, labor market mobility, and the status of the family.
 Prerequisite(s): ECON 201 or ECON 202
Credits: 3

ECON315 Money/Banking/Monetary Economics
 Frequency: B
 Study of money and the financial system. In particular, the operation, functions, structure and regulations of the banking system, and organization and functions of central banking. Special emphasis given to the study of monetary theories, monetary management, and the effectiveness of monetary policy.
 Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON320 International Trade/Finance

Frequency: B
Study of international economic relations and international finance - determination of trade patterns and competitiveness, tariff and non-tariff barriers, economic integration, multinational corporations, exchange rates, balance of payments problems and policies, and international monetary system.
Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON321 Multinational Corporations

Frequency: D
Economic analysis of the operations of multinational corporations and the implications of global production, resource allocation, and distribution of goods and services. Emphasis on capital and technology transfer, intercontinental flow of information, transaction costs, transfer pricing and tax policies.
Prerequisite(s): ECON 201
Credits: 3

ECON325 Labor and Employment

Frequency: C
Applications of microeconomic theory to labor markets. Topics include labor supply and demand, investment in education and training, wage determination, working conditions, non-wage compensation, racial and gender discrimination, unions, and government regulation of wage-setting institutions.
Prerequisite(s): ECON 202
Credits: 3

ECON330 Public Sector Economics

Frequency: D
Analysis of governmental policies involving taxes and expenditures and how effectively these policies attain their objectives. Topics include externalities and public goods, income redistribution, health and unemployment insurance, and the impact of taxes on labor supply, savings and wealth.
Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON335 Economic Development

Frequency: D
Problems of economic growth and development of less developed countries with emphasis on economic and non-economic obstacles to growth and development, financing of development, strategy of development policy, development planning and project evaluation, industrial and agricultural development, and the role of international trade in growth and development.
Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON340 Urban and Regional Economics

Frequency: D
Study of the economics of urban and regional development. Emphasis on principles of regional analysis, location theories, population movements, urban base, problems of urban renewal, economics of poverty, transportation, pollution, and housing.
Prerequisite(s): ECON 202
Credits: 3

ECON345 Comparative Economic Systems

Frequency: C
Comparative study of organization, operation and performance of some important economic systems. Emphasis on the socio-cultural and political environment, and on the institutional factors explaining the differences in the performance of various systems.
Prerequisite(s): ECON 101 or ECON 102 or ECON 201 or ECON 202
Credits: 3

ECON350 Managerial Economics

Frequency: A
Microeconomic analysis applicable to the problems of businesses with emphasis on the determination of prices, outputs and inputs. Other topics include demand and cost measurements, forecasting, and cash flow analysis. The course utilizes different constrained optimization and quantitative techniques. Note: Credits for this course may not be applied towards the economics major requirements.
Prerequisite(s): (MATH 120 or 122) and (BUAD 200, ECON 200, EDU 200, POLI 200, PSY 200, SOC 200 or STAT 200)
Credits: 3

ECON360 Health Care Economics

Frequency: D
Application of economic analysis to the health care industry. Emphasis on the demand and supply of health care services, and private and group health insurance (HMO, PPO, Medical Care, Medicaid). Analysis of for-profit and non-profit production of health care services under different market structures. Other topics include problems of allocation of medical care resources and analysis of health care policies.
Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON370 Evolution of Economic Thought

Frequency: D
Study of the historical development of those ideas intended to provide a deeper understanding of present economic realities. Emphasis is placed on fundamental areas such as the economist's methodology, value and distribution theory, free trade, economic growth, and macroeconomics, and how these topics have been addressed by major thinkers in the field of economics.
Prerequisite(s): ECON 201 and ECON 202
Credits: 3

ECON380 Environmental/Natural Resource Economics

Frequency: C
Economic analysis of natural resource and environmental issues and policies. Social cost-benefit analysis, theories of externalities and intertemporal resource allocation and their application to renewable and exhaustible natural resources are emphasized. Topics include pollution control, efficient and equitable resource management, energy issues, ecological and environmental quality, and global sustainability.
Prerequisite(s): ECON 202
Credits: 3

ECON381 Special Topics in Economics

Frequency: D
Examination of topics in economic issues, problems, theory and policy not covered in any other course offered by the department.
Prerequisite(s): ECON 201 and ECON 202
Credits: 1-3

ECON395 Comparative Human Resources

Frequency: D
Comparative study of labor market characteristics among U.S., Canada, Mexico, Japan, OECD countries and a selection of emerging market economies. Emphasis on those factors that enhance economic integration and influence human resource policies. Comparative policy analysis of medical care, immigration, education and employment training, minimum wages, work standards, unemployment insurance, retirement systems and collective bargaining.
Prerequisite(s): ECON 201 or ECON 202
Credits: 3

ECON400 Econometrics and Business Applications

Frequency: C
Analysis and application of regression covering topics on econometric problems and techniques of estimation (both single and multi-equation models). The science and art of econometric model building and forecasting with its wide application in finance, marketing, banking, and other fields in business and economics are discussed. Use of the computer is an integral part of the course.
Prerequisite(s): ECON 201 and 202, and BUAD 300 or ECON 300
Credits: 3

ECON405 Industrial Organization

Frequency: D
Study of the sources and consequences of market power in the U.S. economy. Deals with economic definitions, measures of market power and legal standards for monopoly and oligopoly; examines major court decisions that have shaped antitrust policy; also covers economic regulation as a response to market power.
Prerequisite(s): ECON 305 or ECON 350
Credits: 3

ECON410 Mathematical Economics

Frequency: D
Introduces students to mathematical techniques used in economic analysis, including optimization theory, consumer and producer problems and general equilibrium models.
Prerequisite(s): ECON 305 or ECON 350 or MATH 223
Credits: 3

ECON425 Financial Markets/Institutions

Frequency: C
Study of the operation of the capital and money markets, determinants and structure of interest rates. Broad analysis of financial intermediaries, and regulation of the financial systems.
Prerequisite(s): ECON 315
Credits: 3

ECON430 Independent Study

Frequency: A
Individualized study under the supervision of a faculty member.
Credits: 1-3

ECON450 Senior Seminar

Frequency: B
Application of research and writing skills to the critical analysis of selected broad current economic problems and issues, integrating several areas of study in economics and other disciplines.
Prerequisite(s): ECON 305 or ECON 310
Credits: 3

ECON480-481 Internship

Frequency: A
Provides students the opportunities to earn credits for professional experience gained through learning-by-doing techniques.
Credits: 1-6

Education

EDU100 Tutoring Theory Practice

Frequency: A
This course is designed to lead practicing tutors into an examination, through readings and discussion of what tutoring is, why and how it works and what tutoring can and cannot accomplish in a college setting. Because the course is designed to run concurrently with practical tutoring, candidates need to apply to and be accepted by College Tutoring Services. Acceptance is based on transcript, faculty evaluation and interviews and takes place during the semester prior to that during which the course is taken. In order to earn 2 credit hours, students must attend a series of 5 workshops with planned activities and discussion designed to lead to greater cultural self-awareness and therefore awareness of other peoples' cultural selves.
Credits: 1-2

EDU101 First Field Experience

Frequency: D
Adolescent Education majors are introduced to teaching by enrolling in a 25-hour observation participation experience.
Credits: 0

EDU105 Introduction to Contemporary Education

Frequency: A
Introduction to childhood and early childhood education, its principles and practices. Organization of elementary schools, planning, teaching styles, classroom management, and instructional materials are among the topics considered. Direct teaching experiences with children are an integral part of the course.
Co-requisite(s): EDU 106
Credits: 3

EDU106 Contemporary Education Field Experience

Frequency: A
Provides participants an opportunity to observe classroom operations, observe and describe the many roles of teachers, conduct focused observations and interviews, and two formal lessons with individuals, and small or large groups of children on a teaching learning project.
Co-requisite(s): EDU 105
Credits: 0

EDU110 Education Literature/Composition

Frequency: D
An integration of how one writes and how one can effectively teach writing to students. Using the writing workshop approach, the courses examines principles, teaching methodologies, and techniques pertaining to the writing process from both the perspective of writer and teacher.
Credits: 3

EDU200 Statistics

Frequency: D
Elements of probability theory; fundamental concepts and techniques of statistics with application. May not be repeated for credit. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.
Credits: 3

EDU214 Introduction to Children's Literature

Frequency: D
Designed to assist students in becoming widely acquainted with the great wealth of trade (library) books and media available for today's children, preschool through middle school. Course content includes all literary types.
Credits: 3

EDU215 Education in American Society

Frequency: D
Foundations course in the study of education. Introduction to social, historical, and philosophical foundations of education and the relationship between school and society.
Credits: 3

EDU218 Children's Literature in Literacy Instruction

Frequency: D
This course is an introduction to Children's Literature in Reading and includes a study of genre as well as discussion of literacy acquisition, reading instruction and use of children's literature for evaluation and remediation of reading difficulties.
Credits: 3

EDU220 Child Development

Frequency: D
Development of the child from beginning of life: prenatal development through age 12. Study of physical, cognitive, social, emotional, and moral development of the child. Credit will not be given for both EDU 220 and EDU 225.
Credits: 3

EDU221 Introduction to Early Childhood Education Curriculum

Frequency: D
A history and philosophy of early childhood education. Theoretical perspectives influencing early childhood program models. Emphasis on observing, recording, and interpreting the behavior of young children in a variety of child care settings (Infant-Preschool).
Credits: 3

EDU224 Adolescent Development

Frequency: A
Physical, mental, and emotional influences on the human growth periods in terms of habits, interests, and social adjustment. Factors in home and school that influence adolescent behavior and personality.
Credits: 3

EDU225 Developmental Psychology

Frequency: A
Orderly sequence of human growth and development. Principles of physical, intellectual, and personality changes emphasized along with procedures for evaluating relevant research.
Credits: 3

EDU227 The Electronic Classroom

Frequency: D
An introduction to computer managed instruction, computer based instruction, and the design and use of multimedia resources in the classroom.
Credits: 3

EDU250 Introduction to the Exceptional Learner

Frequency: A
Introductory survey of nature, needs, and education of children who are exceptional because of intelligence, behavioral disorders, and/or physical development.
Co-requisite(s): EDU 251
Credits: 3

EDU251 Exceptional Learner Field Experience

Frequency: A
Candidates work directly with pupils with learning difficulties in area schools and agencies.
Co-requisite(s): EDU 250
Credits: 0

EDU275 Introduction to the Teaching of Reading in the Elementary School

Frequency: D
Introduction to techniques, activities, and materials employed in teaching elementary school candidates how to read. Focuses on traditional texts and reading materials, as well as hands-on experience in applying microcomputers in the teaching of reading. The use of writing as a technique in the teaching of reading will also be employed. Specifically designed to prepare students for participation in elementary school classrooms.
Credits: 3

EDU276 Literacy and Technology in Elementary School

Frequency: A
Overview of the processes involved in literacy acquisition and the instructional approaches that acknowledge current thinking. Relationship of reading and writing, and aspects of writing development and writing process appropriate to each stage of reading development. Topics: models of reading and writing conceptual and methodological issues related to instruction and acquisition of reading, the role and use of technology in literacy instruction, assessment of candidates' reading and writing, diversity in reading acquisition - the role of technology in facilitating reading and writing for diverse learners.
Credits: 3

EDU300 Safe Schools/Healthy Students

Frequency: B
Identifying and reporting suspected child abuse and maltreatment; preventing child abduction; preventing alcohol, tobacco, and other drug abuse; providing safety education; providing instruction in fire and arson prevention; and preventing and intervening in school violence. This course meets the requirements for New York State certification based on the statutory requirements found in the Commissioner's Regulations subdivision 52.21.
Credits: 3

EDU301 Child Abuse Reporting/Abduction Prevention

Frequency: B
This course will present a general introduction to central themes in Child Abuse Detection and Reporting and Abduction Prevention at the local, state and federal levels of education and the law. Students will gain a working knowledge through case study analysis, assigned readings, related journals, situational analysis, group participation, reference review, video and lecture.
Credits: 1

EDU302 Alcohol, Tobacco and Drug Abuse Prevention

Frequency: B

The course will present a general introduction to central themes in the areas of alcohol, tobacco, and drug abuse prevention at the local, state, and federal levels, and to the role of the classroom teacher in prevention efforts. Students will develop their knowledge through discussion, situational analysis, assigned readings, internet assignments, interviews, video and lecture.

*Credits: 1***EDU303 Fire Safety and Violence Protection**

Frequency: B

This course is designed to provide pre-service teachers (B-12) with an introduction to essential concepts in fire safety and school violence prevention. Students will develop their knowledge through Internet assignments, assigned readings, situational analysis, group discussion, video and lecture.

*Credits: 1***EDU305 Cultural and Linguistic Diversity in the Classroom**

Frequency: A

An introduction to basic concepts, theories, and issues involving multicultural education, cultural diversity, and the educational system. Emphasis is on the development of a sound theoretical framework from which practical application to classroom situations will evolve. Candidates will teach, interact with, and/or observe children and youth from diverse cultural and linguistic backgrounds and employ a variety of teaching strategies.

Co-requisite(s): EDU 313

*Credits: 3***EDU312 Infant and Toddler Care and Education**

Frequency: D

This course examines learning environments for children ages birth to three with particular emphasis on center based settings. Topics include a review of infant/ toddler development, characteristics of quality education, developmentally appropriate curriculum in developmental areas, guidance based on observation and family dynamics and relations affecting infant development and growth, and parenting/teaching strategies.

Prerequisite(s): EDU 105

*Credits: 3***EDU313 Cultural and Linguistic Diversity Field Experience**

Frequency: D

Required for students enrolled in EDU 305 Cultural and Linguistic Diversity. Students spend 7-8 weeks in elementary and secondary classrooms, in traditional and/or non-traditional settings. Students will be paired to enable peer coaching and peer assisted learning to occur. Students will develop an instructional unit, and teach sample lessons; for small groups or entire classes, and incorporate multicultural concepts, including culture awareness; tolerance and acceptance; cooperative learning; multiple intelligence theory; and multicultural literature, among others.

Co-requisite(s): EDU 305

*Credits: 0***EDU314 Developmental Learning**

Frequency: D

This course is designed to familiarize the beginning teacher with various developmental and learning theories, instructional implications relating to each theory, and classroom application of relevant principles.

*Credits: 3***EDU315 Early Childhood Curriculum II**

Frequency: D

Emphasis on integrated curriculum planning to meet the developmental needs of the young learner (preschool-age 8). Candidates plan and implement teaching strategies and activities in any early childhood classroom setting. Field experience required.

Prerequisite(s): EDU 221

*Credits: 3***EDU321 Teaching in the Middle School**

Frequency: B

Principles, materials, curriculum, and methods for teaching in the middle school. Required for certificate extension to middle school grades.

*Credits: 3***EDU326 Elements of Public School Law**

Frequency: D

Basic study of school law as applied to the organization of education from the federal and state perspective. Special attention is focused on the teacher and the law with respect to tort liability, due process, rights and responsibilities of teachers, students and parents. Impact of court decisions on the school.

*Credits: 3***EDU349 Educational Psychology**

Frequency: A

Areas of psychology utilized in the teaching and learning processes. Analyzing and interpreting scientific data related to individual differences, growth, learning, group processes, and evaluation.

*Credits: 3***EDU351 Classroom Management and Learning Principles**

Frequency: D

Examination of significant research in areas of human learning and motivation as they relate to effective instructional strategies. An investigation into how teachers can translate theories and research from such areas as achievement motivation, learner cognitive style, emotional climate of the classroom, concept learning, creativity, and problem-solving into constructive classroom action.

Prerequisite(s): EDU 349

*Credits: 3***EDU355 Learning and Behavior Disorders of Children**

Frequency: D

Critical examination of the etiology of learning and behavioral disorders, and a review of effective treatments of management procedures. Etiological factors covered include the role of biology, the family and the school. Disorders reviewed include hyperactivity, attention deficit disorders, aggressiveness and depression. Emphasis is placed on implications for the potential classroom teacher.

*Credits: 3***EDU360 Developmental Disabilities**

Frequency: D

An examination of the etiology, characteristics, and psychological development associated with developmental disabilities. While focusing largely on mental retardation, the course is non-categorical in orientation. Particular attention is paid to techniques and strategies for integration of developmentally disabled children into the mainstream of education.

Prerequisite(s): EDU 250

*Credits: 3***EDU380 Teacher Opportunity Corps: Teaching at-risk Youth**

Frequency: C

This seminar is intended for members of the Teacher Opportunity Corps. Critical issues regarding teaching at-risk youth, particularly in urban schools, will be addressed, and related instructional strategies will be explored.

Prerequisites: Teacher Opportunity Corps participant or permission of instructor

*Credits: 1***EDU390 Special Topics in Education**

Frequency: D

Study of special areas in education not covered by existing courses. Content varies from semester to semester. Consult the appropriate Course Offerings Bulletin and department notices.

*Credits: 1-3***EDU402 Teaching Mathematics in the Elementary School**

Frequency: B

Content, curriculum, materials, and procedures in teaching mathematics in the elementary school based on the National Council of Teachers of Mathematics (NCTM) recommendations and standards.

Prerequisite(s): MAED 302

Co-requisite(s):

*Credits: 3***EDU403 Teaching Science in the Elementary School**

Frequency: B

Materials and procedures in a process-centered science curriculum. Investigation of new curricula illustrating guided discovery approach to teaching sciences.

*Credits: 3***EDU404 Teaching Social Studies in the Elementary School**

Frequency: B

Curriculum, materials, and procedures in teaching social studies in the elementary school.

*Credits: 3***EDU405 Teaching Literacy in Inclusive Educational Settings**

Frequency: B

Curriculum, materials and procedures in literacy instruction in the elementary school.

*Credits: 3***EDU406 Literacy and Assessment in Inclusive Educational Settings**

Frequency: B

Curriculum, materials and procedures in literacy instruction in the elementary school.

*Credits: 3***EDU412 Integrated Methods for Early Childhood Education**

Frequency: D

Prepares students to teach in early childhood classrooms. Information on the national and state learning standards in science, social studies, and the creative arts. Topics include constructivist curriculum planning, preparing the teaching/learning environment, the anti-bias curriculum, project work, authentic assessment, and the role of play in the early childhood classroom.

Prerequisite(s): EDU 105 and EDU 250 and EDU 276 and EDU 312

Credits: 3-6

EDU416 Capstone Seminar - Advanced Study in Classroom Organization, Management, and Instruction

Frequency: A
Focus on extending candidates' knowledge and skills in classroom management and organizational methods, as well as instructional strategies and content. This course also assists candidates in the successful completion of the applied teaching and learning project in their student teaching experiences.
Credits: 3

EDU417 Middle School (Grades 5-9) Methods in Mathematics

Frequency: B
Principles, materials, and methods for teaching middle school (grades 5-9) mathematics. The course serves as the primary methods course for students pursuing initial certification in Middle Childhood Education - Mathematics Specialist.
Credits: 3

EDU419 Secondary School (Adolescence) Methods

Frequency: B
Principles, materials, and methods for teaching English, foreign languages, mathematics, science, or social studies in the secondary school. Assignment to sections according to subject matter. Note: must be taken before senior student teaching. Required for Adolescence Education.
Credits: 3

EDU420 Student Teaching in the Elementary School - Primary

Frequency: A
A field assignment to teach in Childhood Education. Assignments provided in grades 1 - 3; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Childhood Education.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.
Credits: 6

EDU421 Student Teaching in Early Childhood Education - Pre-Kindergarten

Frequency: A
A field assignment to teach in Early Childhood Education. Assignments in Pre-Kindergarten; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Early Childhood Education.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.
Credits: 6

EDU422 Student Teaching in the Elementary School - Intermediate

Frequency: A
A field assignment to teach in Childhood Education. Assignments provided in grades 4-6; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Childhood Education.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the School of Education.
Credits: 6

EDU423 Student Teaching in Early Childhood Education - Kindergarten

Frequency: A
A field assignment to teach in Early Childhood Education. Assignments in a Kindergarten; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Early Childhood Education.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.
Credits: 6

EDU424 Student Teaching in the Elementary School - Primary (Hamburg)

Frequency: D
A field assignment to teach on the primary level in the elementary school. Open only to candidates accepted into the Fredonia-Hamburg Program.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.
Credits: 3

EDU425 Student Teaching in Early Childhood Education - Grades 1 or 2

Frequency: A
A field assignment to teach in Early Childhood Education. Assignments in a Grade 1 or 2 classroom; arrangements made by the Office of Field Experiences. Open only to candidates accepted in Early Childhood Education.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.
Credits: 6

EDU426 Student Teaching in the Elementary School - Intermediate (Hamburg)

Frequency: D
A field experience assignment to teach in the intermediate level in the elementary school. Open only to candidates accepted into the Fredonia-Hamburg Program.
Prerequisites: Enrollment and satisfactory progress in professional education courses; ongoing recommendation of the College of Education.
Credits: 3

EDU429 Student Teaching in Middle Childhood Education - Mathematics Specialist

Frequency: B
A field assignment to teach middle school mathematics. Assignments provided in grades five through nine; arrangements made by the Office of Field Experiences. Open only to students accepted into SUNY Fredonia's Middle Childhood Education - Mathematics Specialist Program.
Prerequisite(s): EDU 417 or MAED 417
Credits: 15

EDU430 Student Teaching in the Secondary School

Frequency: B
A field assignment to teach in secondary education. Assignments provided by subject area in grades seven through 12; arrangements made by Office of Field Experiences. Open only to students accepted in Adolescence Education Certification.
Prerequisite(s): EDU 419 or MAED 419
Credits: 15

EDU432 Home/School Partnerships in a Diverse Society

Frequency: B
Prepares the preservice teacher with strategies for facilitating family involvement in the education process. This course will place emphasis on the skills of communication (both personal and written). Topics covered include: parent conferences, volunteers in the classroom, barriers to parent involvement and one-way and two-way communication strategies.
Co-requisite(s): EDU 402 or EDU 405
Credits: 1.5-3

EDU480 Internship

Frequency: A
Participation in a professional, subject related experience. The student must submit a proposal stating what the experience is, how it relates to their course of study, and how it will be monitored and evaluated. The instructor will be responsible for the supervision of the intern. The proposal must be approved one month in advance by the advisor, instructor, and chairperson prior to registration.
Credits: 3-15

EDU490 Independent Study

Frequency: A
Study of a particular problem in education. Periodic meetings with instructor and the writing of a substantial paper.
Credits: 1-3

English

ENGL100 English Composition

Frequency: A
A student-centered writing-workshop course in which students understand and practice various stages of the writing process; compose essays using narration, description, persuasion, exposition, and explanation; and use writing and discussion as a means of situating themselves in a world of ideas. Emphasis as well on reading critically.
Credits: 3

ENGL101 Introduction to English-Adolescence Education

Frequency: B
English-Adolescence Education majors are introduced to teaching in this course which combines 25 hours of classroom observation with reading, writing, and discussion about the principles and practices of English-Adolescence Education. Teaching strategies, learning styles, classroom management, socioeconomics, and the structure and history of language are among the topics considered.
Credits: 1.5

ENGL103 Readings and Observation in English-Adolescence Education

Frequency: B
Students participate in 25 hours of classroom observation in the secondary schools and write a detailed report about advanced issues in English pedagogy.
Prerequisite(s): ENGL 101
Credits: 1.5

ENGL106 The English Major: An Introduction

Frequency: B
An introduction to the major areas within and current approaches to literary studies including literary history, issues of canon formation, and the multiple functions of literature and writing. Particular course emphasis will be determined by the individual instructor, but the course will explore effective modes of library research, strategies for integrating secondary sources, and important terms and concepts that are fundamental to literary analysis.
Credits: 1.5

ENGL200 Introduction to American Studies

Frequency: B
An introduction to the interdisciplinary study of American cultures, their historical development and contemporary status. Focusing on literary and cultural representations of specific aspects of the American experience, the course will examine the constructed nature of American self-perceptions and of U.S. history. The course contextualizes U.S. cultures within the Americas and the global arena. Particular course emphasis is selected by the instructor. Cross-listed as AMST 202.
Credits: 3

ENGL204 Survey of English Literature

Frequency: D
The study of major texts from origins to the present in British literature. Will include divergent approaches to texts, the historical development of the literatures, and the relationships between literature and other disciplines.
Credits: 3

ENGL205 Epic and Romance

Frequency: A
Study of works of epic and romance from a variety of times and places, their function as literary works, their similarities, and their different concepts of the human.
Credits: 3

ENGL206 Survey of American Literature

Frequency: D
The study of major texts from origins to the present in American literature. Will include divergent approaches to texts, the historical development of the literatures, and the relationships between literature and other disciplines.
Credits: 3

ENGL207 Drama and Film

Frequency: A
Study of plays and some films from different times and places, their possible interrelations and ways they reflect their various cultures.
Credits: 3

ENGL208 American Popular and Mass Cultures

Frequency: C
An introduction to the methodologies of studying American cultures, with a special focus on popular and mass cultures. Particular course emphasis will be determined by the individual instructor, but topics will stress the multiplicity of American cultures. While literary works will make up the majority of the class texts, the course will utilize an interdisciplinary approach integrating materials from fields such as history, anthropology, women's studies, ethnic studies, geography, sociology, music, and art. Cross-listed as AMST 210.
Credits: 3

ENGL209 Novels and Tales

Frequency: A
Study of long and short fiction of several kinds, including myth, fable, and realistic narrative, from a variety of places and times, and their relation to their different cultures.
Credits: 3

ENGL211 World Poetry

Frequency: A
Study of lyric poetry from different times and places showing similarities and differences in themes and poetic methods.
Credits: 3

ENGL214 American Fiction

Frequency: D
Readings from among various fiction genres, intended to reflect the growth of and influences in American fiction from its beginnings to the present; specific focus is chosen by the instructor.
Credits: 3

ENGL215 Detective Fiction

Frequency: D
A survey of mystery writers from Edgar Allan Poe to P.D. James, exploring their techniques with the genre and the methods of their detectives.
Credits: 3

ENGL216 Science Fiction

Frequency: D
Historical and generic survey of science fiction through representative works and major authors; examination of its relationships with other types of literature.
Credits: 3

ENGL240 Introduction to African American Literature and Culture

Frequency: C
An examination of major works by African American novelists, poets, dramatists, filmmakers, musicians, and essayists in terms of the intellectual and political concerns of their periods and locations. Cross-listed with INDS 240.
Credits: 3

ENGL241 Introduction to Latino/a Literature

Frequency: C
Study of works by and about Latinos, including poetry, novels, film, drama, music, and essays. Focus on culture of people of Hispanic descent living in the United States, including Chicanos, Puerto Ricans, Dominican Americans, and Cuban Americans, with some consideration of the ongoing relations between U.S. Latinos and Latin America. Cross-listed as INDS 241.
Credits: 3

ENGL242 American Indian Literature

Frequency: C
Study of a variety of works, including traditional tales, novels, poems and memoirs, produced by American Indians from historical beginnings to the present. Cross-listed with INDS 242.
Credits: 3

ENGL250 Literacy and Technology

Frequency: B
Designed primarily for English Adolescence Education majors, this course explores the theoretical and practical implications of technology for the nature of literacy. The course presents approaches to helping secondary students improve their literacy through the use of technology.
Credits: 3

ENGL260 Introduction to Creative Writing

Frequency: A
First in the sequence of creative writing courses, the prerequisite for all higher level creative writing. Conducted in an informal workshop format, the course provides practical experience in the writing and evaluation of poetry and short fiction. Basic forms, prosodies, techniques, genres, and the problems they pose are considered through study of historical and contemporary examples, and through writing assignments.
Credits: 3

ENGL270 Issues in Journalism

Frequency: D
The course introduces students to critical media literacy and provides practice in basic news and feature reporting and writing. Ethical and legal issues are introduced and discussed. Cross-listed as JOUR 270.
Credits: 3

ENGL280 Introduction to Film

Frequency: C
Study of ways to approach and understand film as a medium of art and communication. Emphasis on building a working vocabulary of basic film terms through screening, discussion, and analysis of feature and shorter films.
Credits: 3

ENGL291 The Bible as Literature

Frequency: D
Examination of sections of Old and New Testaments as works of literature, history and religious thought. Emphasis on major themes, motifs, and critical techniques.
Credits: 3

ENGL296 American Identities

Frequency: B
An exploration of the historical construction of American gender, ethnicity/race, and class; their present status; and their literary and cultural representations. Focusing on intersections between these categories of identity, the course will utilize an interdisciplinary approach, integrating materials from fields such as literary studies, history, women's studies, ethnic studies, geography, sociology, music, and art. Required course for American Studies programs. Cross-listed as AMST 296.
Credits: 3

ENGL299 Special Topics

Frequency: D
Variable-content course; topic announced in Course Offerings Bulletin each semester.
Credits: 3

ENGL304 Latina Literature and Cultural Studies

Frequency: D
An examination of contemporary Latina literary productions in the context of representations of Latinas in mainstream U.S. society. The focus of the course is on women of Hispanic descent living and writing in the United States, including work by and about Chicanas, Puerto Ricans, Dominican Americans, and Cuban Americans. Previous course work in Latina/Latino literature not required, but some previous course work related to African American or other ethnic literature, women's literature/feminism, and/or film studies is strongly recommended. Cross-listed as WOST 304 and INDS 304.
Credits: 3

ENGL310 Medieval Literature

Frequency: C
Study of selected texts representative of the literature flourishing in Western Europe between 600 and 1500.
Credits: 3

ENGL312 The Age of Elizabeth

Frequency: C
Study of the literature of the Renaissance in England and elsewhere in Western Europe, culminating in the reign of Elizabeth I.
Credits: 3

ENGL314 Women Writers

Frequency: C
An in-depth study of literature by women. The course explores questions regarding gender, language, perception, and experience through various genres. Cross-listed as WOST 314.
Credits: 3

ENGL316 The Early Seventeenth Century

Frequency: C
Study of the metaphysical and neo-classical traditions in the poetry of Donne and Jonson, Herrick, Crashaw, and Marvell; study of a variety of emerging prose styles in works by Raleigh, Bacon, Donne, Browne, Burton, and Bunyan.
Credits: 3

ENGL318 Studies in Poetry

Frequency: C
Advanced-level course in analysis of poetry: introduction to various critical approaches; background study of poetic techniques; independent work on one poet.
Credits: 3

ENGL319 Dramatic Literature

Frequency: C
A study of dramatic literature that focuses on understanding the dramatic form and its relation to society. The course will explore meaning beyond the page by considering the textual ramifications of staging.
Credits: 3

ENGL320 The Restoration and 18th Century

Frequency: C
Critical study of major literary forms within the historical context of the period. DeFoe, Swift, and Fielding are among the authors considered.
Credits: 3

ENGL322 The Romantic Age

Frequency: C
Romantic movement in England, 1790 to 1835, as exemplified in writings of Blake, Wordsworth, Coleridge, Lamb, Byron, the Shelleys, Keats, Wollstonecraft, DeQuincey, Hazlitt, and others.
Credits: 3

ENGL324 Myth and Symbol in Literature

Frequency: D
Examination of symbolic forms of literary expression and their interrelationships in selected works.
Credits: 3

ENGL326 Victorian Literature

Frequency: C
Introduction to later 19th century English poetry and prose; emphasis on relationship between social-intellectual history and literature. Topics include problems of rapid industrialization, impact of science and technology, pressures for increased democratization, impact of laissez-faire capitalism, and relationship of the literature to 19th century music, painting, and architecture.
Credits: 3

ENGL328 Modern British Literature

Frequency: C
Study of major British fiction, poetry, and drama, 1900 to the present. Topics include the Irish national movement, romantic/realistic attitudes toward war, the roots of modernism, the dissolution of Empire. Authors range from Yeats, Synge, Joyce, and Lawrence to Amis and Fowles. Approach is varied but tends to emphasize social-historical backgrounds.
Credits: 3

ENGL330 The Contemporary Novel

Frequency: C
Study of the novel in Britain and America, 1948 to the present. Emphasis on variety of forms, styles, and techniques in the genre and on contrasts between British and American novels of the period reflective of long-established, quite separate traditions.
Credits: 3

ENGL331 American Literary Roots

Frequency: C
Study of American literary and cultural roots in the 17th and 18th centuries; special attention to the emergence of myths and realities concerning the American hero and the American dream, including specific issues such as the rise of slavery, the role of women, the treatment of the Indian, the power of the Puritans, and the rhetoric of the Revolution.
Credits: 3

ENGL332 American Romanticism in Literature

Frequency: C
Study of Romanticism in terms of influence, development, and characteristics within the context of American culture, including textual examples ranging from indigenous native sources to those of Europe and the East.
Credits: 3

ENGL333 Environmental Literature

Frequency: D
Survey of American nature writing, chiefly over the past half century. Focuses on the art of seeing natural places. Includes field trips, direct study of nature.
Credits: 3

ENGL334 Realism/Naturalism in American Literature

Frequency: C
Study of Realism and Naturalism in terms of influence, development, and characteristics within the context of American culture, including influences from Europe and from the emerging voices of American women and African American slaves.
Credits: 3

ENGL335 Modern American Poetry

Frequency: C
Study of American poetry of the first half of the 20th century. Focuses on tradition and innovation, distinctive voices, the cultural and historical context.
Credits: 3

ENGL336 Modernism in American Literature

Frequency: C
Study of modernism in terms of influence, development, and characteristics within the context of American culture; might include such figures as Faulkner and Hemingway, and such movements as the Harlem Renaissance.
Credits: 3

ENGL338 Contemporary American Literature

Frequency: B
Study of contemporary works, genres and movements with attention to literary form, historical contexts and other interdisciplinary concerns.
Credits: 3

ENGL339 Contemporary American Poetry

Frequency: C
Study of American poetry being written now and during the past 20 years in relationship to the American and lyric traditions. Focuses on the place of poets in our society, the cultural and historical context of American poetics, and the development of a uniquely American voice in contemporary poetry.
Credits: 3

ENGL340 Black Women Writers

Frequency: C
Study of the literature written by and often about black women, including poetry, short and long fictions, novels, drama, biography, and autobiography from the 18th century to the present.
Credits: 3

ENGL341 Harlem Renaissance

Frequency: C
Study of the literature flourishing within the African American community between approximately 1919 and 1930. Focuses on the political, social, and literary activities of this era.
Credits: 3

ENGL342 African American Autobiography

Frequency: C
Study of major texts that contribute to the field of African American autobiography. Focuses on the literary and cultural trends exhibited in these texts, as well as on the individual significance of each text.
Credits: 3

ENGL344 Contemporary Multiethnic American Literature

Frequency: C
Study of contemporary directions, including those suggested by the works of Latino/a, Native American, African American, Asian American and other ethnic groups that contribute to the meaning of American identity today.
Credits: 3

ENGL345 Critical Reading

Frequency: A
Focus on helping students develop an awareness of their own acts of interpretation in reading and an understanding of the strengths of different approaches to interpretation and criticism.
Credits: 3

ENGL346 History of Literary Criticism

Frequency: D
Survey of representative texts in literary criticism from Plato to the mid-19th century.
Credits: 3

ENGL348 Modern Literary Criticism

Frequency: D
Study of major documents, theoretical concerns, and dominant trends in literary criticism from the mid-19th century to the present.
Prerequisite(s): ENGL 346
Credits: 3

ENGL349 Feminist Theory

Frequency: B
In-depth critical exploration of selected theories to explain the sources of women's roles in society. A multidisciplinary approach will be employed to account for the social, economic, political, and cultural status of women in contemporary societies.
Cross-listed as WOST 301 and PHIL 244.
Prerequisite(s): ENGL 345 or WOST 201
Credits: 3

ENGL350 Literary Landmarks

Frequency: D
In-depth critical examination of selected "landmarks" of a literary tradition of the instructor's choice: British, American, or World. Focus on issues of interpretation, intertextuality, literary movements and periods, canon formation, and pedagogy.
Credits: 3

ENGL351 Language and Society

Frequency: D
Overview of the ways language use both reflects and shapes our social identities. Areas for consideration include gender, race, age, class, status, power, and nationality.
Credits: 3

ENGL352 History of the English Language

Frequency: C
Overview of the origins and changes of the English language, from Old English to present-day American English. Areas for consideration include the changing speech sounds, word and sentence structures of English; etymology and new word formation; and the interrelationships between English and the political and social history of its speakers.
Credits: 3

ENGL355 Adolescent Literature

Frequency: B
Study of and written responses to a broad variety of texts written for, by, and about adolescents. Examination of the adolescent experience as it is depicted in this literature, with an emphasis on multicultural education, cultural diversity, and the educational system. Students will discuss and prepare to teach adolescent literature to children from diverse cultural and linguistic backgrounds.
Credits: 3

ENGL356 Teaching Writing in the Secondary School

Frequency: B
Study of and practice in strategies for teaching the process of writing: pre-writing, drafting, revision, editing, and publication. Includes methods of assessing and writing.
Credits: 3

ENGL357 Literacy/Language/Learning Theory

Frequency: B
Study of philosophical, sociological, and psychological theories of language, linguistics, and learning theory used to explore the nature of the reading process, how people learn to read, how people make meaning from print and other media, and how teachers might help students become more capable readers.
Credits: 3

ENGL358 Composition for Elementary Teachers

Frequency: B
Analysis of the writing process as it applies to elementary students. Approaches to teaching writing as a means of learning throughout the elementary-school curriculum.
Credits: 3

ENGL359 Teaching Poetry in Elementary and Middle School

Frequency: D
Practical approaches for helping elementary and middle school students experience and enjoy many forms of poetry. Includes reading, writing and collecting poems.
Credits: 3

ENGL360 Intermediate Creative Writing

Frequency: C
Continued study of forms, techniques, genres, and theories of poetry and fiction. Emphasis on further development of students' skills in writing and self-criticism through intensive workshop experience. Students may write poetry, fiction, or both. Readings in contemporary poetry and fiction. Permission of instructor.
Credits: 3

ENGL366 Opinion in Journalism

Frequency: B
The core course focuses on the issues surrounding "fact" vs. "opinion" in journalism, including discussion of concepts such as objectivity, truth, and the importance of background, context and balance. Students will gain experience with techniques appropriate to presentation of opinion and critical commentary such as columns, editorials, cartoons and critical reviews of the arts as well as learning how to thoughtfully critique such work. Cross-listed as JOUR 366.
Credits: 3

ENGL375 Writing for the Professions

Frequency: D
Focus on the development of students' ability to communicate in the business and professional world through the letter, memorandum, and in-house report. Emphasis on the importance of written communication as a tool for problem-solving in administrative and management settings.
Credits: 3

ENGL378 Advanced Writing I: The Essay

Frequency: D
Workshop-oriented course in which students write, examine, and discuss the essay as a distinct mode. Through this course, students can expect to extend the range of their writing, their understanding of rhetorical traditions, and their freedom and flexibility as writers of essays. Prerequisite(s): ENGL 100
Credits: 3

ENGL380 Film: Silence to Sound

Frequency: D
An historical survey of feature narrative and dramatic films from the beginnings through the late 1930s, through screenings, lectures, discussions, and analysis of selected works. Filmmakers studied include Porter, Griffith, Von Stroheim, Eisenstein, Pudovkin, Lubitsch, Hitchcock, Lang, and Renoir.
Credits: 4

ENGL381 Narrative Film After 1940

Frequency: D
An historical survey of feature narrative and dramatic films from 1940 through the present, through screenings, lectures, discussions, and analysis of selected works. Filmmakers studied include Welles, Huston, Capra, Hitchcock, Kurosawa, Godard, Truffaut, Bunuel, Fellini, Antonioni, and Altman.
Credits: 4

ENGL386 Women and Film

Frequency: D
A study of women filmmakers and their uses of documentary, experimental, and narrative forms. Particular focus on the role of the female spectator, the redefinition of traditional gender roles through film, and the (re)production of knowledge about women and femininity through the cinematic apparatus. Cross-listed as WOST 386.
Credits: 4

ENGL389 Greek and Roman Literature

Frequency: D
Introduction to major literary genres of classical Greece and Rome; emphasis on characteristic forms and themes. Readings in Modern English translations.
Credits: 3

ENGL390 Jewish Literature

Frequency: D
A study of major Jewish writers from the Bible to the present. Emphasis will be on the literature and on the varieties of Jewish culture that it represents.
Credits: 3

ENGL391 Romanticism in World Literature

Frequency: D
An exploration of basic themes commonly associated with the concept of Romanticism as identified in literature from Eastern and Western cultures.
Credits: 3

ENGL392 Asian Literature

Frequency: D
A study of selected works from Chinese, Japanese, Indian, and Middle Eastern cultures, emphasizing those that make up their canon and which are recognized as having had a significant influence on Western culture.
Credits: 3

ENGL393 Asian-U.S. Confrontations

Frequency: D
Comparative study of texts and cultural events involved in moments of confrontation; variable emphasis from offering to offering; includes Islamic, Indian, Chinese, and Japanese works.
Credits: 3

ENGL394 Japanese Literature

Frequency: D
Study of selected works from Japanese culture, emphasizing those that make up their canon and which are recognized as having had a significant international influence, especially on the U.S.; the course also examines cultural assumptions in the works, and looks closely at the problem of language in translation and cultural contexts.
Credits: 3

ENGL395 Non-Western Literature

Frequency: D
Examination of works by women and men from countries that, by various definitions, are not considered to be part of the Western World. Focus on cultural relativism and competing ideologies.
Credits: 3

ENGL396 Russian Literature

Frequency: D
Intensive reading of important works of Russian fiction to understand each writer's vision of the potentialities, complexities, and essential conditions of human nature, within the intellectual and cultural context perceived or created by the writer. Significant attention to political and cultural history of Russia.
Credits: 3

ENGL397 Discourses of the Enlightenment

Frequency: D
Study of the literary and philosophical transformations during the age of Enlightenment(s) (Aufklärung, Illuminismo, Lumieres, etc.). Focuses on the genre of satire and concepts such as liberty, discovery, rationality, natural law, revolution, difference, belonging and the idea of Europe.
Credits: 3

ENGL399 Special Topics

Frequency: D
Variable-content course; topic announced in Course Offerings Bulletin each semester that the course is offered.
Credits: 3-4

ENGL400 Senior Seminar

Frequency: A
Extends the development of students' close reading of texts; encourages an extensive, progressive understanding of research; integrates experiences of the major core requirements; and encourages development of multidisciplinary approaches to topics and issues. The course satisfies writing-intensive and speaking-intensive requirements for the GCP/CCC and is required for all English majors. (English-Adolescence Education majors take ENGL 450 in the place of ENGL 400.)
Co-requisite(s): ENGL 401
Credits: 3

ENGL401 Portfolio Completion

Frequency: A
Required for all English and English-Adolescence Education majors. Gives recognition for thoughtful completion of all elements of the reflective portfolio except the exit paper. Should be taken concurrently with either ENGL 400 or ENGL 450.
Credits: 0

ENGL407 Tragedy

Frequency: D
An examination of representative tragedies and selected theories of tragedy from ancient Greece through Renaissance England and Neo-Classical France to the modern era. Primary focus on the plays and fiction with attention to various conceptions of the tragic vision.
Credits: 3

ENGL408 Arthurian Literature

Frequency: C
Study of the many works about King Arthur and his knights of the Round Table, extending from the 8th century to the present.
Credits: 3

ENGL410 Chaucer

Frequency: C
Study of *The Canterbury Tales* and *Troilus and Criseyde*. Introduction to Middle English language and period and to significant Chaucerian scholarship.
Credits: 3

ENGL412 Early Shakespeare

Frequency: B
Study of Shakespeare's works to 1600; emphasis on his growth as a dramatist.
Credits: 3

ENGL414 Later Shakespeare

Frequency: B
Study of Shakespeare's works from 1600 to end of his career.
Credits: 3

ENGL416 Elizabethan Drama

Frequency: D
The development of the English drama in the late 16th and early 17th centuries. The growth of drama from the medieval mystery, miracle, and morality plays through the works of Shakespeare's contemporaries. The plays in their cultural, historical, and artistic climates.
Credits: 3

ENGL418 Restoration/18th Century Drama

Frequency: D
Study of the drama and theatre of Jonson, Dryden, Wycherley, Congreve, and Sheridan, with extension of their influence through the works of Wilde; focus on the major changes which the tenets of classicism brought to the English stage after Shakespeare.
Credits: 3

ENGL420 Milton

Frequency: D
Milton's thought and art as expressed in *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and selections from the minor poems and the prose.
Credits: 3

ENGL422 English Novel I

Frequency: D
Study of representative novels of 18th and early 19th centuries. Particular attention to human and literary concerns which contribute to development of the novel. Writers include Richardson, Fielding, Sterne, and Austen.
Credits: 3

ENGL424 English Novel II

Frequency: D
Study of such 19th and 20th century novelists as Dickens, Eliot, Hardy, Conrad, Lawrence, and Woolf. Special attention to form of the novel used to portray each writer's vision.
Credits: 3

ENGL425 Yeats and Company

Frequency: C
An intensive reading of certain major works of William Butler Yeats and of his contemporaries and successors. Considerable attention to the mythologies, history, and politics of Ireland.
Credits: 3

ENGL427 Major Writers

Frequency: B
Study of the works of up to three major writers. A variable content course. May be taken more than once with departmental approval.
Credits: 3

ENGL446 Contemporary Literary Theory

Frequency: D
A study of the most recent American and international literary critical thinking, emphasizing both theory and practice. Students are strongly encouraged to take ENGL 345 as a prerequisite.
Credits: 3

ENGL450 Seminar for Teachers of English

Frequency: B
Workshop designed to immerse students in the processes of preparing high-school students to read literature. Emphasis on pre-reading activities, construction of discussion questions and classroom activities, development of units for teaching literature, and participation in activities. Permission of instructor. Co-requisite(s): EDU 419 and ENGL 401
Credits: 3

ENGL455 Writing Tutors

Frequency: B
An eight-week training program preparing students to tutor writing in the University Learning Center for a minimum of four hours per week. Permission of instructor.
Credits: 3

ENGL456 ESL Tutoring

Frequency: B
Focus on tutoring students whose first language is not English.
Credits: 1

ENGL460 Advanced Creative Writing: Poetry

Frequency: B
Intensive critical discussion of student work. Readings in contemporary poetry. The orientation of the course is professional, and the students are expected to submit their work to periodicals for publication. Oral presentation of student work. Permission of instructor. Prerequisite(s): ENGL 360
Credits: 3

ENGL461 Advanced Creative Writing: Fiction

Frequency: D
Intensive critical discussion of student fiction. Readings in contemporary fiction. The orientation of the course is professional, and students are expected to submit their work to periodicals for publication. Permission of instructor. Prerequisite(s): ENGL 360
Credits: 3

ENGL465 English Internships

Frequency: A
English internships. Interns work forty hours for 1 credit hour. Enrollment requires a completed learning contract and permission of the department.
Credits: 1-3

ENGL490 Independent Study

Frequency: A
Study of a particular author, topic, or work. Periodic meetings with instructor and writing a substantial paper. Department approval.
Credits: 1-6

ENGL499 Special Topics

Frequency: D
A variable-content course. Topics announced in Course Offerings Bulletin.
Credits: 3

Environmental Sciences

ESCI105 Global Environmental Issues

Frequency: B
The course's objective is to increase student awareness of the environmental issues that affect different parts of the world and the planet as a whole. The course will explore the historical roots of these problems and how different societies deal with environmental degradation. Topics will include overpopulation, food production, water scarcity, pollution and global climate change, among others. The format of the course invites participation, discussion and critical thinking.
Credits: 3

ESCI310 Methods in Environmental Analysis

Frequency: C
Methods common to environmental sciences emphasizing laboratory and field measurement techniques. In the laboratory, wet chemical and electrochemical techniques; methods of trace pollutant analysis; bioassays; BOD measurements, etc., will be studied. Field studies will include classical techniques such as dissolved oxygen and Secchi disk measurements, as well as more recent assessment methods such as terrain conductivity and macroinvertebrate studies. Combination lecture/laboratory.
Credits: 3

ESCI410 Environmental Assessment

Frequency: C
Introduction to concepts involved in risk assessment and how they are applied to formulating a human or ecological risk assessment. Modern methods and models describing environmental risk assessment strategies will be emphasized. Topics will include fate and transport processes of pollutants in the environment, data evaluation, air and water quality, human health risk assessment, ecological risk assessment, and hazardous waste remediation. Case studies will be drawn from the contemporary literature and students will formulate a risk assessment as part of a team.
Credits: 3

ESCI440 Environmental Sciences Seminar

Frequency: B
Each student will present a seminar on a current topic of environmental sciences research during the spring semester of their senior year. Emphasis on detailed knowledge of the subject matter, techniques for searching the professional literature, and procedures for the preparation and presentation of a professional seminar.
Credits: 1

ESCI490 Environmental Sciences Practicum

Frequency: A
Independent research, independent study, or internship under the direction of a participating faculty advisor.
Credits: 3

Film Studies

FILM220 Film Form

Frequency: B
An introductory-level lecture course designed to introduce students to the formal issues involved in the production and perception of moving images. The course provides students with an understanding of aesthetic concepts that support the making of films, digital cinema, videos or video games. It reinforces the use of aesthetic vocabulary and demonstrates how audiences interact with, and are manipulated by, film language and syntax. Therefore, the course is useful for students who wish to enhance their skills in the making of films and videos as well as for students who wish to refine their ability to deconstruct motion pictures for critical and analytical purposes.
Credits: 3

FILM399 Special Topics

Frequency: C
A variable-content course. The topic will be announced in the Course Offering Bulletin when the course is offered.
Credits: 3

FILM401 Independent Study

Frequency: C
The course allows students to design and pursue independent, directed projects in film studies. As a rule, these studies will examine in greater depth or breadth topics that are explored in current course offerings or are not available in current offerings. Permission of the coordinator of Film Studies required.
Credits: 1-3

FILM470 Senior Film Seminar

Frequency: B
The capstone experience for the Film Studies Minor. Content varies according to instructor and student interest, but could involve work on a cooperative project such as a spring semester film festival, or take a more traditional form, with advanced readings in film or a research project. Prerequisites: 12 credits of film courses or consent of instructor.
Credits: 3

French

FREN115 Elementary French I

Frequency: A
A first-semester introduction to elementary French with a focus on communication, skill-building and culture. Study of fundamental speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.
Credits: 3

FREN116 Elementary French II

Frequency: A
Continuation of FREN 115. Further introduction to fundamental speech patterns. For students with one semester of college-level French or equivalent. Stress on listening comprehension, oral ability, reading, and writing skills.
Prerequisite(s): FREN 115
Credits: 3

FREN215 Intermediate French I

Frequency: B
Continues the work required for increasing performance levels in the four skills of reading, writing, speaking, and understanding of the language. Regular language laboratory work for further reinforcement and drill.
Prerequisite(s): FREN 116
Credits: 3

FREN216 Intermediate French II

Frequency: B
Brings student to a level of competence in the language allowing them entry into upper level courses. Regular integrated language laboratory drills and tests. Adult reading materials, adult speaking levels.
Prerequisite(s): FREN 215
Credits: 3

FREN310 The Literature/Culture of Quebec

Frequency: D
An exploration of Quebec's cultural uniqueness through the literature that has played a central role in defining it. The historical and political events that have influenced the development of Quebec literature and culture will also be examined. Review of separatist movement included.
Credits: 3

FREN315 French Masterpieces

Frequency: B
A study of the three literary genres: fiction, theatre, and poetry. Selections are from a wide variety of authors and time periods, from the Renaissance to the 20th century. Primary focus is stylistic but considerable time will also be devoted to literary movements and to French history and culture. Different types of assessment will include oral presentations by the individual student and groups, papers, quizzes, discussions, and exams which will all be in French.
Prerequisite(s): FREN 216
Credits: 3

FREN316 French Plays and Prose

Frequency: B
The course introduces the student to a number of excellent examples of French drama and other genres in poetry or prose for the purpose of becoming acquainted with the general characteristics of French literature and the analysis thereof. Classwork in French.
Prerequisite(s): FREN 216
Credits: 3

FREN317 French Conversation

Frequency: B
Oral-aural drills, conversational exercises; practice in understanding and speaking French.
Prerequisite(s): FREN 216
Credits: 3

FREN318 French Composition

Frequency: B
Syntactical patterns of French, vocabulary building, translation, and free composition. Useful techniques of composition, problems of translation and questions of style discussed.
Prerequisite(s): FREN 216
Credits: 3

FREN319 Survey of French Literature I

Frequency: B
History of principal movements and writers, from the beginning through the 17th century, studied in light of historical and social backgrounds. Discussion and lectures in French. Student reports.
Prerequisite(s): FREN 315 or FREN 316
Credits: 3

FREN320 Survey of French Literature II

Frequency: B
History of principal movements and writers, from the 17th century to the present, studied in light of historical and social backgrounds. Discussion and lectures in French. Student reports.
Prerequisite(s): FREN 315 or FREN 316
Credits: 3

FREN323 France Today

Frequency: D
France today is a country struggling with the tensions of social and economic modernization. The subject matter, therefore, will be actual and current in an effort to understand the broad sweep of social, economic, political, and cultural changes in post-war France.
Credits: 3

FREN341 Le Grand Siecle

Frequency: D
Detailed study of 17th century French classicism, its formation, flowering. Student reports, discussions.
Prerequisite(s): FREN 315 or FREN 316
Credits: 3

FREN351 The Enlightenment

Frequency: D
Major works of 18th century French literature; emphasis on Montesquieu, Voltaire, Diderot, Rousseau, Marivaux, and Beaumarchais. Classwork in French.
Prerequisite(s): FREN 315 or FREN 316
Credits: 3

FREN361 Contemporary French Literature

Frequency: D
Novel and theater since Proust. Emphasis on post-1940 trends: existentialism, the New Novel and Theatre of the Absurd.
Prerequisite(s): FREN 315 or FREN 316
Credits: 3

FREN400 Special Topics in French

Frequency: D
Special areas in French language, literature, or culture and civilization not covered by regular courses.
Prerequisite(s): FREN 315 or FREN 316
Credits: 1-3

FREN410 Directed Study

Frequency: D
Individual directed study of a particular area or topic in French language or literature. Periodic meetings with instructor, writing of a substantial paper.
Credits: 1-3

FREN417 Romanticism and Realism

Frequency: D
Detailed study of literary movements and major writers of 19th century.
Prerequisite(s): FREN 315 or FREN 316
Credits: 3

FREN421 Advanced French Pronunciation/Diction

Frequency: B
Study of phonetics. Intensive drill in intonation and articulation.
Prerequisite(s): FREN 215 or FREN 216
Credits: 3

FREN422 Advanced French Conversation

Frequency: D
Intensive practice in spoken French and listening comprehension at an advanced level.
Prerequisite(s): FREN 317 and FREN 421
Credits: 3

FREN423 Senior Seminar

Frequency: B
In-depth study of a century or genre selected by instructor. Rotating topics. Intensive reading, major research paper or project.
Prerequisite(s): FREN 319 or FREN 320
Credits: 3

FREN424 Stylistics

Frequency: B
To give feeling for French style, shades of meaning, and mastery of stylistic difficulties not taken up in more elementary courses. Study of classic French prose; translations and free composition. Prerequisite(s): FREN 318
Credits: 3

Geosciences

GEO121 Landform Geography
Frequency: B

An introduction to the field of geography, with particular emphasis on the driving physical forces and processes that shape the earth's surface. The impact on human activities and patterns will be examined. A spatial approach will be used to study the nature and character of physical space including measurements, relations, locations, and the distribution of phenomena. The course will meet twice a week in a traditional classroom setting and once a week in a laboratory setting, which will include occasional field trips to explore the local area in an effort to observe how landforms, vegetation and microclimate vary over short distances.
Credits: 3

GEO140 Catastrophic Weather
Frequency: A

Examines the development of severe and unusual weather phenomena including floods, tornadoes, thunderstorms, hurricanes and other tropical storms, blizzards, and electrical storms. The frequency and geographic occurrence of these events is considered in terms of current climatic models.
Credits: 1

GEO141 Age of Dinosaurs
Frequency: A

This course centers on life in the Mesozoic era of geological time, when dinosaurs rule the earth. In addition to discussing the different types of dinosaurs and their ecological roles, the role of climatic and catastrophic extinction in shaping this unique time in geologic history is explored. Topics also include the evolution of dinosaurs and their relationship to modern birds, the controversy over "warm-blooded" versus "cold-blooded" metabolism, and the ultimate extinction of the dinosaurs leading to the age of mammals.
Credits: 1

GEO142 Drifting Continents
Frequency: A

A review of modern ideas of crustal movement, the origin of volcanoes and earthquakes, the continents and their history of breakup, drifting and collisions to create mountain belts, and the ocean basins and their formation by seafloor spreading. This course covers the evolution in thought of the theories of continental drift and plate tectonics.
Credits: 1

GEO143 Evolution of Life
Frequency: A

The course is an introduction to basic principles relating to our present understanding of biological evolution. Evolution is a major scientific paradigm that underlies both theoretical and practical research in the life sciences, and it has strong interdisciplinary support from Biology and other branches of science. The course explores the development of evolutionary ideas from early concepts up to the modern synthesis. Topics include: origin of life, geologic record and geologic time, inheritance and Darwinian selection, patterns of evolution, macroevolution, and modern opposition to evolutionary science. Lecture format.
Credits: 1

GEO145 Geology of New York State
Frequency: A

Much of earth history can be explored by the study of New York State geology. This course explores—among other things—the evolution of life in vast marine basins, the uplift of lofty mountains during the Appalachian Orogeny, followed by the more recent advance of Pleistocene ice sheets that covered the state until about 10 thousand years ago. Students should come away with a better understanding and appreciation for the rich geological history of their home state.
Credits: 1

GEO146 Great Ice Age
Frequency: A

One of a series of five-week introductory courses exploring topics in the geological sciences. Any three fulfill the CCC natural science requirement.
Credits: 1

GEO148 Trembling Earth
Frequency: B

A mini-course that examines earthquakes as an example of natural hazards. Topics include history of earthquake science, quake causes, prediction, risk assessment, engineering response, and response of culture such as artistic renderings of quakes.
Credits: 1

GEO149 Volcanoes
Frequency: A

The course deals with the science of volcanology. Topics include the types of magmas (molten rock) and rocks that produce the different kinds of volcanoes, physical and chemical controls on eruptions, and hazards and benefits of volcanoes. Scientific study and the effect of volcanism on human beings are discussed in the context of major historical eruptions.
Credits: 1

GEO150 Moons and Planets
Frequency: B

Historical and scientific treatment of the solar system. Emphasis on the development of astronomical thought from ancient times to the flowering of modern concepts of planetary origins and evolution. Problem sets deal with analysis of classical and modern concepts, including mathematical solutions. High school math through Math III suggested, but not required.
Credits: 3

GEO152 Evolution of Western Science
Frequency: C

Examines the progression of scientific thought in the Western world from Paleolithic cultures, through Mesopotamia, Greek, and European civilizations. Emphasis on classic works of philosophers, mystics, and scientists and their contribution toward molding the nature and practice of modern-day science. Lecture format with formal group discussions, videos, and periodic question sets. One major research paper required.
Credits: 3

GEO160 Oceanography
Frequency: B

Origin of the oceans, chemical and physical properties of sea water, circulation of the oceans, waves, tides, shoreline processes, marine biology, and the productivity of the ocean.
Credits: 3

GEO165 Geology I
Frequency: A

Introduction to earth materials (minerals, rocks, soils); Earth's interior structure; geological processes in operation on and beneath the surface of the earth and their effects (weathering, erosion, deformation and geologic structures, earthquakes, plate tectonics, ocean basins, running water, ground water, glaciers, winds and deserts, coasts and shorelines); techniques of dating geological events. Lectures, group discussion. High school background in earth sciences not required. Geosciences majors and minors, including Childhood Education Science/Geoscience Concentration majors, should take GEO 169 General Geology Lab as a corequisite.
Credits: 3

GEO169 General Geology Lab
Frequency: A

Laboratory introduction to topographic and geologic maps, and earth materials (minerals, rocks and fossils). Exercises include use of these tools to recognize and interpret geological processes, history and structure. Pre- or co-requisite(s): GEO 165
Credits: 1

GEO175 Thirsty Planet
Frequency: B

This course investigates ancient and modern water supplies, studies surface and underground watersheds, evaluates risks to water quantity, quality and distribution systems, reviews water law and regulation, and reflects on the role of water resources in war and terror, food and transport, scenery and beauty.
Credits: 3

GEO180 Weather and Climate
Frequency: B

Introduction to the transitory and long-term physical, chemical, and dynamic states of the atmosphere, measurement of weather factors, weather forecasting, regional climates, climatic change, weather and climate modification, and practical aspects and applications of weather and climate.
Credits: 3

GEO210 Geology II
Frequency: B

Physical history of the earth in relationship to orderly development of life throughout geological time. Lecture format. Prerequisite(s): GEO 165
Credits: 3

GEO215 Minerals and Rocks
Frequency: C

Theory, geological occurrence, and identification of the common minerals and rocks. A well-written report, critiqued and returned for revision, is required. Laboratory work includes a brief introduction to the petrographic microscope, but mostly emphasizes hand specimen identification. Two-day field trip to the Thousand Islands/Laurentian lowlands of New York State, or to Bancroft, Ontario mineral localities. Pre- or co-requisite(s): GEO 165
Credits: 4

GEO301 Cartography
Frequency: B

Comprehensive treatment of maps and map making. Includes the history of maps and their construction from ancient times to present, including affect on history and politics. Also entails essential elements of maps, their construction by manual and computer means, and how they are used to express information. Lecture and lab. Can be taken as GIS elective.
Credits: 4

GEO311 Global Climate

Frequency: B

Introduction to short and long term physical, chemical and dynamic states of the atmosphere, measurement of meteorological parameters, weather systems and forecasting. Special emphasis is placed on regional climates, climatic change and potential societal economic effects of climatic change.

*Credits: 3***GEO329 Regional Field Geology**

Frequency: C

Participants are exposed to issues of regional Historical Geology during a seven-day field trip (Summer I). Students observe the record of multiple mountain-building episodes and basin evolution through a series of roadcut, stream, and quarry exposures. Aspects of the geologic record including cross-cutting relationships, biostratigraphy and paleoenvironmental inference are used at stops to reconstruct the regional geology puzzle.

Knowledge of structural geology is recommended but is not essential. This course applies principles learned in GEO 210, but it also supplements information in GEO 345, GEO 370, and GEO 400.

Students attend several orientation classes during the Spring semester in preparation for the field course. During the course, students keep notes and prepare a field diary containing information from field stops. The course grade is based on the notebook turned in upon completion of the course. Offered in years when GEO 461 is not offered.

Prerequisite(s): GEO 210

*Credits: 2***GEO330 Geomorphology**

Frequency: B

Study of geomorphic processes, relating topographic features to underlying rocks and structures and to processes of erosion, deposition, and earth movements. Lectures and laboratory supplemented by field work.

Library research leads to a written term paper.

Prerequisite(s): GEO 165 and GEO 169

*Credits: 4***GEO331 Restless Earth**

Frequency: D

The course links the many time frames and events of geodynamics ranging from continental drift to earthquake hazards. The subject is presented from several viewpoints, including the history of science, spatial and temporal distribution of hazards and resources, and impacts on culture. Learning activities include small group discussions, computer manipulation of spatial data, reading from historical writings of scholars such as Lyell and Darwin, and review of cultural impacts through paintings and films.

Prerequisite: Any introductory science course.

Prerequisite(s): GEO 165

*Credits: 3***GEO335 Geophysics**

Frequency: C

Emphasis on how problems dealing with the shape, mass, structure, composition, and tectonic history of the Earth can be resolved using such methods of geophysics as gravity, magnetics, and seismology. Lectures, laboratory, and field work lead to several written papers.

Prerequisite(s): GEO 165 and GEO 169

*Credits: 4***GEO341 Stars and Galaxies**

Frequency: D

An introduction to stellar astronomy with emphasis on what is currently known about the life history of stars, the structure of galaxies - with emphasis on our own Milky Way Galaxy - and nebulae, and black holes and quasars, and dark matter. Includes a historical overview of the study of stellar astronomy as well as considerations of the origin and ultimate fate of the universe, and the origin of the life in the universe. Must have completed the Natural Science category of the CCC.

*Credits: 3***GEO345 Paleontology**

Frequency: C

Principles of paleontology; biologic relationships of fossil organisms, particularly ancient invertebrates. Emphasizes evolutionary principles and trends. Field work supplements lecture and laboratory.

Prerequisite(s): GEO 210

*Credits: 4***GEO359 Vanishing Earth Resources**

Frequency: C

An interdisciplinary synthesis of perspectives on the Earth's resources. A broad range of resources will be discussed in the context of population growth, the global commons, resource management, sustainable development, and environmental policy. The course will focus on the measurement, analysis, and evaluation of resources such as minerals, vegetation, animals, soils and landforms, atmosphere and climate, and water.

Prerequisite(s): GEO 121 or GEO 165

*Credits: 3***GEO370 Structural Geology**

Frequency: B

Theoretical aspects of stress and strain as applied to natural rock systems; description and origin of rock structures in Earth's crust. Laboratory work stresses structural interpretation of geologic maps. Field work supplements lectures and laboratory. Students are required to complete a paper on some aspect of structural geology; part of the revision processes will include peer review.

Prerequisite(s): GEO 165 and GEO 169

*Credits: 4***GEO400 Stratigraphy**

Frequency: B

Principles of stratigraphy with examples of stratigraphic successions from various sedimentary basins around the world. Course emphasizes techniques of basin analysis and mechanisms of basin formation. The writing and peer review of abstracts are stressed in the course. In addition, students are required to submit a written report describing their results of a field stratigraphic study of the Devonian section of western New York.

Prerequisite(s): GEO 165 and GEO 169 and GEO 210

*Credits: 4***GEO410 Directed Study**

Frequency: A

Independent study and research in areas beyond formal courses. Permission of department.

*Credits: 1-3***GEO411 Mineralogy**

Frequency: C

An introduction to descriptive crystallography and to chemical, physical, determinative and descriptive mineralogy. Areas covered include: crystal symmetry, classification, morphology, crystal chemistry, physical properties, geologic occurrence, significance, and characteristic properties of minerals. Lectures and laboratory supplemented with one field trip.

Prerequisite(s): CHEM 115 and GEO 165

*Credits: 4***GEO421 Petrology**

Frequency: C

Lecture emphasis on problems and hypotheses involved with the origin of rocks. Laboratory stresses use of the petrographic microscope for identification, description, and analysis of rock materials. A well-written research paper, which may include computer, lab, and library research, is required. Course includes a weekend trip to study classic rock terrains in the Adirondack Mountains.

Prerequisite(s): GEO 411

*Credits: 4***GEO431 Geochemistry**

Frequency: C

Scope, literature, and history of geochemistry. Principles and applications of geochemistry, including the elements; isotope geology; thermodynamics; water chemistry; crystal chemistry; organic geochemistry; geochemistry of sedimentary, igneous and metamorphic rocks. Lab work emphasizes instrumental methods of analysis.

Prerequisite(s): GEO 411

*Credits: 4***GEO445 Geosciences Internship**

Frequency: A

Approved work-training experience with state or federal agency, museum, or industrial firm. Permission of department.

*Credits: 1-15***GEO450 Hydrogeology**

Frequency: B

Hydrologic problems are analyzed by organizing information into a water budget and then quantifying the variables in the water budget equation. Common hydrologic variables include precipitation, evaporation, transpiration, stream flow, infiltration and groundwater. Groundwater is emphasized. Lectures supplemented by field work, lab measurements, and computer modeling.

Prerequisite(s): GEO 165 and GEO 330 and GEO 169

*Credits: 4***GEO455 Laboratory Supervision in Geosciences**

Frequency: A

Students serve as laboratory assistants under supervision of faculty member. Four hours of work per week expected for each hour of credit elected; may be taken more than once. Does not count toward major requirements. Permission of the chairperson.

Credits: 1

GEO459 Seminar in Geosciences

Frequency: A
Individual student presentation of two 20-minute seminars pertaining to the geology and geologic evolution of different provinces of the North American continent. Students are required to prepare an abstract and bibliography of their presentations. Permission of department.
Credits: 1

GEO461 Field Geology

Frequency: C
Two-week geologic mapping course immediately following end of Spring semester (Summer I). Held at Catskill, NY.
Prerequisite(s): GEO 370
Credits: 3

GEO471 Senior Thesis

Frequency: A
Research leading to a comprehensive report reviewed and evaluated by faculty. Open to B.S. Geology majors in Honors Track only. Permission of department/enrollment in B.S. Geology Honors track.
Credits: 3

GEO480-489 Special Topics in Geosciences

Frequency: A
Special area of geosciences not covered by regular courses.
Credits: 1-4

German

GERM115 Elementary German I

Frequency: A
For students with no previous preparation. Study of fundamental speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.
Credits: 3

GERM116 Elementary German II

Frequency: A
Continuation of GERM 115. Further introduction to fundamental speech patterns of spoken German. Increasing stress on listening comprehension, oral ability, reading, and writing skills.
Prerequisite(s): GERM 115
Credits: 3

GERM215 Intermediate German I

Frequency: D
Continuation of oral and aural training; broadens reading and listening experience.
Prerequisite(s): GERM 116
Credits: 3

GERM216 Intermediate German II

Frequency: D
Increases student's ability to read, write, understand, and speak German through written analysis and discussion of German literary and expository works.
Prerequisite(s): GERM 215
Credits: 3

GERM317 German Conversation

Frequency: D
Conversational exercises: reports, discussions. Readings from newspapers and cultural texts stressing contemporary colloquial German. Emphasis on idioms.
Prerequisite(s): GERM 215
Credits: 3

GERM318 German Composition

Frequency: D
Practice in writing colloquial and formal German. Emphasis on idioms; style and structure in dialogue, descriptive and critical writing.
Prerequisite(s): GERM 215
Credits: 3

GERM323 Germany Since 1918

Frequency: D
Cultural aspects of the Weimar Republic, the Third Reich, and contemporary Germany. Guest lecturers, readings, and films. in English.
Prerequisite: GERM 215
Credits: 3

GERM400 Special Topics in German

Frequency: D
Special areas in German language, literature, or culture and civilization not covered by regular courses.
Credits: 1-3

GERM410 Directed Study

Frequency: D
Individual directed study of a particular area or topic in German language or literature. Periodic meetings with instructor, writing of a substantial paper.
Credits: 1-3

Geographic Information Systems

GIS201 Geographic Information Systems I

Frequency: B
The essential theory, components, and applications of Geographic Information Systems, including data structures, database management, spatial analysis, and automated mapping technology. The lab work will introduce students to commercially available Geographic Information Systems software.
Credits: 3

GIS301 Geographic Information Systems II

Frequency: B
The expanded theory, components and applications of Geographic Information Systems. This course builds on topics presented in GI 201 Geographic Information Systems I, and introduces students to additional commercially available Geographic Information Systems software.
Prerequisite(s): GIS 201
Credits: 3

GIS350 Remote Sensing/Image Processing

Frequency: C
Study of the conditions and/or state of remotely sensed objects and scenes. Application to many real world problems including harvest prediction, containment migration, forest mapping, resource delivery, and extraterrestrial exploration. Image processing, pattern recognition, and geographic information systems (GIS).
Prerequisite(s): GIS 201
Credits: 3

GIS360 Mapping the Social World

Frequency: C
Representation and analysis of the spatial structure of the social world using geographic information systems (GIS). Exploration of how such technology is used to exploit and commercialize the social world in ways that serve the interests of those who control the technology and how it could provide opportunities to redraw boundaries and identify new social spaces.
Credits: 3

GIS401 Special Topics in Geographic Information Systems

Frequency: D
In-depth examination of GIS topics introduced in GIS 201 or GIS 301. May be taken more than once as topics vary.
Prerequisite(s): GIS 301
Credits: 3

GIS450 Directed Study

Frequency: A
Participation in GIS-related faculty research.
Prerequisite(s): GIS 201
Credits: 3

GIS460 Teaching Assistant

Frequency: A
Students have the opportunity to assist the instructor in the laboratory components of GIS 201 and GIS 301.
Prerequisite(s): GIS 201
Credits: 1-3

GIS480 Independent Study

Frequency: A
Individualized study under the close supervision of a faculty member. Students should have specific topics or projects in mind before approaching an instructor.
Prerequisite(s): GIS 201
Credits: 3

GIS490 Internship

Frequency: A
Provides opportunities for testing concepts and applications presented in the classroom. Interns have found opportunities in both the public and private sector.
Prerequisite(s): GIS 201
Credits: 3-6

History

HIST100 History Freshmen Seminar

Frequency: B
A one-credit course designed to help incoming freshmen - especially prospective history majors, minors, and social studies majors - to succeed at SUNY Fredonia. The course will introduce first year students to the academic, social, and citizenship aspects of college life. Further, it will introduce prospective History majors/minors and social studies majors to Departmental personnel, expectations, and career opportunities in History and associated disciplines. The course will also increase student awareness of the special techniques appropriate to the successful study and enjoyment of History and related disciplines. Finally, the seminar will introduce the student to the wide range of college resources, functions, and extra-curricular opportunities available to the Fredonia student.
Credits: 1

HIST101 World History I

Frequency: A
Survey of the human experience from the Neolithic Revolution to the linking of the world (3500 B.C.E. - 1500 C.E.).
Credits: 3

HIST102 World History II

Frequency: A
Survey of the human experience from the linking of the world to the present (1500 C.E. - 2000 C.E.).
Credits: 3

HIST105 United States History I

Frequency: A
Survey from colonial times to 1877 of political, economic, social, and cultural development of America, including examples from New York State.
Credits: 3

HIST106 United States History II

Frequency: A
Survey from 1877 of political, economic, social, and cultural development of America, including examples from New York State.
Credits: 3

HIST107 Themes from American History

Frequency: D
Exploration in depth of single themes from the history of America. Specific themes vary from semester to semester. Course may have co-requisite.
Credits: 1-3

HIST115 Western Civilization I

Frequency: A
A survey of the major ideas, events, cultural trends, experiences, traditions and achievements of the West. The class will follow the ebb and flow of progress and failures that have framed the Western World from the birth of civilization to the Age of Exploration.
Credits: 3

HIST116 Western Civilization II

Frequency: A
A survey of the major ideas, events, cultural trends, experiences, traditions and achievements of the West. The class will follow the ebb and flow of progress and failures that have framed the Western World from the rise of the nation state to the present day.
Credits: 3

HIST118 Themes from Western Civilization

Frequency: D
Exploration in depth of single themes from history of the Western world and its antecedent civilizations. Specific themes, which vary from semester to semester.
Credits: 1-3

HIST133 American Cultures

Frequency: A
An overview of American history and culture from the colonial era to the present. Not open to students majoring in history, social studies, or childhood education with social studies concentration. Students who have taken or transferred HIST 105 or HIST 106 should NOT take this course.
Credits: 3

HIST134 Western Cultures

Frequency: A
A topical and/or thematic examination of selected major ideas, events, cultural trends, experiences, traditions, and achievements of the West. The class will examine key elements of the Western World ranging from the birth of Western Civilization to the rise of the nation state and on to the present day. Not open to students majoring in history, social studies, or childhood education with social studies concentration. Students who have successfully completed or transferred HIST 115 or HIST 116 should NOT take this course.
Credits: 3

HIST135 World Cultures

Frequency: A
An overview of world cultures with topics ranging from the origin of humanity to the present. Not open to students majoring in history, social studies, or childhood education with social studies concentration. Students who have taken or transferred HIST 101 or HIST 102 should NOT take this course.
Credits: 3

HIST201 Doing History

Frequency: A
Format varies depending on instructor, but all sections include intensive instruction in methods of historical reading, research, analysis, and writing. About 20 to 30 pages of required written work each semester. History and Social Studies majors should take the course in the sophomore year. Sophomore standing required.
Credits: 3

HIST202 Applied History

Frequency: D
Introduces students to applied historical research. Focus varies with semesters, e.g., creation of historical documentaries; local history archives and research.
Credits: 3

HIST203 History Through Films

Frequency: D
Examination of life, values, and beliefs of various cultures, countries, and epochs as exhibited in films. Film images compared with historical writing. Course may have co-requisite.
Credits: 1-3

HIST204 World Regional Geography

Frequency: B
Interrelationship of location, climate, landforms, and natural resources with the history and cultural economic and political systems of the world's realms and regions.
Credits: 3

HIST212 History of the Holocaust

Frequency: B
The Nazi murder of six million Jews and perhaps 10 million other people during World War II, for the sole purpose of eliminating undesirable people, may be the seminal event of the 20th century. The introductory, multimedia course surveys the Nazi programs of mass murder, explores their historical roots, and examines their consequences for our world today.
Credits: 3

HIST215 Holidays and American Culture

Frequency: D
The course will examine the invention, celebration, and meanings of American holidays from the colonial era to the present. Issues to be considered include the ways in which holidays have shaped cultural values and American identity and vice versa; the ways in which holidays have both reflected and shaped views of gender, race, class, and ethnicity; and the relationships between holidays and religious belief, nationalism, consumer culture and political ideology. The course will take a multicultural and interdisciplinary approach.
Credits: 3

HIST220 Introduction to Ethnicity/Race

Frequency: B
Interdisciplinary approach to race and ethnicity in the United States and other contemporary multiethnic/multiracial societies.
Credits: 3

HIST225 Introduction to Latino History and Culture

Frequency: C
An interdisciplinary approach to historicizing the Latino experience in U.S. history. The course examines the political and cultural dynamics of Puerto Ricans, Mexicans, Cubans, and Dominicans within a historical context sensitive to changes and continuities in American history.
Credits: 3

HIST261 Islamic Civilization

Frequency: C
The political, religious and social development of the Islamic Empire from pre-Islamic to Napoleonic era.
Credits: 3

HIST264 East Asian Civilizations

Frequency: B
Introduction to the history and cultures of East Asia from the Neolithic Revolution to the nineteenth century. The course focuses primarily on the domestic economic and political developments of China and Japan, but, where appropriate, it also includes aspects of the history of Central Asia, Korea and Southeast Asia. Similarity and diversity of these civilizations, cultural interrelation and regional interaction, and contact with the West, are among the topics to be covered.
Credits: 3

HIST265 Premodern East Asia

Frequency: D
The development of East Asian civilization from the Neolithic Revolution to the end of the 16th century, with emphasis on the classical philosophers, the growth of states and national economies, cultural exchange, and scientific and technological achievements.
Credits: 3

HIST266 Modern East Asia

Frequency: D
The history of East Asia from 1700 to the present. Covers domestic economic and political developments, interaction between the cultures and nations of the region, interaction with the West, and the revolutions of the 19th and 20th centuries.
Credits: 3

HIST268 History of South Asia

Frequency: D
Survey of the subcontinent from the Indus civilization to the present (3000 BCE - 2000 CE).
Credits: 3

HIST272 Africa to 1800

Frequency: B
This course is a survey in African History from the 9th to the 19th centuries. Typically, it focuses on the relationship between major economic activities, including long-distance trade, and political transformations, such as the building of empires, and how they contributed to the spread of world religions such as Islam and Christianity. Examples will be drawn from four major regions: Northwest Africa (the Maghrib and Sahil), the East African (Swahili) coast, Southern Africa (the Zambezi basin and the Cape), and West Africa (Gulf of Guinea to the Congo).
Credits: 3

HIST273 Africa Since 1880

Frequency: B
A survey covering African History from the imposition of colonialism to the liquidation. A comparative and multiple-delivery approach, examining layers of the encounter between different European powers and Africans and addressing questions of power and power relations.
Credits: 3

HIST282 Pre-Columbian and Colonial Latin America

Frequency: C
An introductory survey of the history of early Latin America, from antiquity to the European conquest to the wars for independence in the early 19th century. Special attention is given to indigenous and African influences in the shaping of society and culture. No pre-requisites.
Credits: 3

HIST283 Latin America: Revolution and Reform

Frequency: C
An introductory survey of the history of modern Latin America, from the wars for independence in the early nineteenth century to nation-state building, reform movements, violent revolutions, and democratization in the twentieth century. Special attention is given to Native American influences in the shaping of modern society. The contested role of the United States in Latin American domestic policy also is considered.
Credits: 3

HIST288 The Atlantic World, 1500-1820

Frequency: C
Introduces the concept of the Atlantic World as a focus for study. Integrating and comparing the histories of Europe, the Americas, and Africa, the course will consider key interpretive themes, including European exploration and expansion; imperialism and colonialism; the emergence of an Atlantic economy; intercultural interaction and exchange; and the establishment of the African slave trade and the plantation economy.
Credits: 3

HIST289 Comparative North America

Frequency: C
A survey of North American history that employs the methodology of comparative history to interpret the histories of the United States, Canada, and Mexico within a conceptual framework sensitive to continental similarities and differences. The course takes a thematic approach, and special attention is given to the political institutions and economic structures that have fostered transnational cooperation and continental integration. The social and cultural dimensions of discord and conflict also are examined.
Credits: 3

HIST299 Experimental Course in History

Frequency: D
Varies in content from semester to semester. Consult college Course Offerings Bulletin and department notices for specific subject covered each semester.
Credits: 1-3

HIST301 Greek World: Classical Greece

Frequency: C
Evolution of Greek society from Minoan and Mycenaean culture to empire of Alexander the Great and his successors. Includes world of Homer, dark ages, the tyrants, colonial period, age of Pericles, rise of Macedonia, and the Hellenistic age. The legacy of Greece.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST302 Republican/Imperial Rome

Frequency: C
Legends and stories of Rome's foundation, early republic, absorption of Italy, Punic wars, conquest of Mediterranean world, conflicts of late republic. Augustus and the empire, the Pax Romana, time of troubles, decline and fall of the empire. The legacy of Rome.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST303 Medieval History I

Frequency: C
History from legalization of Christianity by Constantine to Renaissance of 12th century. Includes Germanic invasions, Charlemagne, feudalism, the Crusades, birth of Europe, and first clashes of church and state.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST304 Medieval History II

Frequency: C
History from high Middle Ages to c. 1500. Includes decline of feudalism and serfdom, great disputes on religion and society, world of new cities and trade, the new national spirit, and end of medieval unity.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST305 The Renaissance

Frequency: D
General study of European development during Renaissance. Major emphasis on social and cultural development. Slides, tapes, and films utilized.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST306 The Age of Reformation

Frequency: D
Origins of Protestant and Catholic reformations will contribute to an understanding of the persistence of conflict. Intellectual issues of the age presented in light of social, cultural, economic and political conditions.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST309 The Modernization of Europe

Frequency: C
The major social, political, economic and cultural trends that have laid the foundations for the contemporary world: nationalism; scientific, technological and industrial revolutions; modern ideologies, especially Marxism; modern militarism; imperialism; revolutions of 1789, 1830, 1848, 1905; modernization of society, life styles and values.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST310 World Environmental History

Frequency: B
An introduction to the relationship between the natural environment and human development in the twentieth century. Much of the history of humanity's interaction with the environment is one of catastrophes, but the course also investigates important and instructive examples of reform, reconstruction, and co-existence.
Prerequisite(s): HIST 102 or HIST 116 or HIST 135
Credits: 3

HIST311 Europe in the Modern World

Frequency: C
The major transition of European society from World War I, when Europe ruled the world, to its present status, newly liberated from the super powers of the Cold War, perhaps to be united as a new super power. Special attention to international tensions, fascism, and the Nazi and Soviet experiences.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST312 Modern Germany

Frequency: C
Germany from its modern unification in 1870 to its recent reunification. Emphasis will vary: nationalism and the impact of industrialization, imperialism; World War I and the revolution; problems of Weimar Republic; the Nazi experience, World War II, Holocaust; Cold War divisions, role in European unification and end of Cold War.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST313 Medieval Russia, 860 - 1700

Frequency: C
An investigation of the Russian people, state and culture, with emphasis on the major social, institutional and ideological changes from the inception of the first Russian state - Kiev Russia - in the 9th century C.E., through the rise of Moscow, to the founding of the Russian Empire in the 18th century.
Prerequisite(s): HIST 101 or HIST 115 or HIST 134
Credits: 3

HIST314 Imperial Russia

Frequency: C
The rise of Russia from Kievan times through the growth of autocracy and territorial expansion under Ivan the Terrible and Peter the Great, "Westernization," and the development of radicalism, populism and Marxism from Catherine the Great through the Russian Revolution of 1917.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST315 The Formation of France

Frequency: D
The social, political, economic and cultural history of France from 1200 to 1789. Emphasis on the rise of the monarchy, religious dissension, popular culture, the age of Louis XIV, the growth of Enlightenment thought and the origins of the French Revolution.
Prerequisite(s): HIST 115 or HIST 134
Credits: 3

HIST316 Twentieth Century Russia

Frequency: C
A political, intellectual and social examination of Russia in the 20th century. Topics include the causes of the decline of the Czarist regime, World Wars I and II, the Stalin dictatorship, and the rise and fall of the Soviet Union as a military superpower.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST317 Modern France

Frequency: D
The leading social, economic and political events since the revolution of 1789. The major theme is the transformation of a rural and agrarian society in conflict with an urban nucleus of heavy industry into a modern technological community in which the schisms of 1789 are no longer relevant.
Prerequisite(s): HIST 116 or HIST 134
Credits: 3

HIST321 The Dutch Republic, 1500 -1800

Frequency: D
Survey of the history of the Dutch Republic from the Burgundian and Habsburg periods to the Napoleonic Era, 1500-1800.
Prerequisite(s): HIST 102 or HIST 115 or HIST 116 or HIST 134
Credits: 3

HIST322 French Revolution and Napoleon

Frequency: D
A major turning point in the ideological, social, and constitutional evolution of the modern West. Far-reaching change during a decade of revolutionary turmoil, followed by the dazzling career of Napoleon, who introduced the ideas and institutions of the Revolution to Europe and at the same time provided the substance of modern tyranny.
Prerequisite(s): HIST 116 or HIST 134
Credits: 3

HIST323 Victorian Britain

Frequency: C
The transformation of Great Britain from an agrarian country governed by landed patricians to a nation directed by a commercial middle-class. The rise of democracy, an industrial economy, an urban society, public opinion, and a populist monarchy.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST324 History of the Ukraine

Frequency: C
History of Ukrainian society, culture, politics and economics from Kiev Rus (ca. 870) to the Orange Revolution (2004). Emphasis on the rise of modern nationalism since the mid-19th century.
Prerequisite(s): HIST 102 or HIST 116
Credits: 3

HIST325 Colonial America

Frequency: C
North American history from European settlement through the mid-18th century. Topics will include exploration and early contact; settlement; and social, political, economic, and cultural development. Focus will be on the lives and perceptions of ordinary men and women.
Prerequisite(s): HIST 105 or HIST 133
Credits: 3

HIST326 Twentieth Century Britain

Frequency: C
The course is intended to explore the history of Britain during the twentieth century. A range of political, social and economic developments will be examined, e.g. emergence of the welfare state, movements for political reform, imperial changes and the impact of two world wars.
Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST327 Antebellum United States, 1820-1861

Frequency: C
Territorial expansion and resistance, the rise of the factory system and labor unions, political and cultural democratization, social reform, immigration and nativism, religious revivalism, slavery, and the causes of the Civil War.
Prerequisite(s): HIST 105 or HIST 133
Credits: 3

HIST328 Civil War Era

Frequency: C
The roots of the Civil War in antebellum northern and southern societies, war-time military, political, and social developments in the North and South, the Reconstruction experiment, the retreat from Reconstruction and the legacy of the war in the immediate post-war era and today.
Prerequisite(s): HIST 105 or HIST 133
Credits: 3

HIST330 Industrial America, 1890-1920

Frequency: C
The transformation of the U.S. from a rural/agrarian to an urban/industrial society. Topics include the process of industrialization and social upheavals that resulted; the development of the New South and New West; the emergence of the U.S. as a world power; the challenge of ethnic/cultural diversification; and the social and political reform movements of the era.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST331 The Inter-War Years, 1919-1945

Frequency: D
The domestic scene in America from end of World War I to end of World War II, including discussion of business dominated 1920s, economic crisis and the New Deal of the 1930s, second World War, and other major trends, events, and figures.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST332 United States History: 1945-Present

Frequency: B
The major cultural, economic, and political developments since World War II, including the Cold War, 1960s counterculture, Civil Rights movement, the Reagan era.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST333 African American History to 1877

Frequency: C
Survey of the historical forces, within the African American community and elsewhere, which have shaped the African American experience. The course explores the cultural, social, and political development of African Americans from their African origins through Reconstruction.
Prerequisite(s): HIST 105 or HIST 133
Credits: 3

HIST334 African American History Since 1877

Frequency: C
Survey of the historical forces, within the African American community and elsewhere, which have shaped the African American experience. The course explores the cultural, social, and political development of African Americans from Reconstruction to the present.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST335 American Women

Frequency: C
A survey of women's history from colonial times to present with emphasis on the changing status and definition of women's roles, race and ethnicity, and women's writings.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST336 African American Black Women's History

Frequency: D
Explores the history of women of African descent in the Americas, with a particular focus on the United States. Covers black women's experiences from their African origins, through the Middle Passage, in enslavement, and in freedom. Issues addressed include labor, the black family, cultural expression, and racial identity (in comparative perspective).
Prerequisite(s): HIST 333 or HIST 334 or ENGL 240 or ENGL 340
Credits: 3

HIST338 19th Century American Culture

Frequency: C
Examines how social, political, and economic changes have affected American culture and Americans' lives. Topics include consumption patterns; recreational activities; architectural styles; high and popular culture; family life; and social and cultural rituals.
Prerequisite(s): HIST 105 or HIST 133 or AMST 202 or AMST 210
Credits: 3

HIST339 20th Century American Culture

Frequency: C
Examines how social, political, and economic changes have affected American culture and Americans' lives. Topics include consumption patterns; recreational activities; architectural styles; high and popular culture; family life; and social and cultural rituals.
Prerequisite(s): HIST 106 or HIST 133 or AMST 202 or AMST 210
Credits: 3

HIST340 The Westward Movement

Frequency: D
The importance of the frontier and the expanding West to the development of the U.S., its history, institutions, beliefs, values, and national character. The West as myth and reality, from colonial times to issues confronting the 20th century trans-Mississippi West.
Prerequisite(s): HIST 105 or HIST 106 or HIST 133
Credits: 3

HIST341 American Revolution and Republic

Frequency: C
The roots of the American Revolution, the political military, economic and social developments associated with the War for Independence and the first decade of the Early Republic, and the legacy of the American Revolution.
Prerequisite(s): HIST 105 or HIST 133
Credits: 3

HIST342 The American Century

Frequency: C
The major issues in American foreign policy in the 20th century. The focus is on America's economic ascendancy and the effect of this prominence on 20th century world order.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST343 Civil Rights Movement

Frequency: C
Seeks to expose the romanticized myths currently accepted as history among the general populace and to replace those myths with a better understanding of the goals, participants, issues and divisions that were a part of the African American struggle for freedom in the United States.
Prerequisite(s): HIST 105 or HIST 106 or INDS 106
Credits: 3

HIST344 African American Social Thought

Frequency: C
Critical reading of primary texts authored by African American social thinkers beginning in the 19th century up to the present day. Special emphasis on placing these writings within the scholarly debates about the paradigmatic theories of race relations-integrationism, accommodationism, and separatism/nationalism.
Prerequisite(s): HIST 333 or HIST 334
Credits: 3

HIST345 Asian American History

Frequency: C
The course explores the experiences of Asian Americans from the mid-19th century to the present. Topics will include Asian diasporas in the United States; immigration and settlement issues; work and labor systems; racial ideologies and anti-Asian movements; gender, family and community formation; Asian Americans in American popular culture; Asian American cultural expressions and social organization; and American nationalism and debates over American citizenship.
Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST347 U.S. Immigration

Frequency: C
Immigration to the U.S., with an emphasis on comparing the experiences of European, African, Latin American, and Asian immigrants. Topics will include immigrants' lives, work, and communities; assimilation and cultural persistence; and the development of U.S. immigration policy.
Prerequisite(s): HIST 105 or HIST 106 or HIST 133
Credits: 3

HIST349 U.S. Military History
 Frequency: D
 The development of American military strategy and tactics. Focus on Civil War, World War I, and World War II.
Credits: 3

HIST350 Vietnam/National Security State
 Frequency: C
 American foreign policy from F.D.R. to Nixon and its effects on Vietnam, American domestic policy and the growth of the National Security State.
 Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST351 Defining America
 Frequency: D
 Examines how private citizens, writers, politicians, business, the media and popular culture have defined America since 1776, how these definitions have changed over time, and the impact of race, ethnicity, gender, and class on these definitions.
 Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST352 Environmental History of North America
 Frequency: C
 The course explores the interrelationship and interdependencies of human development and the environment. Topics include Native American and colonial land use practices, capitalism and nature, industrialization, urban environments, ethics, nature as leisure, and environmental politics.
 Prerequisite(s): HIST 105 or HIST 106 or HIST 133
Credits: 3

HIST353 U.S. Consumer Culture
 Frequency: C
 Examines the historical development of a consumer culture and its effects. Topics include the roots of consumer culture; the role of the industrial revolution; the development of marketing; and how consumption altered American life and culture in the twentieth century.
 Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST354 History of Globalization in Mexico
 Frequency: D
 Examines the complexities and nuances of modern Mexican society within a historical context sensitive to structural changes in both the global economy and Mexico's political culture. The course historicizes contemporary political, social, and economic phenomena by evaluating changes and continuities in the Mexican experience since the late nineteenth century
Credits: 3

HIST355 American Religious History
 Frequency: D
 American religion from the Puritans to the present as set in the larger social, economic and cultural context.
 Prerequisite(s): HIST 105 or HIST 106 or HIST 133
Credits: 3

HIST356 American Indian History
 Frequency: C
 A survey of the history of North America from the perspective of American Indians, covering topics from the period before contact through the present. Possible topics may include precontact history and societies, the challenges of contact and colonization, Indian Removal, and continuing questions of sovereignty and treaty rights.
 Prerequisite(s): HIST 105 or HIST 106 or HIST 133
Credits: 3

HIST357 Indians and Europeans in Early America
 Frequency: D
 Introduces the major topics and themes in the ethnohistory of early America from the earliest contacts between Native Americans and Europeans to the early 18th century through a comparative study of British, French, and Spanish interactions with indigenous peoples.
 Prerequisite(s): HIST 102 or HIST 105 or HIST 115 or HIST 133
Credits: 3

HIST358 20th Century American Indian Issues
 Frequency: D
 American Indian peoples in the twentieth century. Emphasis on federal policy development, the growth of political pan-Indian movements, the Indian image in popular culture, and current issues raised in the writings of contemporary authors representing a diversity of Indian nations.
 Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST361 Modern Middle East
 Frequency: C
 History of the Modern Middle East (18th-20th century) with emphasis on the social, political and economic repercussions of the Western presence in the region.
 Prerequisite(s): HIST 261
Credits: 3

HIST363 Chinese Culture Through Films
 Frequency: D
 Examines Chinese culture using a selection of literary texts and films. Thematic concerns include: aesthetic form and socio-political contents, gender relations, re-writing and re-presenting history, national and transnational identity through words and images. Ten or eleven screenings each semester.
 Prerequisite(s): HIST 264
Credits: 4

HIST366 Late Imperial China
 Frequency: C
 From the late Ming dynasty to the fall of the Manchu Qing dynasty in 1912. Covers the rise of the Manchus, political and cultural developments in the Qing empire, and the Western impact in the 19th century.
 Prerequisite(s): HIST 264 or HIST 102
Credits: 3

HIST367 20th Century China
 Frequency: C
 From the fall of the Manchus (1912) to the present. Covers political and cultural developments, including nationalist and Communist revolutions, the Anti-Japanese War, and the People's Republic through the post-Mao reforms.
 Prerequisite(s): HIST 264 or HIST 102
Credits: 3

HIST368 Modern Japan
 Frequency: D
 Japanese history from the founding of the Tokugawa shogunate to the present. Covers political and cultural developments during the shogunate, the Meiji Restoration, domestic political and cultural developments, and Japan's interactions with the West and other East Asian nations in the 19th and 20th centuries.
 Prerequisite(s): HIST 264 or HIST 102
Credits: 3

HIST371 Russia After Stalin
 Frequency: C
 A thematic approach to recent Russian history. The course identifies Russia's most critical immediate problems and places them in their historical context. Major themes include: political structures and practices; the economy; the military; domestic security; international relations; minorities; culture and society.
 Prerequisite(s): HIST 102 or HIST 116 or HIST 134
Credits: 3

HIST372 Africa in the 19th Century
 Frequency: C
 The course deals with five case studies of political and economic transformation in the nineteenth century. The case studies are drawn from three different parts of sub-Saharan Africa: Sokoto (Nigeria) and Ashanti (Ghana) in the West; the Zulu (Republic of South Africa) and Sotho (Lesotho) in the South; and Buganda (Uganda) in the East.
 Prerequisite(s): HIST 102 or HIST 272
Credits: 3

HIST375 History of Authority
 Frequency: D
 Interdisciplinary analysis of the methods of domination and control employed in major Western cultures since the 17th century. Focus on 19th and 20th century United States. Prison, schooling, the market system, hegemony, the welfare state, narrative and the media.
Credits: 3

HIST376 Film and American Culture
 Frequency: D
 Examines the links between film and American culture and society from the silent era to the present, with some emphasis on the Great Depression, the post-World War II years, and the 1980s. Thematic concerns include race and ethnicity, sexuality and gender, class, identity, postmodernism, voyeurism, and the new age. Ten or 11 screenings each semester.
 Prerequisite(s): HIST 106 or HIST 133
Credits: 3

HIST378 Canada and the Canadians
 Frequency: C
 Contemporary Canada: history, geography, population, parliamentary government, economic structure, free trade, Quebec nationalism and the British legacy.
Credits: 3

HIST380 Pre-Columbian/Colonial Mexico
 Frequency: C
 Comprehensive examination of the early history of Mexico, including the political, economic, social, and cultural complexities of antiquity, the violence of the Conquest, and the structural transformations that took place in Indian Mexico after the arrival of the Spanish. Special attention is given to the cultural and political legacies of the Spanish influence in Mexico, with an eye toward assessing the domestic and global trajectories that pushed the colony to declare its independence from Spain in 1810.
Credits: 3

HIST381 Mexico in the Modern World
 Frequency: C
 Comprehensive examination of the political, economic, and cultural history of Modern Mexico from the end of the colonial period through the nineteenth and twentieth centuries, a time-line marked by foreign invasions, dictatorships, modernization, social revolution and democratization. The course also evaluates the historical processes that have transformed Mexico into a strategic ally of the United States, as well as the tensions and discord that have often characterized the political and social relationship between the two countries.
Credits: 3

HIST385 International Communication

Frequency: D
An examination of the media in a global context. Attention is focused on public and private management, regulatory mandates, and programming and publishing philosophy in the global village. Topics include cultural exchange and interaction between the media and consumers.
Credits: 3

HIST386 Global Studies

Frequency: C
Study of cross-cultural encounters based on case studies from Africa, Asia, and the Americas (e.g. Spanish and Aztecs in Mexico; Dutch and Mughals in India; British and Zulus in South Africa).
Prerequisite(s): HIST 101 or HIST 102
Credits: 3

HIST387 Comparative Slave Societies

Frequency: D
The development, effects, and elimination of slavery in different societies and in various eras. Includes historians' debates on slavery and its impact.
Credits: 3

HIST389 Religion in the Western Tradition

Frequency: C
Historical development of three great monotheistic faiths: Judaism, Christianity, Islam. Comparison of these creeds with earlier religions. The development of monotheistic faiths and their divergent branches and heresies into modern times. Changing religious ideals, values and practices over time.
Prerequisite(s): HIST 101 or HIST 102 or HIST 115 or HIST 116 or HIST 134
Credits: 3

HIST390 Interpreting the Global Past

Frequency: D
Introduction to recent world history scholarship, exploring interpretations and understandings of certain topics and time periods from the age of transregional nomadic empires to the present (e.g. dependency and world systems analysis, the "rise of the West" and the "decline of the East," "New or High" Imperialism).
Prerequisite(s): HIST 102 or HIST 116
Credits: 3

HIST399 Experimental Course in History

Frequency: D
Varies in content from semester to semester. Consult college Course Offerings Bulletin and department notices for specific subject covered each semester.
Credits: 1-3

HIST400 Directed Study

Frequency: A
In-depth exploration of an historical topic under the direction of a department member. Student must have instructor's approval before registering for course. Students should have specific topics in mind before approaching an instructor.
Credits: 1-3

HIST409 Topics in Modern/Contemporary Europe

Frequency: D
Subject matter and credit hours will vary by semester and by instructor.
Credits: 1-3

HIST432 Topics in 20th Century U.S. History

Frequency: D
Subject matter and credit hours will vary by semester and by instructor.
Prerequisite(s): HIST 106
Credits: 1-3

HIST490 Public History Internship

Frequency: A
Students interested in a career in public history may receive credit for an internship with an historical society, museum, archive, or other public history venue. Enrollment is to be arranged with an appropriate faculty sponsor.
Credits: 1-6

HIST495 Capstone Seminar

Frequency: A
The capstone course focuses on the in-depth study of an historical topic. Emphasis is on historiography, analysis of secondary literature and primary sources, and research methodology. Course is writing and speaking intensive. Format and topic varies depending on instructor.
Prerequisite(s): HIST 201
Credits: 3

HIST499 Honors Research Seminar

Frequency: B
Focus is on historiography and research methodology through preparation of a research paper based on primary sources. By invitation only.
Prerequisite(s): HIST 201
Credits: 3

Health Education**HLTH115 First Aid Skills and Knowledge**

Frequency: A
Prepares student, through knowledge and skills, to meet the needs of most emergency situations when first aid care is required and medical attention is not readily available. Personal-safety and accident-prevention information incorporated to acquaint individuals with causes of many accidents, so that action may be taken to eliminate or minimize such causes. The course meets the New York State mandate for NYSPHSAA coaching.
Credits: 3

HLTH215 Personal and Community Health

Frequency: B
To develop positive attitudes toward health and optimum living and to influence formation of good habits affecting one's physical, mental, and social well being. Emphasis will be on proper health behavior as it relates to the disease process. Brief consideration is given to the role of health agencies in assessing community health needs and coordinating activities to meet these needs.
Credits: 3

HLTH300 Education in Drugs/Alcohol/Tobacco

Frequency: A
Knowledge and methods to deal with the problems of use of drugs, alcohol, and tobacco in elementary and secondary schools. Meets requirement for Education Law, Section 804, 804a, and 805. Limited to Education majors only.
Credits: 1

HLTH302 Stress Management

Frequency: A
Identifies the mechanisms that generate the human stress response and their physical and psychological effects on the body and mind. The course also introduces the student to developing personal strategies for effective stress management.
Credits: 1

HLTH303 Fitness and Nutrition

Frequency: A
The development of knowledge and skills necessary to become personally responsible for fitness and nutrition. Contents will be used as a basis for assessment of personal fitness and nutritional status and necessary personal behavior modification. Investigation of basic fitness and nutritional facts, energy balance, obesity, dieting, and nutrition as related to disease, for personal goal setting.
Credits: 2

HLTH343 Drugs and Behavior

Frequency: B
The course provides students with a basic understanding of the effects of legal and illegal drugs on physiological and psychological functioning, and how drugs influence personal and social behavior.
Credits: 3

HLTH386 Wellness and Health Promotion

Frequency: A
The course emphasizes wellness as a positive approach to health promotion. The course explores ways of establishing effective health strategies that affect the physical, emotional and social self, use the mind constructively, channel stress energies positively, express emotions effectively, and enable the individual to interact with others.
Credits: 3

HLTH400 Internship

Frequency: A
Work under supervision in a community setting. Students are expected to complete 67 clock hours of direct service to individuals, groups, or organizations for each credit hour awarded. The internship will emphasize theory, knowledge and skills needed when working with and within groups and organizations. A learning contract encompassing job requirements, learning objectives and methods will be utilized to evaluate the intern.
Credits: 1-6

HLTH499 Independent Study

Frequency: A
The study of a particular topic related to Health and Wellness. Periodic meetings with an appropriate instructor will be scheduled. The topic may encompass individual research or a practical experience.
Credits: 1-3

Honors**HONR201-230**

Frequency: B
Honors Program course that will fulfill the General College Program or College Core Curriculum part identified in the title. Content will vary from year to year depending on the instructor.
Credits: 3

HONR300 Honors Colloquium

Frequency: A
A discussion course for students in the Honors Program. Subjects of discussion range from current events to campus activities to metaphysical speculations.
Credits: 1

HONR400-401 Honors Thesis

Frequency: D
Directed research leading to the preparation of a thesis.
Credits: 3

Interdisciplinary Studies

INDS101 Colloquium

Frequency: D
Explores the basic concepts and views of International Studies as well as offering an introduction to each area of specialization.
Credits: 1

INDS105 Introduction to American Indian Studies

Frequency: D
Introduces students to the multi-disciplinary nature of American Indian Studies. The course is divided into 3 parts with each part emphasizing a different set of knowledges and approaches to the study of American Indians. The first part of the course will examine the historical relationships between American Indians and the U.S. government. Emphasis will be placed on changes in federal policies, and the importance of law in shaping American Indian geographies. Part two of the course examines the politics of "Indian Country", the environment, changing Indian demographics and economic development. Part three will focus upon cultural politics and will examine American Indian ethnic identity, representations of Indians in movies and literature, and Indian self-expression through literature and other expressive forms.
Credits: 3

INDS106 Introduction to African American Studies

Frequency: B
Study of the intellectual and social origins of the discipline known as African American Studies. Key concepts, themes, and theories of the discipline will be discussed in the class.
Credits: 3

INDS110 SUNYMEU: Freshman

Frequency: B
This course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.
Credits: 2

INDS111 Religion and Culture in the Time of the Crusades

Frequency: D
This course focuses specifically on interactions between Christianity and Islam during the time of the Crusades. From four disciplinary perspectives, the class examines both the interdependence and the roots of conflict between the two cultures, the nature of fanaticism, and the development of Church and State as related institutions, as they all originate from the medieval quest for true knowledge of God.
Credits: 3

INDS210 SUNYMEU: Sophomore

Frequency: B
This course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.
Credits: 2

INDS220 Introduction to Ethnicity/Race

Frequency: B
Interdisciplinary beginning course on race and ethnicity in the United States and other contemporary multiethnic/multiracial societies.
Credits: 3

INDS225 Introduction to Latino History and Culture

Frequency: B
An interdisciplinary approach to historicizing the Latino experience in U.S. history. The course examines the political and cultural dynamics of Puerto Ricans, Mexicans, Cubans, and Dominicans within a historical context sensitive to changes and continuities in American history.
Credits: 3

INDS240 African American Literature and Culture

Frequency: B
An examination of major works by African American novelists, poets, dramatists, filmmakers, musicians, and essayists in terms of the intellectual and political concerns of their periods and locations. Cross-listed with ENGL 240
Credits: 3

INDS241 Introduction to Latino Literature and Culture

Frequency: B
Examines literature by Latinos in the U.S. including poems, short stories, novels, plays, and essays, but will also consider music, mass media representations, performance art, film and at least one documentary in order to give students a better picture of the cultures of U.S. Latinos (Chicanos, Puerto Ricans, Cuban Americans, Dominican Americans, etc). Designed for students with no previous knowledge of U.S. Latino cultures or Spanish. Not a complete historical survey, but will introduce students to key issues for understanding U.S. Latino literature with texts from conquest to contemporary.
Credits: 3

INDS242 American Indian Literature

Frequency: B
Study of a variety of works, including traditional tales and lyrics, tale cycles, novels, poems, and memoirs, produced by Native Americans from historical beginnings to the present. Cross-listed with ENGL 242
Credits: 3

INDS285 Mock Trial I

Frequency: B
Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation.
Credits: 0

INDS287 Mock Trial II

Frequency: B
Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation. Prerequisite(s): INDS 285 or POLI 285
Credits: 3

INDS304 Latina Literature and Cultural Studies

Frequency: B
An examination of contemporary Latina literary productions in the context of representations of Latinas in mainstream U.S. society. The focus of the course is on women of Hispanic descent living and writing in the United States, including work by and about Chicanas, Puerto Ricans, Dominican Americans, and Cuban Americans. Previous course work in Latina/Latino literature not required, but some previous course work related to African American or other ethnic literature, women's literature/feminism, and/or film studies is strongly recommended.
Credits: 3

INDS310 SUNYMEU: Junior

Frequency: B
This course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.
Credits: 2

INDS315 Italian American Experience

Frequency: D
This course examines the experience of Italians in the United States from an interdisciplinary perspective. It explores the push and pull factors during the peak years of Italian emigration, the culture, society, economy, and government they left behind, and the new world they entered.
Credits: 3

INDS389 Special Topics

Frequency: D
Topics of special or current interest offered periodically and taught from an interdisciplinary perspective.
Credits: 1-3

INDS400 Independent Study

Frequency: D
Intensive individual study of some aspect of multicultural studies involving a paper or project.
Credits: 3

INDS401 International Studies: Senior Colloquium

Frequency: D
Approved and supervised work training experience in a multiethnic organization. Results to be communicated to faculty and students in a public forum.
Credits: 1

INDS402 Independent Study: African American Topics

Frequency: B
Open only to African American Studies minors. Includes selected interdisciplinary reading, research, discussions and reports on current issues in African American Studies. Proposed independent study project must be described in the student's approved African American Studies proposal.
Credits: 3

INSD403 Latino Studies Capstone

Frequency: B
The capstone experience for the Latino Studies minor. Selected interdisciplinary reading, research, discussions, and reports on current issues in Latino Studies.
Credits: 3

INSD404 Native American Capstone

Frequency: B
This capstone experience for the Native American Studies minor. Selected interdisciplinary reading, research, discussions, and reports on current issues in Native American Studies.
Credits: 3

INSD410 SUNYMEU: Senior

Frequency: B
This course meets weekly for 50 minutes, culminating in participation in a four-day intercollegiate, international simulation of the European Union. The simulation takes place at a university campus in New York State in odd years (spring semester) and at a European university in even years (winter break/January). Students are assigned alter egos (roles) and work on country teams.
Credits: 2

INSD480 Independent Study

Frequency: A
Open only to Interdisciplinary Studies majors. Proposed independent studies must be described in the student's approved Interdisciplinary Studies proposal.
Credits: 1-6

INSD489 Special Topics

Frequency: B
Topics of special or current interest offered periodically and taught from an interdisciplinary perspective.
Credits: 1-3

INSD490 Internship

Frequency: A
Open only to Interdisciplinary Studies majors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have a faculty sponsor and a detailed plan for the internship describing: (1) the duties approved by the interning agency; (2) the student's method of reporting or reflecting on the internship experience; (3) the method of internship evaluation; and (4) the amount of credit to be earned.
Credits: 1-15

INSD491 African American Studies Internship

Frequency: D
Open only to African American Studies minors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.
Credits: 0-6

INSD492 American Indian Studies Internship

Frequency: D
Open only to American Indian Studies minors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.
Credits: 0-6

INSD493 Latino Studies Internship

Frequency: D
Open only to Latino Studies minors. Students proposing internships must have an approved Interdisciplinary Studies proposal which includes the internship. Additionally, they must have completed the application required by the campus Office of Internships.
Credits: 0-6

International Education**INED299 International - Special Topics**

Frequency: D
This is a variable content faculty-led international course. Subject is based on student and faculty interest and is arranged through the Office of International Education.
Credits: 1-15

INED399 International - Special Topics

Frequency: D
This is a variable content faculty-led international course. Subject is based on student and faculty interest and is arranged through the Office of International Education.
Credits: 1-15

INED400 Study Abroad

Frequency: A
Opportunities for study abroad as arranged through the Office of International Education.
Credits: 1-30

INED401 Summer Abroad - Aichi University, Japan

Frequency: B
Conveniently located along the Tokyo-Osaka corridor, Aichi University is close to Kyoto and Nara, two of Japan's most popular tourist and resort areas. The summer language and culture program is for students interested in learning Japanese and offers a unique opportunity for intensive daily language instruction and cultural excursions to places such as the Toyota Motor Co., Nagoya City and Nagoya Castle. Students live in residence halls with other international students. Meals are self catered.
Credits: 3-6

INED402 Study Abroad - American University in Bulgaria

Frequency: A
The American University in Bulgaria is a highly selective private university that attracts students and faculty from all around the world. Located in the city of Blagoevgrad, AUBG is one hour from the capital of Sofia. AUBG offers an American style liberal arts education taught in English. Students interested in American Studies, Business Administration, History, International Studies, Journalism and Political Science will find the curriculum stimulating. Fredonia students share double rooms with Bulgarians.
Credits: 15

INED403 Study Abroad - Universite du Littoral, France

Frequency: A
Founded in 1992, the Universite du Littoral, the youngest university in France, faces the North Sea and the English Channel in the coastal town of Dunkerque. The program has three unique components: 1) Students fluent in French can directly enroll in engineering, environmental science, history, science, and law courses; 2) Business majors can enroll in the spring and take business and marketing courses in English; 3) Students interested in improving their French language skills can enroll in language and culture immersion courses during the summer. Housing is off campus in self catered apartments. This program is recommended for independent students only.
Credits: 3-15

INED404 Study Abroad - Northumbria University, England

Frequency: A
Newcastle Upon Tyne, a city known for its vibrant cultural life, is home to Northumbria University and nearly 30,000 students studying in 500 undergraduate and graduate programs. The very modern campus has wireless Internet throughout, single residence halls, and athletic facilities. Instruction is delivered via lectures, workshops, and tutorials. The British Colloquium course, a requirement for full time visiting students, covers the history and culture of Britain and includes regular cultural excursions.
Credits: 15

INED405 Study Abroad - University Autonoma Benito Juarez, Mexico

Frequency: A
Founded in 1974 as the Language Center of the Benito Juarez University of Oaxaca, it serves over 1,500 students and offers courses in Spanish, French, Italian, Portuguese and Zapotec. The language courses are offered at six levels, from beginning to advanced, in small group settings. It has been designed to develop basic language skills and to help use language in real-life scenarios with a Mexican Context. Housing is with host families to further immersion in the life and culture of Oaxaca.
Credits: 15

INED450 International Internship

Frequency: A
Opportunities for international internships as arranged through the Office of International Education.
Credits: 1-15

INED451 Study Abroad - Washington

Frequency: A
Prior selection required.
Credits: 1-15

INED499 International - Special Topics

Frequency: D
This is a variable content faculty-led international course. Subject is based on student and faculty interest and is arranged through the Office of International Education.
Credits: 1-15

International Studies

INTL101 Colloquium
 Frequency: D
 Explores the basic concepts and views of International Studies as well as offering an introduction to each area of specialization.
Credits: 1

INTL302 Russia after Stalin
 Frequency: C
 A thematic approach to recent Russian history. The course identifies Russia's most critical immediate problems and places them in their historical context. Major themes include: political structures and practices; the economy; the military; domestic security; international relations; minorities; culture and society.
 Prerequisite(s): HIST 102 and HIST 116
Credits: 3

INTL303 History of Globalization in Mexico
 Frequency: D
 Examines the complexities and nuances of modern Mexican society within a historical context sensitive to structural changes in both the global economy and Mexico's political culture. The course historicizes contemporary political, social, and economic phenomena by evaluating changes and continuities in the Mexican experience since the late nineteenth century.
Credits: 3

INTL305 Transitions in Bulgaria
 Frequency: D
 The goal of the course is to learn about Bulgarian history, culture, politics, economics, geography, and language with an emphasis on contemporary Bulgaria and the transition from Communism to democracy and capitalism. It is designed for students with no knowledge of Slavic languages. Comparison and contrasts with other Eastern/Central European countries will be made.
Credits: 3

INTL400 Special Topics
 Frequency: D
 Course content varies based on student and faculty interest.
Credits: 3

Italian

ITAL115 Elementary Italian I
 Frequency: A
 For students with no previous preparation. Study of fundamental speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills. Discussion of selected cultural aspects.
Credits: 3

ITAL116 Elementary Italian II
 Frequency: A
 Continuation of ITAL 115. Further introduction to fundamental speech patterns. For students with one semester of college-level Italian or equivalent. Stress on listening comprehension, oral ability, reading and writing skills. Discussion of selected cultural aspects.
 Prerequisite(s): ITAL 115
Credits: 3

Journalism

JOUR270 Issues in Journalism
 Frequency: D
 The basic course in journalism focuses on how the print media function in our society and provides practice in writing for such media. Major ethical and legal issues are introduced and discussed.
Credits: 3

JOUR300 Special Topics
 Frequency: D
 Variable-content course; topic announced in Course Offerings Bulletin when offered.
Credits: 3

JOUR366 Opinion in Journalism
 Frequency: C
 The core course focuses on the issues surrounding "fact" vs. "opinion" in journalism, including discussion of concepts such as objectivity, truth, and the importance of background, context and balance. Students will gain experience with techniques appropriate to presentation of opinion and critical commentary such as columns, editorials, cartoons and critical reviews of the arts as well as learning how to thoughtfully critique such work.
 Cross-listed as ENGL 366.
 Prerequisite(s): (JOUR 270 or ENGL 270) and MEDA 101 and COMM 102
Credits: 3

JOUR370 Reporting and Newswriting I
 Frequency: B
 The core course emphasizes the development of reporting skills and gathering of information for news and features through interviews and public record research. Peer and small group editing, and discussion of contemporary ethical issues in journalism are fundamental to the course.
Credits: 3

JOUR371 Reporting and Newswriting II
 Frequency: B
 This core course reviews and expands reporting and in-depth interviewing skills, including study of the differences between interviewing for print and broadcast media. A focus on peer editing and critique, revision, and a continued examination of ethical and legal questions in addition to the changing role of print, broadcast and electronic media in society are fundamental to the course.
 Prerequisite(s): JOUR 370
Credits: 3

JOUR465 Internship
 Frequency: A
 Journalism internships. Interns work forty hours for one credit hour. Permission of journalism coordinator required prior to registration. Students must complete the campus Learning Contract in order to receive credit. Journalism minors only.
 Prerequisite(s): JOUR 370
Credits: 1-4

JOUR470 Campus Media Practicum
 Frequency: A
 On-campus media practice in order to help students build their portfolios and gain hands-on experience. Students enrolled must be approved as staff writers/members of WNYF, Fredonia Radio Systems or *The Leader* and must provide a letter of recommendation from the appropriate station manager/news editor/managing editor verifying their position on the staff; additionally, students must submit a portfolio of work completed during the semester in which they are enrolled in the course to the journalism coordinator in order to receive credit. Permission of journalism coordinator required prior to registration. Journalism minors only.
 Prerequisite(s): JOUR 366 or JOUR 370
Credits: 3

JOUR471 Leader Editors Seminar
 Frequency: A
 Students must be assistant desk editors, desk editors or senior editors at *The Leader* during the semester in which they are enrolled in the course. Students not only fulfill all the duties of their position but also meet with the newspaper's faculty advisor several times during the semester to discuss together ways to improve the paper. Permission of journalism coordinator required prior to registration. May only be taken once for credit.
 Prerequisite(s): JOUR 470
Credits: 3

JOUR472 WNYF News Seminar
 Frequency: A
 Students must be fully engaged in the management and production of news as producers and/or assignment editors at the student television station, WNYF, during the semester in which they are enrolled in the course. Students not only fulfill all the duties of their position but also meet with the station's faculty advisor weekly during the semester to discuss together ways to improve the writing, production, and delivery of broadcast news. Permission of the WNYF advisor as well as the journalism coordinator required prior to registration. May only be taken once for credit.
Credits: 3

JOUR490 Independent Study
 Frequency: A
 Independent Study of issues in journalism. Periodic meetings with instructor are required; writing assignments to be determined by student in consultation with instructor. Permission of journalism coordinator required prior to registration. Journalism minors only.
 Prerequisite(s): JOUR 366 or JOUR 370
Credits: 1-3

Foreign Languages

LANG315 Transitions in Bulgaria
 Frequency: D
 The goal of the course is to learn about Bulgarian history, culture, politics, economics, geography, and language with an emphasis on contemporary Bulgaria and the transition from Communism to democracy and capitalism. It is designed for students with no knowledge of Slavic languages. Comparison and contrasts with other Eastern/Central European countries will be made.
Credits: 3

LANG322 French Civilization/Culture
 Frequency: B
 Introduction to the political development of France and issues of community, family, gender and class in determining French national identity. Topics include Gothic cathedrals, Joan of Arc, the chateaux of the Loire, the Sun King and Versailles, Le Louvre, the age of reason, Napoleon and the establishment of the Republic.
Credits: 3

LANG323 Germany Since 1918
 Frequency: D
 Cultural aspects of the Weimar Republic, the Third Reich, and contemporary Germany. Guest lecturers, readings, and films in English.
Credits: 3

LANG327 Sex/Magic in Latin American Literature

Frequency: D
(Spanish majors will read the Spanish originals). A study of 20th century Spanish-American thought and culture through reading and discussing works of fiction and popular song lyrics, and interviews with writers. Some of the central issues will involve attitudes toward sex and sexual roles as well as the peculiarly Latin American brand of literature known as Magical Realism.
Credits: 3

LANG371 Canadian Writers

Frequency: D
An introduction to some of Canada's most significant writers, both anglophone and francophone. Although this is primarily a literature course, considerable attention will be devoted to Canadian history and politics, and to the notion of the Canadian identity.
Credits: 3

LANG378 Canada Today

Frequency: B
A look at the history, politics, culture, and geography of Canada and an analysis of contemporary issues affecting Canada and its neighbors.
Credits: 3

LANG385 German Film

Frequency: D
This course will address contemporary civilization in Germany in that it will examine its artistic expression in drama and film. The works of major directors such as Fritz Lang, Leni Riefenstahl, Werner Herzog, and Wim Wenders will be examined. Short examples of Fassbinder, Schlöndorff and von Trotta will be shown to contrast their work and style.
Credits: 3

LANG388 Spanish Civilization/Culture

Frequency: D
A comprehensive introduction to aspects of Spanish civilization and culture: geography, history, social customs, political movements, literature and art. In English.
Credits: 3

LANG400 Special Topics in Languages and Literatures

Frequency: D
Special areas in foreign languages and literatures not covered by regular courses.
Credits: .5-3

LANG405 French Women Writers

Frequency: B
An evaluation of the contributions of French women writers to the social, economic and political institutions which form the basis of Western philosophic tradition.
Credits: 3

LANG406 Women in French Literature

Frequency: B
An examination of how texts about women written by Francophone males have through history described women, defined their lives and destinies in keeping with the needs and requirements of these writers.
Credits: 3

LANG410 Directed Study

Frequency: D
Individual supervised study of a particular area or topic in any of the department's language or literature offerings. Periodic meetings with instructor; writing of a substantial paper.
Credits: 1-3

LANG415 Bulgaria Study Tour

Frequency: D
A two-three week study/travel tour of Bulgaria. First week in Sofia includes lectures and visits to various government business and social organizations. Following would be travel to key cities and historical sites around Bulgaria. Possible side trip to Istanbul.
Prerequisite(s): LANG 315 or INTL 305
Credits: 3

Liberal Arts**LART150 Liberal Arts Freshman Seminar**

Frequency: B
As part of The Liberal Arts Freshman Year Experience, entering freshmen who are still exploring for a major are required to choose from an interesting variety of topical, one-credit seminars. Taught by faculty and professional staff members, each seminar enrolls no more than 20 students and is graded on a Satisfactory/Unsatisfactory basis. All seminars are geared toward the process of self-discovery and are supplemented by three convocation meetings with the Associate Dean for Liberal Arts of all undeclared first-year students.
Credits: 1

LART151 Liberal Arts Freshmen Explore for Major

Frequency: B
Second-semester Liberal Arts freshmen who have not yet chosen a major are required to attend 15 of 17 class meetings offered during the first-half of the spring semester. This part of The Liberal Arts Freshman Year Experience provides students with a survey of the variety of major offerings. Presentations are made by faculty, chairpersons, students and deans from departments and divisions across campus. In addition to answering any questions students may have, these discussions explain the requirements for each discipline as well as the career paths students have taken with these majors, whether or not graduate school is indicated, what remuneration can be expected and more. Grading is done on a Satisfactory/Unsatisfactory basis determined by attendance.
Credits: 1

Mathematics Education**MAED105 Introduction to Contemporary Education**

Frequency: A
Introduction to middle and secondary mathematics education, its principles and practices. Organization of schools, planning, teaching styles, classroom management, and instructional materials in mathematics education are among the topics considered. Direct experiences with middle and secondary school students are an integral part of the course.
Co-requisite(s): MAED 106
Credits: 3

MAED106 Contemporary Education - Field Experience

Frequency: A
Provides participants an opportunity to observe classroom operations, observe and describe the role of the teacher, conduct focused observations and interviews, work with individual and small groups of candidates on a teaching project.
Co-requisite(s): MAED 105
Credits: 0

MAED207 Mathematics Tutoring in the Community

Frequency: A
This course is designed for students working as Math and Science Partnership mathematics tutors in the local community. Students eligible for the work-study program or working as volunteers, tutor in area schools or after-school programs. The course examines issues such as getting children interested in mathematics, how to explain various topics, working with groups vs. individuals, and cultural differences. Problems encountered in the tutoring experience will be discussed. Students must apply through the Mathematical Sciences Department.
Credits: 1

MAED276 Literacy and Technology for Science and Mathematics

Frequency: A
This course provides an overview of the processes involved in literacy acquisition and instructional technologies available to enhance teaching in science and mathematics. The relationship of reading and writing, and aspects of writing development and writing process appropriate to each stage of reading development will be presented. Topics: conceptual and methodological issues related to instruction and acquisition of reading, the role and use of technology in literacy instruction, assessment of candidate's reading and writing, diversity in reading acquisition, use of computers, graphing calculators and other multimedia applications.
Credits: 3

MAED301 Mathematics for School Teachers I

Frequency: A
Meaning, development, and communication of number ideas and logical structure of base ten number systems (as well as other bases); the concepts and procedures related to the basic algorithms of arithmetic; problem solving and mathematical modeling within the whole number system and positive rational number system. Course open only to students seeking certification to teach at the early childhood, childhood, or middle childhood level. Sophomore standing required.
Credits: 3

MAED302 Mathematics for School Teachers II

Frequency: A
 Meaning, development and communication in the real number system; problem solving and mathematical modeling within this system; including proportional reasoning; algebra, statistics, probability, properties of geometric shapes and measurement in 2 and 3-dimensions. Course open only to students who are seeking certification to teach at the early childhood, childhood or middle childhood level.
 Prerequisite(s): MAED 301
Credits: 3

MAED303 Mathematics for School Teachers III

Frequency: A
 Further development of geometry concepts; including triangle congruence and similarity; coordinate geometry and transformations; advanced problem solving using algebraic models, geometric models and other modeling techniques; emphasis on the framework provided by the National Council of Teachers of Mathematics for elementary/middle school mathematics; investigation of concepts teachers must know in order to build and refine mathematical ideas and connections in K-8.
 Prerequisite(s): MAED 302
Credits: 3

MAED305 Diversity in the Teaching of Science and Mathematics

Frequency: A
 The course provides a theoretical framework for exploring and developing a culturally responsive approach to the teaching of mathematics and science. In exploring different instructional formats, the course allows candidates to develop approaches that prepare them for an ever-increasing population of students that reflect diverse backgrounds and abilities. The field experience is a co-requisite that allows the candidates the opportunity to apply their knowledge of the issues presented in the course work to a diverse population.
 Co-requisite(s): MAED 313
Credits: 3

MAED310 Reading and Writing Mathematics

Frequency: A
 The course will use the vehicle of problem solving to help students develop their abilities in reading and writing mathematics. It will also focus on how reading and writing exercises can be used to enhance the teaching and learning of mathematics, and how reading and writing mathematics can be used to enhance the teaching of literacy. This course will include discussions of reading mathematics, writing mathematics, oral presentation of mathematics, and problem solving techniques. "Communication" is one of the standards from Principles and Standards for School Mathematics of the National Council of Teachers of Mathematics. Students will read and discuss material from the NCTM and other sources related to this standard.
 Prerequisite(s): MATH 210
Credits: 3

MAED313 Diversity in the Teaching of Science and Mathematics Field Experience

Frequency: A
 The course is the field component to MAED 305. Candidates will use different instructional formats to develop effective approaches for teaching science to students with different backgrounds and abilities in diverse educational learning environments.
 Co-requisite(s): MAED 305
Credits: 0

MAED325 Software for Mathematics Education

Frequency: A
 Introduction to software packages appropriate for use by mathematics educators. Topics selected from, but not limited to: web page design, programming scientific word processors, spreadsheet applications, computer algebra systems, and specialized packages such as Geometer's Sketchpad.
 Prerequisite(s): MATH 121 or MATH 123
Credits: 3

MAED410 Seminar: Mathematics for High School Teachers

Frequency: B
 The course is intended for future teachers of high school mathematics to help them develop a deeper knowledge of some key topics in the high school curriculum. Topics will be chosen from the following: Complex numbers, functions including logarithmic, exponential and trigonometric functions, curve-fitting, transformations, equations, inequalities and algebraic expressions. Students must have senior standing in the Mathematics/Adolescence Education major.
Credits: 3

MAED417 Middle School (Grades 5-9) Methods in Mathematics

Frequency: B
 Principles, materials, and methods for teaching middle school (grades 5-9) mathematics. The course serves as the primary methods course for students pursuing initial certification in Middle Childhood Education - Mathematics Specialist. Departmental approval required.
Credits: 3

MAED419 Secondary School (Grades 7-12) Methods in Mathematics

Frequency: B
 Principles, materials, and methods for teaching secondary school (grades 7-12) mathematics. The course serves as the primary methods course for students pursuing initial certification in Adolescence Education - Mathematics. Note: must be successfully completed before student teaching. Departmental approval required.
Credits: 3

Mathematics

MATH100 Freshman Seminar

Frequency: B
 The course seeks to help students utilize campus resources effectively, learn useful academic skills, especially those relevant to mathematics, develop a support network, become more self-aware, promote personal health and wellness, and appreciate diversity. This course will also give some emphasis to applications of calculus and to the communication of mathematics.
 Co-requisite(s): MATH 122
Credits: 1

MATH104 Elementary Mathematical Models

Frequency: D
 Sequences and difference equations; models of growth, including linear, quadratic, geometric, and logistic growth models; linear regression; other growth and regression models and an introduction to chaos as time permits. The course uses elementary mathematical models as a vehicle for developing the students' algebraic, geometric, and problem-solving abilities.
 Background assumed: N.Y.S. Integrated Algebra and Geometry (or Math A), or equivalent.
Credits: 3

MATH105 Survey of Precalculus

Frequency: A
 The course is designed to prepare students to take Survey of Calculus (MATH 120) and emphasizes multi-step problem solving. Topics include algebraic, exponential and logarithmic functions and their graphs, transformations and combinations of functions, a review of algebra and geometry, solving inequalities and systems of equations, and computational technology. (This course is not open to students who have completed MATH 106 with a grade of C- or better or who have completed a calculus course.)
 Background assumed: N.Y.S. Integrated Algebra and Geometry (or Math A), or equivalent.
Credits: 3

MATH106 University Precalculus

Frequency: A
 The course is designed to prepare students to take University Calculus (MATH 122) and emphasizes multi-step problem solving. Topics include a review of algebra, solving inequalities, algebraic and transcendental functions, trigonometry, analytic geometry, applications and computational technology. (Not open to students who have completed a calculus course with a grade of C- or better.)
 Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

MATH108 Mathematics for the Management, Life, and Social Sciences

Frequency: B
 Introduction to concepts in mathematics considered essential in business, biology, and the social and behavioral sciences. Topics are selected from linear models, matrices, linear programming, nonlinear models, probabilistic models. Includes applications to biology, business, economics and the mathematics of finance. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

MATH110 Mathematics in Action

Frequency: A
 Emphasizes the real-world significance of mathematics and the applications of several areas of mathematics. Some topics: design of street networks, planning and scheduling, weighted voting systems, fair division and apportionment, measuring populations and the universe, and statistics. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

MATH117 Why Mathematics?

Frequency: A
Introduces the liberal arts student to the nature of mathematics and what mathematicians do. An emphasis on presenting ideas and mathematical concepts rather than on attaining computational skills. Ideas from algebra, geometry, number theory, set theory and topology are presented with emphasis on their history and relevance to other disciplines. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

MATH120 Survey of Calculus I

Frequency: A
Introduction to differential calculus for functions of a single variable, with applications to the behavioral, management and social sciences. Not open to students majoring in Mathematics, Physics or Chemistry. Credit will not be given for both MATH 120 and MATH 122. Prerequisite: MATH 105 or four years of college preparatory mathematics.
Credits: 3

MATH121 Survey of Calculus II

Frequency: A
Introduction to integral calculus for functions of a single variable and to the calculus of functions of several variables. Included are techniques of integration and differentiation, and applications of these techniques to the behavioral, management and social sciences. Not open to students majoring in Mathematics, Physics or Chemistry. Credit will not be given for both MATH 121 and MATH 123.
Prerequisite(s): MATH 120
Credits: 3

MATH122 University Calculus I

Frequency: A
Functions, inverse functions, limits, continuity, derivatives, indeterminate forms, antiderivatives; applications to rectilinear motion, graphing, maxima-minima, related rates; computational technology. Credit will not be given for both MATH 120 and MATH 122. Prerequisite: MATH 106 or four years of college preparatory mathematics.
Credits: 4

MATH123 University Calculus II

Frequency: A
Definite integrals, the fundamental theorem of calculus, techniques of integration, applications of the definite integral in the physical sciences and geometry, improper integrals, differential equations, sequences and series. Credit will not be given for both MATH 121 and MATH 123.
Prerequisite(s): MATH 122
Credits: 4

MATH124 Survey of Calculus III

Frequency: B
Calculus of the trigonometric and inverse trigonometric functions; linear approximations and differentials; L'Hospital's rule; additional techniques and applications of integration; volumes; techniques of integration; arc length; surface area; infinite series; key examples from the physical sciences. Not open to students who have completed MATH 123 or equivalent.
Prerequisite(s): MATH 121
Credits: 3

MATH190 Honors Problem Solving

Frequency: B
Designed to engage promising mathematics students in solving problems related to calculus and its applications. Students are partitioned into small groups and given interesting and nontrivial problems to work on together. Students present solutions in class and are required to record their work in notebooks.
Co-requisite(s): MATH 123
Credits: 2

MATH210 Discrete Mathematics

Frequency: A
Careful study of the foundations of mathematics needed for study of mathematics at the advanced undergraduate level. Topics from logic, set theory, elementary number theory, mathematical induction, functions, relations, basic combinatorics. Credit will not be given for both MATH 210 and CSIT 241.
Prerequisite(s): MATH 121 or MATH 123
Credits: 4

MATH223 University Calculus III

Frequency: A
Parametric equations, polar, cylindrical, and spherical coordinates, vector algebra, equations of lines, planes, quadratic surfaces, vector functions and space curves, calculus of functions of several variables including multiple integration; applications to the physical sciences and geometry; computational technology.
Prerequisite(s): MATH 123 or MATH 124
Credits: 4

MATH224 Differential Equations

Frequency: B
Introductory course with emphasis on methods of solution of differential equations and applications. Topics include: first order equations, higher order linear differential equations, undetermined coefficients, variation of parameters, systems of differential equations, qualitative and numerical analyses of solutions, and power series solutions and Laplace transforms as time permits.
Prerequisite(s): MATH 123
Credits: 3

MATH231 Linear Algebra

Frequency: A
Thorough treatment of linear algebraic systems. Matrix algebra; determinants; vector spaces; linear independence; basis and dimension; inner product spaces; least squares approximation; eigenvalues and eigenvectors; diagonalization. Selected applications to physics, economics, geometry, statistics, and differential equations. MATH 210 recommended.
Prerequisite(s): MATH 121 or MATH 123
Credits: 4

MATH290 Sophomore Honors Mathematics

Frequency: B
Mathematics majors who excel in calculus and/or discrete mathematics may be invited to join the Honors Program in Mathematics. MATH 290 is the first course in the Honors Program. It looks at advanced topics from calculus, discrete mathematics, and linear algebra, with emphasis on reading and writing mathematical proofs.
Prerequisite(s): MATH 210
Co-requisite(s): MATH 231
Credits: 3

MATH307 Math and Music

Frequency: C
Explores how mathematical ideas have been used to understand and create music, and how musical ideas have influenced math and science. Topics selected from the history of tuning and alternative tuning, the Music of the Spheres doctrine, historical theories of consonance, contributions to music theory by mathematicians, mathematical analysis of sound, philosophical and cognitive connections between math and music, and math in music composition and instrument design. An ability to read music is recommended. This course is not intended for math majors.
Credits: 3

MATH315 Theory of Equations

Frequency: D
Study of the theory of polynomial equations. Rational, real and complex roots of algebraic equations, the Remainder and Factor theorems, Fundamental Theorem of Algebra, solutions of cubic and bi-quadratic equations and approximation of roots.
Prerequisite(s): MATH 210
Credits: 3

MATH322 Partial Differential Equations

Frequency: C
A first course with emphasis on boundary value problems encountered in mathematical physics. Fourier series; separation of variables; D'Alembert's solution; the heat, wave and potential equations. Additional topics such as Sturm-Liouville problems or Laplace transforms as time permits.
Prerequisite(s): MATH 224
Credits: 3

MATH323 Intermediate Real Analysis

Frequency: B
Careful presentation of the ideas of calculus that are developed intuitively in the usual freshman-sophomore calculus courses. Techniques of proof in analysis; countable sets and cardinality; the real line as a complete ordered field; some topology of the real line; sequences and their limits; continuous functions and their properties; other topics as time permits.
Prerequisite(s): MATH 210 and MATH 123
Credits: 3

MATH325 Numerical Analysis

Frequency: C
Introductory course in numerical methods for digital computers. Floating point arithmetic, errors, error analysis. Roots of equations, systems of equations. Numerical differentiation and integration. Interpolation and least squares approximations.
Prerequisite(s): (MATH 123 or MATH 124) and (CSIT 106 or CSIT 121)
Credits: 3

MATH329 Mathematical Modeling

Frequency: B
An introduction to the development of mathematical models to solve various applied and industrial problems. Topics will include optimization, Lagrange multipliers, sensitivity analysis in optimization models, analysis and simulation of discrete and continuous dynamic models.
Prerequisite(s): MATH 223 and MATH 231
Credits: 3

MATH331 Abstract Algebra I

Frequency: B
Study of algebraic structures, such as groups, rings, integral domains, and fields. Basic homomorphism theorems for groups and rings are presented.
Prerequisite(s): MATH 210 and MATH 231
Credits: 3

MATH332 Abstract Algebra II

Frequency: C
Continuation of the study of groups, rings, and fields, with applications to geometric symmetry, crystallography, switching networks, and error-correcting codes.
Prerequisite(s): MATH 331
Credits: 3

MATH335 Number Theory

Frequency: C
Study of integers and their properties; divisibility; primes; congruencies; multiplicative functions; quadratic residues; quadratic reciprocity; Diophantine equations.
Prerequisite(s): MATH 210
Credits: 3

MATH337 Combinatorics
 Frequency: C
 The addition, multiplication and pigeon-hole principles. Permutations and combinations, partitions and distributions; the binomial and multinomial theorems. Generating functions; recurrence relations; principle of inclusion-exclusion; combinatorial algorithms or designs as time permits.
 Prerequisite(s): MATH 210 and MATH 231
Credits: 3

MATH341 Geometry
 Frequency: A
 Study of Euclidean geometry from both a synthetic and analytic viewpoint. Axioms for geometries; transformations; triangles and other basic shapes; constructions. Some consideration given to finite, neutral, and non-Euclidean geometries. Use of software such as Geometer's Sketchpad.
 Prerequisite(s): MATH 210
Credits: 3

MATH359 Probability Models in Operations Research
 Frequency: C
 Topics chosen from stochastic processes; birth-death processes; queuing theory; inventory theory; reliability; decision analysis; simulation.
 Prerequisite(s): STAT 350 and MATH 231
Credits: 3

MATH365 Financial Mathematics
 Frequency: C
 A rigorous treatment of the mathematical theory associated with financial transactions, including simple and compound interest, annuities, bonds, yield rates, amortization schedules and sinking funds, option pricing, capital asset pricing models, and portfolio risk analysis.
 Prerequisite(s): MATH 224 and MATH 231 and STAT 350
Credits: 3

MATH375 Deterministic Models in Operations Research
 Frequency: C
 Topics chosen from linear programming and applications; network analysis; game theory; dynamic, integer and nonlinear programming.
 Prerequisite(s): MATH 231
Credits: 3

MATH381 History of Mathematics
 Frequency: B
 Chronological study of the development of mathematics. Emphasis on the solution of selected mathematical problems associated with historical periods.
 Prerequisite(s): MATH 210
Credits: 3

MATH390 Honors Special Topics
 Frequency: B
 The course, the second in the Honors Program in Mathematics, will focus on a topic reflecting the interest of the instructor. Examples include combinatorial topology, nonlinear dynamic systems, graph theory, complex analysis, and the theory of partitions.
 Prerequisite(s): MATH 290
Credits: 2

MATH400 Independent Study
 Frequency: A
 Independent study of a selected list of readings approved by a faculty advisor. Permission of department required.
Credits: 1-3

MATH405 Senior Seminar
 Frequency: A
 Studies from selected areas of mathematics. Written reports and formal presentations will be required. Senior standing or permission of instructor required.
Credits: 1

MATH408 Special Topics Seminar
 Frequency: D
 Selected readings, discussions, and reports on topics in mathematics. Permission of department required.
Credits: 1-3

MATH420 Advanced Calculus
 Frequency: B
 Vector calculus; Jacobian matrices and their determinants; differentiation and integration of differential forms and applications to physics; generalizations of the fundamental theorem of calculus, including Green's theorem, the divergence theorem, Gauss's theorem, and Stokes' theorem; potential theory.
 Prerequisite(s): MATH 231 and MATH 223
Credits: 3

MATH423 Topics in Analysis
 Frequency: D
 Topics vary, depending on the instructor, but may include measure and integration, basic functional analysis, complex analysis, residue theory, and special functions.
 Prerequisite(s): MATH 323
Credits: 3

MATH440 Graph Theory
 Frequency: D
 Introduction to graph theory. Topics chosen from: connectivity, trees, eulerian and hamiltonian graphs, matchings, factorizations, and colorings. Applications chosen from: the shortest path problem, communication networks, the traveling salesman problem, the optimal assignment problem, and scheduling algorithms.
 Prerequisite(s): MATH 210 and MATH 231
Credits: 3

MATH490 Honors Thesis
 Frequency: B
 This is the capstone course in the Honors Program in Mathematics. Each student will conduct research under the mentorship of a faculty member, culminating in a written thesis and an oral presentation.
 Prerequisite(s): MATH 390
Credits: 3

Media Arts

MEDA120 Multimedia Applications
 Frequency: D
 The course introduces students to the core applications used in creating multimedia content. The applications range from Microsoft applications to the Adobe suite of programs for video and graphics production. Alternative software will also be explored as the course will attempt to remain current with market and industry standards for personal and business use.
Credits: 3

MEDA152 Introduction to Experimental Video Art
 Frequency: B
 An introductory level studio course for students interested in working with time based mediums such as video, sound, computer animation and the web. Utilizing a number of unique image and sound processing tools, students will produce projects that emphasize creative connections between sound, image, animation, computer music, and time. Works by video artists are viewed and discussed. Projects may take a variety of forms including videotapes, DVDs, video installation, web animations, and performance.
 Prerequisite(s): ART 155
Credits: 3

MEDA215 Interactive Art
 Frequency: B
 A studio production course that offers the opportunity to investigate interactive art production methods with particular attention to time, narrative structure and sound, in addition to image-making. Emphasizes the conceptual and creative potential of sequence and motion and the relationships between interactive forms.
 Prerequisite(s): ART 155
Credits: 3

MEDA250 Web Page Design
 Frequency: D
 The course is designed to introduce to the student the basic principles of designing web pages for the World Wide Web. Mixing traditional design concepts with web-based tools, students will learn how to code pages for the web across platforms. Students will also gain practice in the use of HTML, Java and CGI/Perl scripting.
 Prerequisite(s): MEDA 120
Credits: 3

MEDA265 Interactivity for the Web
 Frequency: B
 A studio production course that offers the opportunity to investigate web art production methods with particular attention to interactivity, navigation, sequence and audience participation. Emphasizes the conceptual and creative potential of the web and the effects of virtual interactivity on the user.
 Prerequisite(s): MEDA 215
Credits: 3

MEDA301 Media Performance I
 Frequency: B
 Course is designed to introduce students to the elements of live performance within a multimedia environment. Elements of live artistic performance (such as music, theatre, poetry, etc.) will be combined with computer-mediated elements to achieve a new style of interactive performance.
 Prerequisite(s): MEDA 215 and MEDA 152
Credits: 3

MEDA320 Audio and Desktop Multimedia
 Frequency: D
 A course designed for students with a strong interest and background in composition, multimedia, audio and MIDI. A project-oriented course focusing on audio design, analysis, and integration as it applies to multimedia authoring, motion video, and web content creation.
 Prerequisite(s): MEDA 152 or MEDA 205
Credits: 3

MEDA330 Special Topics in Media Arts
 Frequency: D
 Selected areas of Media Arts supplementing the regular program offerings.
Credits: 1-3

MEDA352 Experimental Video Art
 Frequency: B
 An intermediate level studio course dedicated to working with video as a creative medium. The course allows students to explore methods of 'real time' image processing and digital compositing, which can be used in combination to develop unique works of art. The course will explore a wide range of theories and traditions including, but are not limited to: digital image processing, computer editing, video installation, lighting, scripting, and a variety of other experimental approaches.
 Prerequisite(s): MEDA 152
Credits: 3

MEDA355 Advanced Interactivity

Frequency: B
Allows students time to expand upon the knowledge learned in Interactive Art and Interactivity for the Web. Independent projects will be produced to solidify knowledge of interactive art, web development and multimedia production.
Prerequisite(s): MEDA 265
Credits: 3

MEDA410 Advanced Experimental Video Art

Frequency: B
The convergence of video and computer technologies has resulted in a new generation of video editing tools with an unprecedented ability to structure and restructure images and sound. The course provides students the opportunity to explore "real time" image processing and digital compositing, digital image processing, computer editing, and video installation on an advanced level.
Prerequisite(s): MEDA 352
Credits: 3

MEDA440 Directed Study in Media Arts

Frequency: A
Directed work in specific areas of Media Arts, stressing depth of enquiry. Student meets with designated faculty member on a regular basis throughout the semester after filing an acceptable plan for the proposed project. Students may only enroll with instructor's permission.
Credits: 1-3

MEDA490 Independent Study Media Arts

Frequency: A
Independent work in specific areas of Media Arts, stressing depth of inquiry and development of topic. Subject of study chosen in consultation with Media Arts faculty/advisor. Students may only enroll with instructor's permission.
Credits: 1-3

MEDA495 Capstone Practicum

Frequency: B
Students work either in teams or individually on comprehensive multimedia projects. The project must employ the full range of skills and ideas reflected through the course of study in the major.
Prerequisite(s): MEDA 410
Credits: 3

MEDA499 Media Arts Internship

Frequency: A
This course is for students who wish to pursue internship opportunities with companies in the media production field. Students must coordinate their internships with the college's Internship Office. Students may only enroll with instructor's permission.
Credits: 1-15

Medical Technology**MEDT490 Clinical Internship**

Frequency: A
A full year program of study conducted at a N.A.A.C.L.S.-approved hospital medical technology program, typically one of the five programs with which Fredonia is affiliated. Students attend lectures and perform lab tests under the instruction and supervision of certified lab scientists and physicians. Upon successful completion of the internship, students receive certification as a medical technologist, are eligible to take the board exams offered by the American Society of Clinical Pathologist and are eligible to work as medical technologists in a variety of laboratory settings.
Credits: 15

MEDT491 Clinical Internship

Frequency: A
A full year program of study conducted at a N.A.A.C.L.S.-approved hospital medical technology program, typically one of the five programs with which Fredonia is affiliated. Students attend lectures and perform lab tests under the instruction and supervision of certified lab scientists and physicians. Upon successful completion of the internship, students receive certification as a medical technologist, are eligible to take the board exams offered by the American Society of Clinical Pathologist and are eligible to work as medical technologists in a variety of laboratory settings.
Credits: 15

Music Education**MUED128 Secondary Chamber Ensemble**

Frequency: A
For students who would like to achieve proficiency on an instrument besides their major instrument. Students will participate in chamber ensembles, assigned by instructor, in which they will learn to coach ensembles, as well as perform at higher level on their secondary instrument. Elective course for any Music Education major. Demonstrated playing proficiency on selected instrument through NYSSMA Level II.
Credits: 1

MUED150 Introduction to Public School Music

Frequency: B
The preliminary course for the Foundations of Music Education sequence combines an introduction to and exploration of the purposes and premises of music education. Class sessions seek to broaden students' perspectives of the profession and of the potential for a rewarding career in music education.
Credits: 0

MUED161 Beginning Trumpet

Frequency: A
Group applied instruction on the trumpet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED162 Beginning Trombone

Frequency: A
Group applied instruction on the trombone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED163 Beginning French Horn

Frequency: A
Group applied instruction on the French horn designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED164 Beginning Tuba/Euphonium

Frequency: A
Group applied instruction on the tuba/euphonium designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED171 Beginning Clarinet

Frequency: A
Group applied instruction on the clarinet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED172 Beginning Flute

Frequency: A
Group applied instruction on the flute designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED173 Beginning Oboe

Frequency: A
Group applied instruction on the oboe designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED174 Beginning Bassoon

Frequency: A
Group applied instruction on the bassoon designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED175 Beginning Saxophone

Frequency: A
Group applied instruction on the saxophone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass or woodwind instrument in its place.
Credits: 1

MUED185 Beginning Violin/Viola

Frequency: A
Group applied instruction on the violin/viola designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another string instrument in its place.
Credits: 1

MUED186 Beginning Cello
 Frequency: A
 Group applied cello designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another string instrument in its place.
Credits: 1

MUED187 Beginning String Bass
 Frequency: A
 Group applied string bass designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another string instrument in its place.
Credits: 1

MUED203 Intermediate Voice Class
 Frequency: B
 Applied group instruction in voice for non-voice general choral music education majors. Further development of student's performing ability, repertoire, and principle and technique behind healthy singing. Emphasis on an introduction to vocal anatomy and physiology, application of vocal technique to choral warm-ups and instruction.
 Prerequisite(s): MUS 113
Credits: 1.5

MUED204 Advanced Voice Class
 Frequency: B
 Applied group instruction in voice for non-voice general choral music education majors. Emphasis on methods of developing and building singing voices. Student further develops performing ability and enlarges his/her repertoire. Introduction to International Phonetic Alphabet and its application to correct diction.
 Prerequisite(s): MUED 203
Credits: 1.5

MUED210 Guitar Class
 Frequency: A
 Designed to enable students to accompany themselves and to lead others in the singing of simple folk and popular songs. Includes use of I, IV, V7 chords in the keys of G, C, D, E; simple strumming and finger picking; and single line melodies.
Credits: 1

MUED211 Guitar Class
 Frequency: A
 Continuation of MUED 210. Includes I, IV, V7 chords in the keys of A, F, B; secondary dominants; more advanced accompaniment patterns.
 Prerequisite(s): MUED 210
Credits: 1

MUED221 Percussion Class
 Frequency: A
 Group applied instruction and pedagogical approaches on percussion designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level II. Required course for Music Education majors with an instrumental concentration. Students who already possess playing and teaching competence may examine out of the requirement and substitute another percussion course in its place.
Credits: 2

MUED222 Advanced Percussion
 Frequency: A
 Group applied instruction on cymbals, drum set, and field drums and accessories. Designed to develop a playing competence sufficient to teach advanced percussion to public school students. Demonstrated playing proficiency on basic percussion and MUED 221.
Credits: 1

MUED250 Foundations of Music Education I - CAW
 Frequency: A
 Emphasizes growth characteristics typical of public school students K-6 with special regard for their ability to process and respond to and with music: perceptual, psychomotor, and cognitive abilities; affectivity; brain development and function; creativity. Students are expected to develop a knowledge base sufficient to demonstrate competence in working effectively with students in music classes at the elementary level of public school. Child Abuse Workshop training will be conducted.
 Co-requisite(s): MUED 255
Credits: 2

MUED251 Foundations of Music Education II
 Frequency: A
 For Music Education students to develop an understanding of basic principles of educational psychology and educational sociology, with specific application to teaching of music to adolescents in the public schools. The course will cover theories, methods, principles and current issues within educational psychology and sociology. Included will be a seminar in alcohol, tobacco and drug abuse.
 Co-requisite(s): MUED 256
Credits: 2

MUED255 Foundations I Practicum - Elementary
 Frequency: A
 Students act as music teachers or teacher aides for approximately 40 contact hours. This requirement may be completed during the January recess, in May/June or by several other alternatives approved by the chair for Music Education/Music Therapy. S/U Grade.
Credits: 0

MUED256 Foundations II Practicum - Middle School
 Frequency: A
 Students act as music teachers or teacher aides for approximately 40 contact hours. This requirement may be completed during the January recess, in May/June after the student has taken MUED 250 or by several other alternatives approved by the area chair for Music Education/Music Therapy. S/U Grade.
Credits: 0

MUED260 Brass Pedagogy
 Frequency: A
 Covers instructional materials and pedagogical methods common to beginning instruction in public schools on brass instruments. Student must be enrolled simultaneously in one or more brass instrument playing classes, or should already have completed the competency requirements for trumpet and trombone.
Credits: 1

MUED261 Advanced Trumpet
 Frequency: B
 Group applied instruction and pedagogical approaches on the trumpet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.
Credits: 1

MUED262 Advanced Trombone
 Frequency: B
 Group applied instruction and pedagogical approaches on the trombone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.
Credits: 1

MUED263 Advanced French Horn
 Frequency: B
 Group applied instruction and pedagogical approaches on the French horn designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.
Credits: 1

MUED264 Advanced Tuba/Euphonium
 Frequency: B
 Group applied instruction and pedagogical approaches on the tuba/euphonium designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another brass instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting brass instrument through NYSSMA Level II.
Credits: 1

MUED271 Advanced Clarinet
 Frequency: B
 Group applied instruction and pedagogical approaches on the clarinet designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.
Credits: 2

MUED272 Advanced Flute
 Frequency: B
 Group applied instruction and pedagogical approaches on the flute designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.
Credits: 2

MUED273 Advanced Oboe
 Frequency: B
 Group applied instruction and pedagogical approaches on the oboe designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.
Credits: 2

MUED274 Advanced Bassoon
 Frequency: B
 Group applied instruction and pedagogical approaches on the bassoon designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.
Credits: 2

MUED275 Advanced Saxophone
 Frequency: B
 Group applied instruction and pedagogical approaches on the saxophone designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another woodwind instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on a contrasting woodwind instrument through NYSSMA Level II.
Credits: 2

MUED285 Advanced Violin/Viola
 Frequency: B
 Group applied instruction and pedagogical approaches on the violin or viola designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another advanced string instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on cello/string bass through NYSSMA Level II.
Credits: 2

MUED286 Advanced Cello/String Bass
 Frequency: B
 Group applied instruction and pedagogical approaches on the cello or string bass designed to develop a playing competence sufficient to teach beginning students through NYSSMA Level IV. Required course for Music Education majors with an instrumental concentration. Students who already possess playing competence may examine out of the requirement and substitute another advanced string instrument in its place.
 Pre-requisite: Demonstrated playing proficiency on violin/viola through NYSSMA Level II.
Credits: 2

MUED291 Technology in Music I
 Frequency: A
 Overview of technology and its application to music composition, instruction, notation, performance, theory, and music education. Fundamentals of electronic music, MIDI, and computer usage.
 Prerequisite(s): MUS 124
Credits: 2

MUED292 Technology in Music II
 Frequency: B
 Overview of technology and its application to music composition, instruction, notation, performance, theory, and music education. Fundamentals of electronic music, MIDI, and computer usage.
 Prerequisite(s): MUS 124 and MUED 291
Credits: 2

MUED300 Foundations in Music Education III
 Frequency: A
 Foundations in Music Education III is the final foundations course in the music education sequence. It is a reading intensive course in the history of educational thought and practices in music education in the United States from the Colonial Period to current times. Students will study the philosophical bases and historical foundations for music education praxis. The course moves chronologically from the roots of Philosophy in Ancient Greece to today, but most

emphasis is placed on Twentieth-Century thought and movements in American music education. Professional Standing required.
Credits: 3

MUED301 General Music in Elementary School
 Frequency: A
 Specific competencies are developed for implementing general music activities and programs in grades K through six. Intern teaching with students in elementary school classrooms. Professional Standing required.
 Co-requisite(s): MUED 356
Credits: 2

MUED302 General Music in Secondary School
 Frequency: A
 Specific competencies are developed for implementing general music activities and programs in middle school through high school. Intern teaching with students in middle school or high school. Professional Standing required.
 Co-requisite(s): MUED 356
Credits: 3

MUED304 Instrumental Music in Elementary School
 Frequency: A
 Covers various strategies and techniques employed in elementary and middle school lessons, small and large ensembles, various instructional models, methods, and materials. Emphasis on developing new skills and strategies to plan, deliver, and assess meaningful educational experiences in elementary and middle school settings. Intern teaching with students in elementary and middle school classrooms. Professional standing.
 Co-requisite(s): MUED 393
Credits: 2

MUED305 Instrumental Music in Secondary School
 Frequency: A
 Covers various strategies and techniques employed in high school lessons, small and large ensembles, various instructional models, methods and materials. Emphasis on developing new skills and strategies to plan, deliver and assess meaningful educational experiences in a high school setting. Intern teaching with high school students. Professional standing.
 Co-requisite(s): MUED 394
Credits: 2

MUED310 Guitar Class
 Frequency: A
 Designed to enable students to accompany themselves and to lead others in the singing of simple folk and popular songs. Includes use of transposition and capo, more advanced melodic patterns, and melody and accompaniment combinations.
 Prerequisite(s): MUED 211
Credits: 1

MUED311 Guitar Class
 Frequency: A
 Continuation of MUED 310; includes pedagogy of guitar for individuals in public schools, music therapy, and private instruction.
 Prerequisite(s): MUED 310
Credits: 1

MUED315 Music, Play, and Self
 Frequency: A
 A course primarily for students with little or no previous musical knowledge or skill. Examines the relationships among music, play and self, especially with regard to children. Emphasizes activity, creativity and personal expression.
Credits: 3

MUED331 Marching Band Techniques
 Frequency: D
 Technical and organizational considerations for the public school marching band program. Topics include parade, field and show marching, rehearsal techniques, drill and show design, festivals and competitions, auxiliary and support units. Individual and class projects include field-based instruction.
Credits: 2

MUED355 Foundations III Practicum - Secondary
 Frequency: A
 Continuation of previous practicum. S/U Grade.
 Prerequisite(s): MUED 256
Credits: 0

MUED356 Methods Practicum - Elective
 Frequency: A
 Continuation of previous practicum. S/U Grade.
 Prerequisite(s): MUED 355
Credits: 0

MUED391 Elementary School Choral Rehearsal Techniques
 Frequency: B
 Course covers a conducting review, child's voice, music selection, and rehearsal techniques such as pacing, chunking, sequencing, warm-ups, and teaching the National Standards in a performing ensemble. Taught in a laboratory setting with students rehearsing each other.
 Prerequisite(s): MUS 232 and MUS 317
Credits: 3

MUED392 Secondary School Choral Rehearsal Techniques
 Frequency: B
 Course covers audition procedures, score preparation, music selection, conducting, changing voices, teaching sight reading, recruitment, assessment, pop ensembles, and the development of a choral curriculum. Taught in a laboratory setting with students rehearsing each other.
 Prerequisite(s): MUS 232 and MUS 318
Credits: 3

MUED393 Elementary School Instrumental Rehearsal Techniques
 Frequency: A
 Implements methods and strategies studied in MUED 304 in a laboratory rehearsal experience. Score study, rehearsal planning, assessment, conducting, and rehearsal techniques appropriate to elementary and middle school levels. Professional standing.
 Co-requisite(s): MUED 304
Credits: 2

MUED394 Secondary School Instrumental Rehearsal Techniques
 Frequency: A
 Implements methods and strategies studied in MUED 305 in a laboratory rehearsal experience. Score study, rehearsal planning, assessment, conducting, and rehearsal techniques appropriate to high school level. Professional standing.
 Co-requisite(s): MUED 305
Credits: 2

MUED400 Professional Semester
 Frequency: A
 Student teaching in selected public schools in western New York State under the supervision of university music education faculty and cooperating teachers. With music education faculty advisement, students typically seek placements that provide experience and credentials in the musical specialties, and at the public school levels, in which they expect to seek professional positions.
Credits: 14

MUED450-451 Directed Study in Music Education
 Frequency: A
 Projects related to music education but not otherwise a part of regular course offerings. Requires a formal Learning Contract approved by a faculty sponsor and the chair for Music Education/Music Therapy.
Credits: 1-3

MUED470-479 Special Topics in Music Education
 Frequency: D
 Studies of area supplementing, not replacing, regular course offerings.
Credits: 1-3

MUED485 Advanced Instrument Pedagogy
 Frequency: A
 For instrument majors to learn advanced techniques for teaching their instrument. Course involves teaching beginning instrument classes with guidance and instruction from faculty.
 Prerequisite(s): MUS 325 and MUED 304 and MUED 393
Credits: 2

Music

MUS021-048 Music Ensembles
 Frequency: A
 All music students participate in the university music ensembles, the required number of participations varying among the several music curricula. Participation in any ensemble is open to students in other departments of the university by audition and consent of the conductor and/or Director of the School of Music.
Credits: .5 or 1, as listed below

Music Ensembles

MUS 021	University Chorus*	1
MUS 022	College Choir	1
MUS 023	Chamber Singers	1
MUS 024	Women's Chorus	1
MUS 025	All-College Band*	1
MUS 026	Concert Band	1
MUS 027	Wind Symphony	1
MUS 028	Wind Ensemble	1
MUS 029	Symphony Orchestra	1
MUS 030	Chamber Orchestra	1
MUS 031	String Chamber Ensemble	.5
MUS 032	Music Theatre Ensemble	.5
MUS 033	Opera Production Practicum	.5
MUS 034	Opera Workshop	.5
MUS 035	Piano Ensemble	1
MUS 036	Woodwind Chamber Ensemble	.5
MUS 037	Brass Chamber Ensemble	.5
MUS 038	Saxophone Ensemble	.5
MUS 039	Flute Ensemble	.5
MUS 040	Brass Choir	.5
MUS 041	Percussion Ensemble	.5
MUS 042	African Drumming Ensemble	.5
MUS 043	Guitar Chamber Ensemble	.5
MUS 044	Guitar Quartet	1
MUS 045	Guitar Ensemble	1
MUS 046-048	Special Ensembles	.5

* Ensembles that do not require an audition and are open to non-music majors.

MUS100 Recital-Seminar
 Frequency: A
 Required of all freshman music majors enrolled in private applied music instruction or composition. Students perform or critique performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one week, studio; next week, area; following, school recitals.
Credits: 0

MUS101 Beginning Music Theory I
 Frequency: B
 For students with little or no background in music. Course deals with beginning and rudimentary aspects of music including clefs, scales, chords, key signatures, melody, harmony, ear training, and aural perception.
Credits: 3

MUS102 Beginning Music Theory II
 Frequency: B
 For students with little or no background in music. Course deals with beginning and rudimentary aspects of music including clefs, scales, chords, key signatures, melody, harmony, ear training, and aural perception.
Credits: 3

MUS103 Beginning Piano Class for Non-Majors
 Frequency: D
 A one semester beginning piano class for non-majors.
Credits: 1

MUS104 Applied Music Class Non-Music Majors
 Frequency: D
 Group instruction in voice, keyboard, and orchestral instruments for students not majoring in music. Previous experience in performance medium required. Enables student to enhance performance ability in performance area. May involve rental of instrument. Course may be repeated for credit.
Credits: 1

MUS105 Applied Music Major
 Frequency: A
 Weekly half-hour private applied instruction for music majors in Bachelor of Arts and Bachelor of Science degree programs. See MUS 125-126 for further information about the requirements of specific studios.
Credits: 2

MUS106 Applied Music Major
 Frequency: A
 Weekly half-hour private applied instruction for music majors in Bachelor of Arts and Bachelor of Science degree programs. See MUS 125-126 for further information about the requirements of specific studios.
Credits: 2

MUS107 Double Reed Class I
 Frequency: B
 (Required for all freshman oboe and bassoon majors.) The beginning fundamentals of reed making are covered including formation of blank and rudimentary scraping skills.
Credits: .5

MUS108 Double Reed Class II
 Frequency: B
 (Required for all freshman oboe and bassoon majors.) A continuation of Class I. The course covers shaping, gouging and refinement of scraping skills.
 Prerequisite(s): MUS 107
Credits: .5

MUS109 Harp Class, Elementary
 Frequency: A
 Introductory course for beginners on the harp. Hand position, finger exercises, and tone production.
Credits: 1

MUS110 Harp Class, Intermediate
 Frequency: B
 Continuing development of tone and technique: elementary harp repertoire.
 Prerequisite(s): MUS 109
Credits: 1

MUS111 The Rudiments of Music
 Frequency: A
 A course for students who do not successfully complete the rudiments proficiency exam required for entrance into MUS 123. Covers the fundamentals of scales, key signatures, intervals, triads, and rhythm.
Credits: 1

MUS113 Voice Class
 Frequency: A
 One-semester course in basic vocal skills. Primary objective is to develop vocal technique for demonstration as instrumental or vocal conductor, and for choral participation.
Credits: 1

MUS115 Music Appreciation
 Frequency: A
 Introduction to music in Western civilization: materials of music (melody, harmony, rhythm, tempo, dynamics, musical structure and design, and musical style); various performance media. Major composers of each musical epoch discussed, musical examples listened to in class. Covers 19th century Romanticism; 18th century classicism; medieval, renaissance, and baroque music; the 20th century, and the American scene.
Credits: 3

MUS117-118 Piano Class, Elementary
 Frequency: A
 For students with little or no piano background. Development of beginning technique through major and minor scales and arpeggios, chord study, harmonization, transposition, sight reading, pedal usage, and improvisation.
 Prerequisite(s): MUS 117
Credits: 1

MUS119 Free Improvisation
 Frequency: A
 This course is an exploration of the art of music improvisation for self-expression. It is taught in a supportive, safe environment of non-judgment, in order to give students the freedom needed to create music spontaneously. The voice is considered the primary instrument. Drums, and other World Music instruments will be provided. Other instruments—primary, secondary, or otherwise may be used in the class.
Credits: 1

MUS120 Concert Attendance

Frequency: A
Attendance at a minimum of eight approved concerts (including faculty solo and ensemble recitals, Western New York Chamber Orchestra, visiting artists, and major student ensembles) each semester.
Credits: 0

MUS121 Aural Skills I

Frequency: A
Course deals with various aspects of ear training including melodic, harmonic, and formal perception as well as sightsinging skills.
Credits: 2

MUS122 Aural Skills II

Frequency: A
A continuation of MUS 121 dealing with various aspects of ear training including melodic, harmonic, and formal perceptions as well as sightsinging skills.
Prerequisite(s): MUS 121
Credits: 2

MUS123 Music Theory I

Frequency: A
Course deals with elements of counterpoint, harmony, rhythm, and phrase analysis.
Pre-requisite: Satisfactory completion of Rudiments Exam.
Credits: 3

MUS124 Music Theory II

Frequency: A
A continuation of MUS 122 dealing with more advanced aspects of harmony, melody, form, and style analysis.
Prerequisite(s): MUS 123
Credits: 3

MUS125-126 Applied Music Major

Frequency: A
Weekly hour private applied instruction for music majors in Bachelor of Music in Performance and Bachelor of Music in Music Education degree programs.
Credits: 2

MUS127-128 Applied Music (Composition)

Frequency: A
Weekly half-hour private applied instruction for music majors in Bachelor of Music-Composition degree program.
Credits: 1

MUS131 Applied Musicianship I

Frequency: A
Study of solfege and conducting as basic tools of musicianship.
Credits: 1

MUS132 Applied Musicianship II

Frequency: A
Study of solfege and conducting as basic tools of musicianship.
Credits: 1

MUS137-140 Diction for Singers

Frequency: B
A two-semester sequence intended to give singers an understanding of the International Phonetic Alphabet (IPA) and a thorough application of IPA symbols to the sounds of Italian, German, French, Latin and English dictions. The course is designed for voice students in all music curricula, and may be taken by students from other majors as well.
Credits: .5

MUS163-164 Our World of Music

Frequency: B
An introduction to the study of music at the university level, to careers in music and to music in general. Much of the course involves a theoretical and musicological survey of musical style in cultures throughout the world, creating a foundation for musical understanding in later academic studies.
Credits: 1

MUS200 Recital Seminar

Frequency: A
Required of all sophomore music majors enrolled in private applied music instruction or composition. Students perform or critique the performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one week, studio; the next week, area; and the following week, school recitals.
Credits: 0

MUS205 Applied Music Major

Frequency: A
Weekly half-hour private applied instruction for music majors in Bachelor of Arts, Bachelor of Science and Bachelor of Music in Composition degree programs. See MUS 225-226 for further information about the requirements of specific studios.
Prerequisite(s): MUS 106
Credits: 2

MUS206 Applied Music Major

Frequency: A
Weekly half-hour private applied instruction for music majors in Bachelor of Arts, Bachelor of Science and Bachelor of Music in Composition degree programs. See MUS 225-226 for further information about the requirements of specific studios.
Prerequisite(s): MUS 205
Credits: 2

MUS209 Harp Class, Advanced

Frequency: D
Advanced training in technique: scales, arpeggios, harmonies, pedal studies, chords, octaves, glissandi, and finger exercises in velocity.
Prerequisite(s): MUS 110
Credits: 1

MUS217 Piano Class, Intermediate

Frequency: A
Intermediate course in functional piano playing of major, minor, modal scales, arpeggios, harmonization using primary and secondary chords, seventh chords, and secondary dominants; transposition, improvisation, sight reading, and repertoire.
Prerequisite(s): MUS 118
Credits: 1

MUS218 Piano Class, Intermediate

Frequency: A
Continuation of development of functional piano skills through technique studies, harmonization, part-reading, transposition, improvisation and accompanying. Piano Standards barrier exam at end of course.
Prerequisite(s): MUS 217
Credits: 1

MUS221 Aural Skills III

Frequency: A
A continuation of MUS 123 dealing with more advanced aspects of ear training including melodic, harmonic, and formal perception as well as sightsinging skills.
Prerequisite(s): MUS 122
Credits: 2

MUS222 Aural Skills IV

Frequency: A
A continuation of MUS 221 dealing with the more advanced aspects of ear training including melodic, harmonic, and formal perception as well as sightsinging skills.
Prerequisite(s): MUS 221
Credits: 2

MUS223 Music Theory III

Frequency: A
A continuation of MUS 124 dealing with more advanced aspects of harmony, form, and style analysis.
Prerequisite(s): MUS 124
Credits: 3

MUS224 Music Theory IV

Frequency: A
A continuation of MUS 223 dealing with advanced harmony, form, and style analysis.
Prerequisite(s): MUS 223
Credits: 2

MUS225 Applied Music Major

Frequency: A
Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
Prerequisite(s): MUS 126
Credits: 2

MUS226 Applied Music Major

Frequency: A
Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
Prerequisite(s): MUS 225
Credits: 2

MUS231 Conducting I

Frequency: B
Basic conducting technique with special emphasis on score reading and improved aural skills, rehearsal planning and efficient use of time, conducting leadership style, and ability to communicate effectively with an ensemble.
Prerequisite(s): MUS 132
Credits: 2

MUS232 Conducting II

Frequency: B
Continuation of skills developed in MUS 231. Special emphasis on interpretation within defensible parameters, aural refinements in overcoming difficulties, diction (chorus)/articulation (instrumental), balance, and blend.
Prerequisite(s): MUS 231
Credits: 2

MUS235 Musical Theatre Voice

Frequency: A
Continuation of fundamentals of vocal technique. Emphasis upon German literature and literature from the Broadway stage. Continued study of contemporary vocal literature as well as introduction to operatic and oratorio repertoire.
Prerequisite(s): MUS 126
Credits: 3

MUS236 Musical Theatre Voice

Frequency: A
Continuation of fundamentals of vocal technique. Emphasis upon German literature and literature from the Broadway stage. Continued study of contemporary vocal literature as well as introduction to operatic and oratorio repertoire.
Prerequisite(s): MUS 235
Credits: 3

MUS237 Composition Seminar

Frequency: B
First semester: introduction to free composition concentrating on creative musical inclinations of individual student. Second semester: continuation of first, increased attention to preparing student compositions for performance.
Prerequisite(s): MUS 122 and MUS 123 and MUS 124
Credits: 2

MUS238 Composition Seminar

Frequency: B
First semester: introduction to free composition concentrating on creative musical inclinations of individual student. Second semester: continuation of first, increased attention to preparing student compositions for performance.
Prerequisite(s): MUS 237
Credits: 2

MUS245 Performance Major
 Frequency: A
 Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
 Prerequisite(s): MUS 126
Credits: 4

MUS246 Performance Major
 Frequency: A
 Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
 Prerequisite(s): MUS 245
Credits: 4

MUS262 American Music
 Frequency: C
 Survey of U.S. music, Colonial times to present. Such American developments studied as music of first New England School, vernacular and black music of 19th century, jazz, and mixed media music of 20th century. American music which parallels and absorbs European developments and distinctly American contributions to Western music, such as music of Ives, Gershwin, and Copland included.
Credits: 3

MUS263 Music History in Western Civilization I
 Frequency: B
 Survey of Western art music from the medieval era to the classical period, focusing on primary composers and their works, and major style periods. Through readings and listening assignments the course will construct a basic historical narrative of music as an evolving art form and as an integral part of society.
Credits: 3

MUS264 Music History in Western Civilization II
 Frequency: B
 Survey of Western art music from the classical period to today, focusing on primary composers and their works, and major style periods. Through readings and listening assignments the course will construct a basic historical narrative of music as an evolving art form and as an integral part of society.
 Prerequisite(s): MUS 263
Credits: 3

MUS265 History of Jazz
 Frequency: B
 For majors and non-majors. History of jazz, early African American origins through 1970s. Survey of principal movements and personalities in jazz and sociological and cultural influences on these movements.
Credits: 3

MUS267 African American Music
 Frequency: B
 A chronological history of African American music from its African roots through American forms of work songs, cries, hollers, spirituals, blues, ragtime, jazz, rhythm and blues, rock and roll, soul, gospel, rap, and music written by 20th century Black composers.
Credits: 3

MUS269 Music Criticism
 Frequency: B
 Development of method and vocabulary for critiquing musical works and performances. Extensive in-class listening and discussion. Reading assignments survey the history of music criticism and compare reviews of various musical genres and the other arts. Writing assignments include reviews of concerts and recordings. Non-music majors should have taken a college-level music course or have significant experience in music activities.
 Prerequisite(s): ENGL 100
Credits: 3

MUS270 The History of American Popular Music, 1900-1963
 Frequency: D
 A non-technical survey of the twentieth century American popular music genres, beginning with ragtime and ending at the time of the emergence of the new British rock. Among the subjects covered will be vaudeville, blues, country music, the Big Band era, Broadway and Hollywood, pop vocalists, rhythm and blues, early rock 'n' roll, and ethnic and regional popular music. Classes will consist of listening and discussion. Written assignments will be based on required and supplemental listening and recommended readings.
 Prerequisite(s): ENGL 100
Credits: 3

MUS285 Music Copyright
 Frequency: C
 An exploration of copyright purpose, history, use and challenges. Students will learn about copyright ownership and registration, and how copyright is used to manage royalties, publication, project development, and dissemination of the intellectual property through the various media, including the Internet.
 Prerequisite(s): MUS 380
Credits: 3

MUS300 Recital Seminar
 Frequency: A
 Required of all junior-level music majors enrolled in private applied music instruction or composition. Students perform or critique performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one-week studio, the next week area, and following week school recitals.
Credits: 0

MUS305 Applied Music Major
 Frequency: A
 Weekly half-hour private applied instruction for music majors in Bachelor of Arts and Bachelor of Music in Composition degree programs. See MUS 325-326 for further information about the requirements of specific studios.
 Prerequisite(s): MUS 206
Credits: 2

MUS306 Applied Music Major
 Frequency: A
 Weekly half-hour private applied instruction for music majors in Bachelor of Arts and Bachelor of Music in Composition degree programs. See MUS 325-326 for further information about the requirements of specific studios.
 Prerequisite(s): MUS 305
Credits: 2

MUS315-316 Secondary Applied Study
 Frequency: A
 Weekly one-half hour private instruction on an instrument other than a student's principal applied instrument, and for which the student has already had the appropriate secondary applied group instruction in a playing class.
Credits: 1

MUS317 Piano Class
 Frequency: A
 More advanced class for non-keyboard major with emphasis on technique development, sight reading, ensemble playing and repertoire such as Bach, Two-Part Invention; Chopin, Prelude in B minor, and Sonatinas by Clementi, Kuhlau.
 Prerequisite(s): MUS 218
Credits: 1

MUS318 Piano Class
 Frequency: A
 More advanced class with emphasis on performance of solo piano literature, accompaniment of vocal and instrumental solos and choral accompaniments.
 Prerequisite(s): MUS 317
Credits: 1

MUS325-326 Applied Music Major
 Frequency: A
 Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
 Prerequisite(s): MUS 226
Credits: 2

MUS330 Advanced Instrumental Conducting
 Frequency: A
 Develop proficiency in manual and aural skills with special emphasis on rehearsal techniques. Studies and practices aimed toward improved clarity and musicality of basic conducting technique. Practical exploration of rehearsal techniques with an emphasis on efficiency of solving problems of balance, ensemble, intonation and phrasing.
 Prerequisite(s): MUS 231 and MUS 232 and MUS 222 and MUS 224
Credits: 2

MUS333 Musics of the World
 Frequency: B
 Non-technical introduction to ethnomusicology. Survey of musical styles from around the world emphasizing how music reflects and influences society.
Credits: 3

MUS334 Music of Latin America
 Frequency: D
 Survey of the Concert Music of Latin America from colonial times to the present. Special emphasis will be placed on the unique culture of this region and its relationship to the compositional characteristics of its music. Students will become familiar with the geography, history, and distinctive elements which make up the major regions (Rio de la Plata, Caribbean, Andean, etc.). Although there are no prerequisites, a reading knowledge of Spanish would be desirable.
Credits: 3

MUS335-336 Musical Theatre Voice
 Frequency: A
 Continuation of the study of vocal techniques. Possible inclusion of the French repertoire. Continuation of the study of literature of the Broadway stage, opera and oratorio.
 Prerequisite(s): MUS 236
Credits: 3

MUS337 Composition Seminar
 Frequency: B
 Original work in composition accompanied by study and analysis of past and contemporary musical compositions and creative concepts.
 Prerequisite(s): MUS 222 and MUS 223 and MUS 224
Credits: 2

MUS338 Composition Seminar
 Frequency: B
 Original work in composition accompanied by study and analysis of past and contemporary musical compositions and creative concepts.
 Prerequisite(s): MUS 337
Credits: 2

MUS340 Piano Pedagogy

Frequency: C
Study of the various methods and literature for the elementary student. Lectures and discussions. Observations of private and class lessons. Supervised teaching.
Prerequisite(s): MUS 226
Credits: 2

MUS344 Vocal Pedagogy

Frequency: B
Introduction to the objective study of the art of singing. Students will develop a working knowledge of the anatomy and physiology of the vocal mechanism as it relates to posture, respiration, phonation, resonance and articulation in singing. Findings from other sciences are applied to problems of vocal development, voice disorders and vocal hygiene. Students are expected to develop a knowledge base in these areas sufficient to demonstrate competence in working with voices of all ages in a voice studio setting.
Credits: 3

MUS345-346 Performance Major

Frequency: A
Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
Prerequisite(s): MUS 246
Credits: 4

MUS347-348 Applied Music Recitation

Frequency: A
Student prepares Junior Performance Recital while enrolled in MUS 347-348. Recitations scheduled concurrently with appropriate semesters of Applied Music (MUS 345, 347, and 346, 348).
Credits: 1

MUS349 Vocal Pedagogy Practicum

Frequency: A
Students act as voice instructors for approximately 15 contact hours per semester teaching studio voice lessons. One 2 hour weekly seminar concentrates on methods of building voices, assessing and assigning vocal literature, building recital programs, choice and use of exercises and vocalizes.
Prerequisite(s): MUS 344
Credits: 1

MUS350 Special Topics in Music History

Frequency: D
A course to permit music history instructors to initiate special studies in specialized subjects.
Credits: 3

MUS351 Independent Study Music History

Frequency: D
An opportunity for a student to pursue a limited study under supervision. The study will usually result in a research-based term paper.
Credits: 1

MUS354 Form and Analysis

Frequency: A
The final course in the music theory sequence for music majors; students engage critical and stylistic analysis of music throughout the ages and into the present.
Prerequisite(s): MUS 223
Credits: 3

MUS355-356 Performance Practicum

Frequency: A
Music Performance majors in orchestral instruments tutoring secondary or non-major applied music classes under supervision of applied studio faculty.
Credits: 0

MUS358 Governments and the Avant Garde

Frequency: D
Interdisciplinary course begins with a section on arts and governments of former times, and in socialist countries, to provide an historical context for systems current in the U.S. and Canada. Then the arts-funding institutions of the U.S. and Canada will be studied. The actual interactions of U.S. and Canadian governments and artists will be compared.
Credits: 3

MUS361 Jazz Improvisation

Frequency: B
A performance lab and study of various theoretical foundations of improvised jazz. Mainstream style is emphasized.
Prerequisite(s): MUS 122 and MUS 124
Credits: 2

MUS362 Jazz Theory

Frequency: B
A study of jazz harmony: chord symbols, melody, harmonization, chord extensions and substitutions in various jazz styles. Ear training in jazz style will also be included.
Credits: 3

MUS371 Woodwind Repair

Frequency: C
Introduction to common repair problems, preventative maintenance, adjustments necessary to maintain good playing condition, and emergency repairs on the woodwind instruments. Replacement of pads, springs, corks and felts.
Prerequisite(s): MUED 271 and MUED 272
Credits: 2

MUS372-379 Special Topics in Music

Frequency: D
Study of music areas supplementing but not replacing regular courses. Topics, credit hours, and instructor determined by school.
Credits: 1-3

MUS380 The Business of Music

Frequency: C
A comprehensive exploration of the various facets of the music business including careers in music, music publishing (copyrights, licensing, music books, exploitation of catalogue), the record business (recording, artist management, licensing, record distribution), tour management, self-employment business basics and ethics in the music business.
Credits: 3

MUS381 Survey of Song Literature

Frequency: C
A survey of representative composers and associated poets from their origins to the present in the English, French, and German language art song traditions. Discussions will include divergent approaches to style and text setting, historical development of the genre and associated musical characteristics. Music studied through scores, recordings and student performances.
Prerequisite(s): MUS 246
Credits: 3

MUS383 French Song

Frequency: D
A study of selected 19th and 20th century French vocal literature in its literary and musical context, to acquaint singers and pianists with composers and poets from the viewpoint of intellectual history and literary movements.
Prerequisite(s): MUS 137 and MUS 138 and MUS 139 and MUS 140
Credits: 2

MUS385 Music Contracts

Frequency: C
The music business engages musicians with detailed contracts that establish terms of management, marketing, producing, licensing, recording, distribution, and the like. The student will learn about standard language and the principles of contract negotiations.
Prerequisite(s): MUS 285
Credits: 3

MUS387 German Song

Frequency: D
A study of selected German vocal literature in its literary and musical context to acquaint singers and pianists with authors and their background from the viewpoint of intellectual history and literary movements.
Credits: 2

MUS395 Career/Business Management for Musicians

Frequency: C
Business and marketing skills for the professional performing musician and private studio teacher. Career and financial planning, accounting and record-keeping, taxes and insurance, contracts and booking, promotion and marketing, etc. Junior standing in Music or permission of instructor required.
Credits: 3

MUS396 Guitar Pedagogy

Frequency: C
The course is designed to help students develop the skills necessary to be successful guitar teachers. The focus will be on classical guitar methods and literature. Topics include early childhood education, guitar in the classroom, and running a private music studio, technical development, and etudes.
Credits: 3

MUS400 Recital Seminar

Frequency: A
Required of all senior-level Music majors enrolled in private applied music instruction or composition. Students perform or critique performance or composition of colleagues during one recital-seminar each week. Recital schedule rotated: one week studio, the next week area, and following week, school recitals.
Credits: 0

MUS401 Orchestration

Frequency: C
Fundamentals of scoring for orchestra with particular attention to range, color, transposition, and technical possibilities of individual instruments. Special characteristics of the various choirs and appropriate scoring for different styles of compositions. Student papers projected on screen for class performance and evaluation.
Prerequisite(s): MUS 122 and MUS 123 and MUS 124
Credits: 3

MUS403 20th Century Counterpoint

Frequency: C
A study of the art of counterpoint as practiced from its beginning in western musical history to the present, concentrating on analysis of important examples and some compositional exercises based thereon.
Prerequisite(s): MUS 222 and MUS 224
Credits: 3

MUS404 Choral Arranging
 Frequency: B
 Fundamental techniques of arranging for a cappella and accompanied choral groups. Deals primarily with problems of public school-aged choral ensembles, their specific characteristics and limitations, including ranges, voice combinations, and suitable material. Includes consideration of use of special choral devices and treatments.
 Prerequisite(s): MUS 222 and MUS 223 and MUS 224
Credits: 2

MUS405-406 Applied Music Major
 Frequency: A
 Weekly half-hour private applied instruction for Music majors in Bachelor of Arts in Applied Music degree program. See MUS 425-426 for further information about the requirements of specific studios.
 Prerequisite(s): MUS 306
Credits: 2

MUS408 History and Literature of the Wind Band
 Frequency: D
 Survey of various influences (political, social, musical, etc.) upon the development of the Wind Band and its repertoire. Extensive listening, analysis and discussion with individual projects including bibliography and discography development.
Credits: 3

MUS409 History and Literature of the Guitar
 Frequency: D
 For majors and non-majors. A survey of guitar history from the years 1487 to the present. Primary attention will be devoted to guitar composers/performers and their musical works examined in historical, aesthetic and social contexts. These include: musical form and genre; compositional practices and procedures; aspects of the composer's biography and/or historical events that shaped his or her attitudes; general intellectual trends that helped to shape musical practices; and the original venues and circumstances in which the musical works were created and heard.
Credits: 3

MUS415 Piano Class for Keyboard Majors
 Frequency: B
 Introductory course in functional piano for keyboard majors. Technical study of modal scales, harmonization using primary and secondary chords, secondary dominant chords, and seventh chords in folk, pop and beginning jazz style, transposition, part-reading, ensemble playing, playing by ear, sight reading, improvisation, transposing instrument parts and reading clefs.
 Prerequisite(s): MUS 317 and MUS 318
Credits: 1

MUS416 Piano Class for Keyboard Majors
 Frequency: B
 Continuation of development of functional piano skills of harmonization, part-reading, transposition, sight reading, and improvisation; playing and improvising rags, and writing or arranging a piano duet. Piano standards barrier exam at end of course.
 Prerequisite(s): MUS 415
Credits: 1

MUS417 Piano Class for Non-Keyboard Majors
 Frequency: A
 More advanced course in functional piano with emphasis on harmonization in pop and jazz style. Continued work on transposition, sight reading, playing by ear and part-reading. Music Education majors take the piano proficiency barrier at conclusion of course.
 Prerequisite(s): MUS 317 and MUS 318
Credits: 1

MUS418 Piano Improvisation for Non-Keyboard Majors
 Frequency: A
 Emphasis on harmonization of lead sheets with jazz voicings, chord substitution, creative harmonization, tri-tone substitution; improvisation of 12 bar blues and boogie.
 Prerequisite(s): MUS 317 and MUS 318
Credits: 1

MUS420 Piano Literature
 Frequency: C
 Survey of representative piano literature for performance and teaching. Analysis of principal works of Bach, Haydn, Mozart, Beethoven, Chopin, Brahms, Schumann, Liszt, and the impressionistic and modern composers. Emphasis on structural and stylistic considerations.
 Prerequisite(s): MUS 221 and MUS 222 and MUS 223
Credits: 3

MUS424 The History of Opera
 Frequency: D
 Technical study of opera emphasizing its musical and dramatic development, relating it to social, cultural, and intellectual forces influencing it.
 Prerequisite(s): MUS 122 and MUS 123 and MUS 124
Credits: 3

MUS425-426 Applied Music Major
 Frequency: A
 Preparation for senior recital. Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
 Prerequisite(s): MUS 326
Credits: 2

MUS433 Romanticism and Music
 Frequency: D
 Investigation of aesthetic and philosophical concepts of Romanticism in art, literature, and philosophy; search for those conceptual characteristics in history of musical style.
Credits: 3

MUS435-436 Musical Theatre Voice
 Frequency: A
 Preparation of the B.F.A. in Musical Theatre recital which includes dance technique, acting technique and the culmination of the three previous years of vocal study.
 Prerequisite(s): MUS 336
Credits: 3

MUS437 Composition Seminar
 Frequency: B
 Free composition in seminar and semi-private consultations.
 Prerequisite(s): MUS 338
Credits: 2

MUS438 Composition Seminar
 Frequency: B
 Free composition in seminar and semi-private consultations.
 Prerequisite(s): MUS 437
Credits: 2

MUS439 Composition Seminar
 Frequency: A
 Continuation of free composition with detailed study of 20th century compositional techniques.
Credits: 3

MUS440 Composition for Electronic Media I
 Frequency: B
 Basic compositional and technical skills necessary for realization of electronic music. Emphasis on proper recording, editing, mixing, and synthesis techniques as they relate to the composer. Analog synthesis is stressed. An introduction to digital synthesis (MIDI, FM, computer-assisted composition) also included. Brief historical survey of medium presented.
 Prerequisite(s): MUS 122 and MUS 123 and MUS 124
Credits: 3

MUS441 Composition for Electronic Media II
 Frequency: B
 Electronic music composed and realized using a variety of computer-related techniques. Covers digital recording and synthesis using MIDI and other digital audio hardware/software. Emphasis on MIDI and audio sequencing. Related topics include electronic orchestration, computer assisted software and algorithms, and literature.
 Prerequisite(s): MUS 122 and MUS 123 and MUS 124 and MUS 440
Credits: 3

MUS442 Seminar in Computer Music
 Frequency: B
 A seminar focused on the development and practice of composing music using algorithms, represented by tools such as Max/MSP, CSound, SuperCollider, Symbolic Composer, and Jitter. These applications are comparatively lower-level softwares that require the writing of algorithms that control data (creation and flow) and digital signal processing in order to create musical structures. This is NOT a course dealing with commercial software such as sequencers, samplers, or editors.
 Prerequisite(s): MUS 440 or MUS 441
Credits: 3

MUS443 Seminar in New Music Software
 Frequency: B
 A seminar focusing on the latest developments in compositional and performance software tools. Applications considered could include (but not limited to): Reason, Metasynth, Artmatic, Arkaos Visualizer, Re Cycle, Garageband, Reaktor, and Kontakt. Emphasis will be placed on the musical uses and metaphors for each tool and will be demonstrated through research, presentations and creative projects.
 Prerequisite(s): MUS 440 or MUS 441
Credits: 3

MUS445-446 Performance Major
 Frequency: A
 Preparation for senior recital. Bassoon, Cello, Clarinet, Classical Guitar, Double Bass, Euphonium, Flute, French Horn, Harp, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice.
 Prerequisite(s): MUS 346
Credits: 4

MUS447-448 Applied Music Recitation
 Frequency: A
 Student prepares Senior Performance Recital while enrolled in MUS 447-448. Recitations scheduled concurrently with appropriate semesters of Applied Music (445, 447; and 446, 448).
Credits: 1

MUS450 Directed Studies
 Frequency: A
 Directed Studies in music. Designed exclusively for Childhood Education majors with a concentration in music. Includes voice proficiency, vocal instruction, observation of elementary music classrooms, and conducting.
Credits: 2

MUS451 Directed Studies

Frequency: A
Directed Studies in music. Designed exclusively for Childhood Education majors with a concentration in music. Includes voice proficiency, vocal instruction, observation of elementary music classrooms, and conducting.
Credits: 2

MUS453 The Baroque Period in Music

Frequency: D
Detailed study of styles, trends, and developments in music, 17th and 18th centuries through preclassical era. Music studied through scores, recordings, and performance. Review of important historical and theoretical developments.
Credits: 3

MUS454 The Classical Period in Music

Frequency: D
Study of styles, trends, and developments in music in Classical period (ca. 1740-1820). Study of music of Haydn, Mozart, and other composers included. Music studied through scores, recordings, and performance. Historical and theoretical developments.
Credits: 3

MUS455 The Romantic Period in Music

Frequency: D
Music composers, and theorists of 19th and 20th centuries, from after Beethoven through impressionists. Emphasis on developments in the music through study of scores and performance. Parallels between musical romanticism and romanticism in other arts.
Credits: 3

MUS456 The Modern Period in Music

Frequency: D
Detailed historical study of 20th century composers, musical trends, and developments. Variety of contemporary styles, experimentation, and performance practice in recent music emphasized. Recorded examples.
Credits: 3

MUS457 Seminar in Popular Music

Frequency: D
The seminar examines the ways in which contemporary popular music both reflects and influences contemporary society. A brief history of American popular music and its styles will be followed by discussions based on topics such as cover tunes, music videos, cross-over artists, and the music business. Junior standing required.
Credits: 3

MUS458 Cult of Elizabeth/Patronage in Arts

Frequency: D
For upper-level non-music majors. Course deals with understanding of the purposes of the Cult of Elizabeth in Renaissance England and to assess its effect on music and other arts of the age. With the Elizabethan patronage model as a foundation for understanding the relationships between governments and the arts, the present system of support for the arts will be assessed, debated and critiqued.
Credits: 3

MUS460-461 Independent Study

Frequency: A
Maximum of 6 credit hours of independent study in music or music education exclusive of applied music. Projects selected from subject areas not available in regularly scheduled course offerings. Well in advance of registration for either regular or summer session, student must complete independent study request form (in triplicate) available in the School of Music office.
Credits: 1-3

MUS465 Music Business Internship

Frequency: A
This course provides credit for professional experiences in the music business for music business majors. Enrollment is to be arranged with an appropriate instructor.
Credits: 1-15

MUS470-471 Special Topics Workshop

Frequency: D
Usually summer or other short-term workshops/institutes dealing with specific music literature, topics, problems, or teaching approaches and techniques.
Credits: 1-6

MUS476 Audio and Desktop Multimedia

Frequency: B
Course designed for Media Arts Sound Production Majors and other students with a strong interest and background in composition, multimedia, audio and MIDI. A project-oriented course which focuses on audio design, analysis, and integration as it applies to multimedia authoring, motion video, and web content creation.
Prerequisite(s): MUED 291
Credits: 3

MUS485 Multimedia for Musicians

Frequency: B
A course designed for musicians and music educators focusing on the preparation and integration of various elements (text, graphics, video, music) with the goal of producing interactive or self-running computer-based presentations. Related topics include; design and content issues, music and authoring software, media preparation and creation, and final delivery.
Prerequisite(s): MUED 291
Credits: 3

MUS491 Senior Project in Composition

Frequency: A
An original composition representing the most mature work of the apprentice composer. Students with inclinations toward graduate work in music theory will also supply a complete written analysis of the final composition. The scope and content of all final projects are subject to the approval of the area chairperson.
Credits: 3

Music Therapy**MUTY115 Introduction to Music Therapy**

Frequency: B
A basic orientation and general introduction to music therapy as a creative arts discipline. Lectures, classroom discussion, films and classroom demonstrations are used to introduce students to the target populations/disabilities.
Credits: 2

MUTY240 Music for Children with Disabilities

Frequency: B
A basic introduction to the child with disabilities, state and federal guidelines applicable to music in special education and how music can be used as a teaching method. Lecture, discussion, class demonstration.
Credits: 2

MUTY270 Social Instruments

Frequency: A
Group applied instruction on a variety of social/recreational non-traditional instruments (e.g. autoharp, dulcimer, recorder, ukulele, percussion instruments, tone bells). Designed to develop a playing competence sufficient to accompany general music classes/music therapy clinical sessions.
Credits: 2

MUTY300 Orientation Clinic Practicum

Frequency: B
An introduction to the clinical experience as a beginning process toward becoming a music therapist. Designed to develop skills in observation, behavioral objectives and therapeutic techniques. A look at the professional aspect of music therapy, i.e., Code of Ethics, Standards of Clinical Practice, etc. Assigned observations, development of music skills and readings are part of class requirements.
Prerequisite(s): MUTY 115
Credits: 1

MUTY301 Seminar in Music Therapy

Frequency: A
Designed to support the clinical practicum experience. Fall semester seminars correspond to clinical population; spring semester seminars cover medical music therapy, clinical improvisation and senior music therapy competency audit.
Prerequisite(s): MUTY 115 and MUTY 300
Credits: 1

MUTY302 Practicum in Music Therapy

Frequency: A
Designed to provide structured experience in a clinical setting under the supervision of a music therapist. Students work two hours per week, on a two-semester basis, with children, adolescents, adults, and elderly in area clinical facilities. Written monthly and semester reports are part of the clinical requirements.
Credits: 0

MUTY345 Foundations of Music Therapy

Frequency: B
The development of foundational knowledge and repertoire of music therapy experiences in singing, playing instruments, movement, listening, and creating.
Credits: 3

MUTY401 Principles of Music Therapy

Frequency: B
A synthesis of all previous classroom and clinical experiences in the form of the senior portfolio. Students develop a major work designed to produce administrative/management skills required for entry level music therapists. Development in scheduling, budgets, treatment programs, assessment, evaluation, etc. are major areas of concern.
Credits: 3

MUTY414 Psychology of Music

Frequency: C
Science of psychology related to fundamentals of musical talent. The musical mind, sensory capacities, individual differences and psychology of listening. An introduction to musical acoustics.
Credits: 3

MUTY415 Methods/Materials for Music Therapy

Frequency: B
Available materials for music therapy application in all target populations. A look at different methods used in music therapy practice, i.e., Orff Schulwerk, Nordoff-Robbins, Improvisation, etc. Students prepare their own resource materials as part of class requirements.
Prerequisite(s): MUTY 115
Credits: 2

MUTY422 Psychological Research in Music

Frequency: C
Students propose, carry out, and write an experimental study in the area of music therapy or music education. Class and individual projects are required.
Credits: 3

MUTY450 Internship in Music Therapy

Frequency: A
Six- to nine-month clinical internship in AMTA-approved facility.
Credits: 0

Physical Education

PHED100 Champs/Lifeskills

Frequency: D
This course is based on the National Collegiate Athletic Association (NCAA) CHAMPS/Lifeskills Program. It is designed to assist first year student athletes with a variety of lifeskills components, including commitment, personal development, career development, service commitment and athletics commitment.
Credits: 2

PHED101 Aqua-Aerobics

Frequency: A
Course introduces a sequence of water exercises that enhances the student's aerobic fitness.
Credits: 1

PHED102 Learn to Swim

Frequency: A
Course emphasizes the basic skills needed to learn to swim. Course is designed for non-swimmers.
Credits: 1

PHED103 Intermediate Swimming

Frequency: A
Course emphasizes the intermediate skills needed to develop individual strokes.
Credits: 1

PHED104 Advanced Swimming

Frequency: A
Course emphasizes advanced stroke development and training techniques involved in advanced swimming.
Credits: 1

PHED105 Swimming and Conditioning

Frequency: A
Course educates students about how to use the swimming pool to develop and maintain a sensible level of physical fitness. Water exercises and technique are taught.
Credits: 1

PHED106 Lifeguard Training

Frequency: B
Course emphasizes the skills and techniques needed to gain lifeguard certification. Lifeguard certification is possible at the end of this course.
Credits: 3

PHED107 WSI-Water Safety Instructor

Frequency: B
Course follows the Red Cross guidelines to train Water Safety Instructors. WSI is possible at the completion of this course.
Credits: 2

PHED108 Basic Scuba

Frequency: A
Course emphasizes the basic skills involved in learning how to SCUBA dive. Classroom sessions and open water dives are planned as part of this class.
Credits: 2

PHED110 Advanced Scuba Diving

Frequency: A
Course introduces the advanced techniques of SCUBA diving needed for open water diving.
Prerequisite(s): PHED 108
Credits: 1

PHED113 Basic Bowling

Frequency: A
Introduces students to the fundamentals of bowling including scoring, approaches and strategies needed to attain basic competencies as a beginning bowler.
Credits: 1

PHED116 Golf - Basic

Frequency: B
Course introduces the student to the skills and rules needed to develop introductory golf proficiency.
Credits: 1

PHED117 Running and Conditioning

Frequency: A
Course teaches the student the basics of aerobic conditioning as a means of developing physical fitness.
Credits: 1

PHED120 Ice Skating - Basic

Frequency: A
Student will learn the basic skills needed to begin ice skating. Balance, footwork, turning and stopping are emphasized in this course.
Credits: 1

PHED121 Ice Skating - Intermediate

Frequency: A
Course emphasizes in-depth skills that were introduced in basic ice skating.
Credits: 1

PHED122 Figure Skating

Frequency: A
Introduces the intermediate skater to the basics of figure skating, power crossovers; movement forward and backwards, 3 turns, mohawks, single jumps and spins. Course will also provide the advanced figure skater an opportunity to continue training in double and triple jumps, combination spins and connecting footwork.
Prerequisite(s): PHED 120
Credits: 1

PHED124 Basic Aerobics

Frequency: A
Course is designed to introduce the student to low and high impact aerobic exercise.
Credits: 2

PHED125 Step Aerobics

Frequency: A
Course introduces the student to aerobic exercise through a step aerobics technique.
Credits: 2

PHED126 Body Sculpting (Women)

Frequency: A
Course introduces the student to strength training, body toning and the basics of aerobic exercise. The development of individual programs will be directed toward the fitness needs of women.
Credits: 2

PHED127 Yoga

Frequency: A
An introduction to "Hatha" yoga. Students will learn basic postures (asanas) as well as breathing techniques (pranayama) and beginning meditation practices. Students will work to increase flexibility, develop balance, deepen respiration and mind-body awareness.
Credits: 2

PHED128 Racquetball - Basic

Frequency: D
The basic skills, rules and techniques of scoring are taught in this course.
Credits: 1

PHED129 Racquetball - Intermediate

Frequency: D
Strategies of singles and doubles play are emphasized in this course.
Credits: 1

PHED131 Self-Defense

Frequency: A
Course emphasizes the basic techniques needed to defend oneself. Stances and defensive strategies are emphasized.
Credits: 1

PHED132 Skiing

Frequency: A
The basic techniques needed to ski are taught. This course is designed to meet the needs of beginners as well as intermediate and advanced skiers.
Credits: 1

PHED134 Tennis - Basic

Frequency: A
Course emphasizes the rules, grips, stances and elementary stroke development for the beginning player.
Credits: 1

PHED135 Tennis - Intermediate

Frequency: A
Course introduces indepth tennis skills and advanced techniques and strategies for singles and doubles play.
Credits: 1

PHED138 Volleyball

Frequency: A
Course introduces basic volleyball skills necessary for the student interested in intramural or recreational play.
Credits: 1

PHED139 Weight Training

Frequency: A
Course introduces the student to basic techniques of weight training and body toning. Emphasis is placed on learning specific exercises and training techniques necessary for establishing an effective weight training program.
Credits: 2

PHED180 Assistant Scuba Instructor

Frequency: A
This course will educate people who have basic aquatic skills and basic scuba certification to teach basic skills associated with scuba diving. The skills taught include skin diving skills, pool safety, equipment inspection, buddy systems, air emergencies, communications, and open water diving. permission of instructor.
Prerequisite(s): PHED 108
Credits: 2

PHED199 Special Topics

Frequency: A
Special topics in wellness.
Credits: 1-6

PHED200 Physiology of Sport/Exercise

Frequency: D

A comprehensive overview of the field without being over-whelming. It provides a solid foundation of basic physiology to better interpret and understand sport and exercise physiology. It reviews the major body systems and examines the body's acute response to exercise and its chronic response to training. Students will learn how the environment affects these responses. The course examines various approaches used to optimize performance and focuses on unique concerns of special populations involved in physical activity. It also examines the importance of physical activity to lifelong health.

*Credits: 3***PHED210 Principles of Sports Management**

Frequency: A

The course provides the student with an overview of the basic philosophies, principles and organizational structure of sport programs. The course will cover leadership, communications, business structure, marketing, management styles, sportsmanship, ethical behavior, diversity, liability, and child abuse. The course further explores career opportunities and the skills needed to manage sport programs ranging from youth sports to professional sports.

*Credits: 3***PHED211 Facility Management**

Frequency: B

The course is designed to introduce the student to a comprehensive understanding of designing and managing facilities related to sports, recreation and leisure industries. The course covers facilities planning, design, management liability, personnel management, supervision and health and safety. Program promotion, facility scheduling and fundraising will also be covered in this course.

*Credits: 3***PHED301 Kinesiology**

Frequency: B

The purpose of this course is to acquaint the student with functional anatomy and the biomechanics of human movement and performance. The focus will be on the physiology of skeletal muscle, muscular arrangements around the major joints of the body, and the properties of muscular force production. There will also be an examination of the skeletal muscle adaptation to various forms of stimuli.

*Credits: 3***PHED302 Exercise Prescription**

Frequency: B

The course is designed to introduce the student to theoretical and practical concepts of exercise assessment, exercise interpretation and exercise prescription. Course content includes the principles and practices of prescribing exercise to healthy individuals, and individuals with conditions such as cardiac disease, diabetes, physical disabilities and the aged.

*Credits: 3***PHED311 The Psychology of Coaching**

Frequency: B

A course for understanding the application of basic psychological principles to the coaching of the individual athlete, or teams, in the competitive environment. One of several courses designed to meet state mandate for interscholastic coaching.

*Credits: 2***PHED315 Prevention and Care of Athletic Injuries**

Frequency: A

Study of prevention and recognition of injuries commonly associated with athletic competition. Includes the study of anatomy and physiology involved in injuries. One of several courses designed to meet state mandate for interscholastic coaching.

Prerequisite(s): HLTH 115

*Credits: 3***PHED316 Athletic Training Internship**

Frequency: A

Develops the basic competencies of students interested in athletic training. Areas included in the internship will include preventive taping, injury prevention, the basics of rehabilitation, coverage of home events, and basic functioning of a training room.

Athletic Trainer required.

Prerequisite(s): PHED 315

*Credits: 3***PHED321 Coaching Techniques**

Frequency: A

A course designed to introduce the prospective coach to the basic skills, strategies and coaching techniques required in organizing a particular sport. While the course is one of several courses designed to meet state mandates for interscholastic coaching, the student is expected to have completed all other courses in the mandate before enrolling in PHED 321 or attain the permission of the instructor.

*Credits: 2***PHED400 Sports Studies Internship**

Frequency: A

Working under supervision in a community setting. The internship will emphasize theory, knowledge and skills needed when working with and within groups and organizations. Student will be expected to complete 67 clock hours of direct service to individuals, groups or organizations for each credit hour awarded. A learning contract encompassing job requirements, learning objectives and methods will be utilized in student's evaluation.

*Credits: 1-6***PHED499 Independent Study**

Frequency: A

The study of a particular topic related to Physical Education and Recreation. Periodic meetings with an appropriate instructor will be scheduled. The topic may encompass individual research or a practical experience.

*Credits: 1-3***Philosophy****PHIL105 Philosophical Ideas**

Frequency: B

Introduction to the central ideas of prominent Western philosophers, earliest times to present. Lecture class.

*Credits: 3***PHIL106 Critical Thinking**

Frequency: C

The course concerns the study and practice of critical thinking. Through analysis of dramatic examples of the critical thinking skills necessary for effective deliberation, it hones analytic skills and encourages careful thought. The primary feature of the course is the consideration of an abundance of exercises, examples, and applications from everyday life, ranging from the courtroom to political debate and from advertising to current social issues.

*Credits: 3***PHIL115 Philosophical Inquiry**

Frequency: A

Discussion of some central problems of philosophy such as existence of God, nature of reality, conditions of knowledge, question of free will versus determinism, and foundations of morality. How should one live? What makes society just? Can we survive death? Such questions are universal and fundamental to all humanity. Discussion class.

*Credits: 3***PHIL116 Introduction to Deductive Logic**

Frequency: A

The development of formal systems of propositional and predicate logic for the evaluation of reasoning. Truth table techniques to distinguish valid from fallacious inferences, symbolizing English in logical notation, proofs in propositional logic, predicate logic with quantifiers.

*Credits: 3***PHIL211 Philosophy of Sport**

Frequency: C

The course explores ethical, legal, aesthetic and epistemological issues underlying athletic

competition. How high a value is victory? Are the current bans on performance-enhancing drugs justified? What is sex equality in sports? Has Title IX properly promoted equality for women? How are sports distinguished from play and games? What role, if any, should beauty play in sports? Is our admiration for sports heroes politically regressive? Can sports be a means of moral education?

*Credits: 3***PHIL218 Introduction to Ethics**

Frequency: C

Ethics is the study of morality. It is central to issues relating to what a person should believe and how they should act. The investigation of morality occurs via an analysis of metaethics (the fundamental status of moral judgments), normative ethics (the nature of a right action and the nature of a virtuous person), and applied ethics (the application of normative ethics to particular moral issues). These areas are explored through the discussion of such issues as: Is morality relative to culture? Is morality independent of religion? Do the ends of one's action justify the means? What does it mean to be a virtuous person?

*Credits: 3***PHIL222 The Greek Way**

Frequency: C

Introduces students to classical Greek philosophy in the context of the historical, cultural, social, and political conditions of ancient Greece. Part of the course is devoted to a careful examination of the social context of ancient Greece and to the sources and manifestations of Greek values: mythological, religious, literary, educational, and aesthetic.

Credits: 3

PHIL224 Medieval Thought

Frequency: C
Islamic, Judaic, and Latin-Christian thought of the Middle Ages, particularly the 11th to 13th centuries. The course examines the significance of the Greco-Roman tradition to medieval hopes and fears and addresses problems prevalent in all three cultures: the relationship between faith and reason; the nature of the Supreme Being; the connection between theology and art, politics, and metaphysics; and the origin and cause of the world.
Credits: 3

PHIL226 The Age of Reason and Its Legacy

Frequency: C
The nature of reality, knowledge, and experience as portrayed by thinkers such as the Rationalists (Descartes, Leibniz, and Spinoza), the Empiricists (Locke, Berkeley, and Hume), Kant, and Reid. The legacy of these thinkers as reflected in standard notions of causality, truth, proof, and argument will be explored in relation to contemporary thinkers.
Credits: 3

PHIL228 American Philosophy

Frequency: C
The political philosophy, epistemology, scientific method, and criteria of truth, argument, and reason which distinctively characterize the Founding Fathers, the Transcendentalists, the Pragmatists, and contemporary inheritors of the Pragmatist tradition. Includes consideration of the question: What is distinctively American about American philosophy?
Credits: 3

PHIL238 Philosophy of Religion

Frequency: B
Careful examination of classical and contemporary issues such as the nature of religious experience, the relationship of faith and reason, arguments for and against the existence of God, the significance of the problem of evil, knowing God without arguments, religious language, life after death, miracles, religious ethics, and the differences between Eastern and Western theisms.
Credits: 3

PHIL244 Feminist Theory

Frequency: B
In-depth critical exploration of selected theories to explain the sources of women's roles in society. A multidisciplinary approach will be employed to account for the social, economic, political and cultural status of women in contemporary societies. Prerequisite(s): ENGL 345 or WOST 201
Credits: 3

PHIL258 Life and Death

Frequency: B
The class explores fundamental issues relating to life and death. In particular, it looks at what constitutes life and what, if anything, makes life good. It also investigates what constitutes death and whether death is bad. Using these notions, the class then analyzes particular moral issues surrounding life and death, such as the moral status of the following practices: abortion, suicide, euthanasia, capital punishment, and war.
Credits: 3

PHIL265 Social/Political Philosophy

Frequency: C
The proper form of human association, the just balance of economic, political, and social power, and the nature of the relationship between the state and the individual are explored in the works of prominent historical and contemporary theorists. The course examines the nature of social commitment as viewed by major political philosophies.
Credits: 3

PHIL270 Philosophy of the Arts

Frequency: D
Philosophical problems in the arts. Nature of art and aesthetic appreciation; aesthetic attitude, experience, and emotion; relations between art and art institutions; interpretation and evaluation of works of art are among topics considered. Problems specific to music, film, literature, painting, and sculpture are also discussed.
Credits: 3

PHIL274 Existentialism

Frequency: D
Existentialism is a philosophical realization of living in a broken, ambiguous, dislocated world into which we are thrown and condemned yet abandoned and free. The course examines the work of authors such as Kierkegaard, Dostoevsky, Nietzsche, Kafka, Heidegger, Sartre, Camus, and de Beauvoir. Students confront the main themes of life: anxiety, authentic living, meaning, love, relationships, God, and death.
Credits: 3

PHIL301 Intermediate Deductive Logic

Frequency: D
The development of a formal system of logic with relations and multiple quantifiers, identity and definite descriptions. Other topics may include non-classical logics, modal logic (the logic of possibility and necessity), set theory, or results concerning the scope and limits of logical systems. Prerequisite(s): PHIL 116
Credits: 3

PHIL303 Crime and Punishment

Frequency: C
The course investigates the criminal justice system and the limits of state coercion. May the state coerce persons only to prevent some persons from harming others? May it do so to protect persons from harming themselves or to protect society's moral fabric? The class will then examine the justification of punishment. Is punishment justified because it reforms offenders, because offenders deserve punishment, or because punishment deters other potential offenders? Finally, the class explores contemporary moral issues such as whether the state should criminalize recreational drug use, hate crimes, or blackmail.
Credits: 3

PHIL310 Business Ethics

Frequency: C
Careful examination of moral issues arising in business contexts such as the duty to tell the truth, the profit motive, the relationship between private ownership and the public interest, the rights and duties of employees and employers, the responsibilities and liabilities of businesses to consumers, the respective roles of business and government, and business trends and social responsibility.
Credits: 3

PHIL312 Current Moral Issues and Principles

Frequency: B
An examination of moral issues of significance today such as abortion, euthanasia, sexual ethics, affirmative action, animal rights, torture, and war. In exploring answers to these issues the course includes an introduction to moral principles produced by traditional theories such as natural law, utilitarianism, Kantianism, and the social contract tradition.
Credits: 3

PHIL313 Sex and Love

Frequency: B
Addresses three specific areas of sex and love, and includes cross-cultural components. First, sexual ethics: Which kinds of sexual activity are morally permissible under what sort of circumstances? Must morally permissible sex be based on love? What is good sex? Second, the politics of sex: Are versions of proper sexuality used as mechanisms to oppress women and homosexuals? Third, the ideals of love: What are the different kinds of love? Why should we be concerned with analyzing love?
Credits: 3

PHIL317 Philosophy of Science

Frequency: C
An examination of the basic concepts and methods of the sciences through the study of topics such as the nature of scientific explanation, the status of laws of nature, the relation between observation and theory, and methods of confirming or refuting hypotheses. Other topics might include causality, scientific realism, scientific revolutions, evolution and natural functions, and the distinction between science and pseudo-science.
Credits: 3

PHIL330 Libertarianism

Frequency: C
Libertarianism holds that the only proper function of the state is to protect its citizens from acts of force, fraud, or theft. The class will explore libertarianism and evaluate the arguments for and against it. The class will examine such issues as: whether the state has authority over persons, whether distributive justice allows the state to redistribute wealth, whether rights are inviolable, whether and to what extent property rights should be respected, and whether antidiscrimination laws are justified.
Credits: 3

PHIL338 Marxist Thought

Frequency: C
Examines the central themes of the tradition: its view of history, economics, the nature of political struggle, the status of law and morality, and the effects of our material living conditions on our forms of thought. The relevance of Marxism to revolutionary political movements is explored in the works of thinkers such as Lenin, Stalin, Trotsky, Luxemburg, Gramsci, and Marcuse.
Credits: 3

PHIL345 The Meaning of Life

Frequency: B
The course addresses the most fundamental questions of human existence in theistic, humanistic, and practical dimensions. Does life as a whole have inherent meaning? Does human life in particular have inherent meaning? If there is no God does that imply that life has no inherent meaning? Even if life has no inherent meaning, can life have meaning created by those who live it? If there is no inherent meaning of life, why do I exist? Does mortality rob human life of any significance it might have?
Credits: 3

PHIL346 Human Happiness

Frequency: B

A critical evaluation of major theories of happiness. If we are rational and actively loving, what should we teach our children about more durable forms of life satisfaction? What is success? What is happiness? Is happiness the greatest good? Are all meaningful lives happy? Are all happy lives meaningful lives? What are the sources or conditions of happiness? What is the relationship between heroic, meaningful, and happy lives?

*Credits: 3***PHIL351 Metaphysics**

Frequency: C

An examination of the fundamental categories of reality, such as existence, substance, property, identity, space, time, event, causation, necessity, essence, free will and mind. The philosophical questions in which these categories play a role will also be discussed; e.g., Is free will possible in a deterministic world? and How can something change its properties over time and still remain the very same thing?

Prerequisite: 3 credit hours in philosophy.

*Credits: 3***PHIL353 Theory of Knowledge**

Frequency: C

Inquiry into the nature of human knowledge and related concepts such as truth, belief and epistemic justification. Knowledge from experience and *a priori* knowledge. The course addresses theories of justification such as foundationalism, coherentism and reliabilism. It also confronts problems posed by Skepticism for the scope of human knowledge, especially knowledge about the external world.

Prerequisite: 3 credit hours in philosophy.

*Credits: 3***PHIL362 Philosophy of Law**

Frequency: C

The course explores the nature of law and judicial decision-making. Is law simply a union of rules, a social practice, or an attempt to apply justice to interpersonal disputes? The course also examines the content and interpretation of statutes. Should the interpretation take into account the statute's plain meaning? The intent of the legislature that voted for it? Considerations of justice? The class will then discuss the role of judges in interpreting both statutes and common law (judge-made law).

*Credits: 3***PHIL364 Justice, Law, and Economics**

Frequency: D

The civil law system adjudicates contractual disputes and disputes involving claims to compensation for injury. This course begins with a discussion of the justification of the system. The class will investigate whether the system is justified by a concern for economic efficiency, justice or both. The class will look at economic rules that relate to the civil laws, such as the rules relating to breach of contract, automobile accidents, liability for defective products, and pollution control. The class will also explore whether justice allows economic factors to be considered.

*Credits: 3***PHIL369 Topics in Philosophy**

Frequency: D

Special topics in Philosophy. Variable-content course which may be taken more than once for credit. An in-depth study beyond the standard curriculum.

*Credits: 1-3***PHIL430 Philosophy of Mind**

Frequency: C

Philosophical accounts of the mind and its relation to the world. Topics include the mind-body problem, the intentionality (or "aboutness") of thought, the nature of mental content, consciousness, introspection and knowledge of other minds. Consideration of theories on these topics, such as dualism, behaviorism, type-physicalism, functionalism and eliminativism. Prerequisite: 3 credit hours in philosophy.

*Credits: 3***PHIL432 The Age of Analysis: Philosophy since 1900**

Frequency: C

Major currents and themes in 20th century analytic philosophy. Attention devoted to the work of such philosophers as Russell, Moore, Wittgenstein, Quine and others. A critical examination of analytic approaches to the philosophy of language, metaphysics, epistemology and other traditional areas of philosophy. Likely topics are theories of meaning and reference, logical atomism, logical positivism, ordinary language philosophy, and recent debates concerning the nature of knowledge, meaning and necessity. Prerequisite: 3 credit hours in philosophy.

*Credits: 3***PHIL441 Philosophy of Language and Semantics**

Frequency: D

Exploration into the nature of language through the examination of such topics as meaning, reference, truth, use, and convention. Contemporary theories about the semantic contribution to sentence meaning made by proper names and definite descriptions; the difference between linguistic and other forms of communication and representation; and the relations between language, thought and reality. Prerequisite: 3 credit hours in philosophy.

*Credits: 3***PHIL446-449 Selected Problems**

Frequency: D

Advanced special topics and problems not treated thoroughly in other courses. Past examples: Environmental Ethics, Philosophy of War, Philosophy of History, Rationality, Renaissance Philosophy, Autonomy, and Theories of the Good. Current topics specified in Course Offerings Bulletin.

*Credits: 3***PHIL460-469 Major Philosophers**

Frequency: C

Intensive study of thought of a major philosopher of historical or contemporary significance. Past examples: Socrates, Plato, Hume, Kant, Nietzsche, Wittgenstein, Locke, Berkeley, Russell. Current topics specified in Course Offerings Bulletin.

*Credits: 3***PHIL477 Capstone Seminar**

Frequency: B

The course centers on some of the following issues: (1) an in-depth study of a particular philosopher or specific topic; (2) detailed reflection on the discipline of philosophy, and the effects, if any, of being a philosophy major on the kind of person one becomes in terms of values, attitudes, and ways of viewing and acting in the world; (3) an examination of the art of philosophical research, writing, and oral presentations. Course format and focus vary depending on instructor. Pre-requisite: Philosophy major with junior or senior standing, or by permission of instructor.

*Credits: 3***PHIL481 Directed Study**

Frequency: A

Student, with faculty member's guidance, will study a topic not currently offered, or will engage in studies in greater depth than current course offerings permit. Permission of instructor required.

*Credits: 1-3***PHIL485 Independent Study**

Frequency: A

Student will pursue a course of independent study and present evidence of accomplishment at end of semester. Philosophy Major and permission of instructor required.

*Credits: 1-3***Physics****PHYS101 Contemporary Physics for Non-Science Majors**

Frequency: A

(Designed for students majoring in humanities and social sciences.) Non-mathematical survey of selected areas of contemporary science. Emphasis on ideas and concepts of physics, including its role in society.

*Credits: 3***PHYS104 The Big Bang**

Frequency: D

Non-mathematical presentation of selected topics regarding the latest theories of the formation of the universe including ideas from special and general relativity.

*Credits: 1***PHYS107 Particles and Waves**

Frequency: D

Introductory level course on topics of special interest not covered in regular courses.

*Credits: 1-3***PHYS111 Introduction to Physical Sciences**

Frequency: D

An inquiry and algebra based approach to the major topics of physics: motion, conservation laws, heat, electricity, optics, and introductory atomic physics.

*Credits: 3***PHYS118 Introduction to Astronomy**

Frequency: B

An introduction to the study of astronomy, with particular emphasis on stars, galaxies, and cosmology. Intended for both non-majors and majors. The mathematics level will be that of basic high school algebra and geometry.

*Credits: 3***PHYS121 College Physics I**

Frequency: B

A non-calculus lecture sequence: motion, dynamics, conservation theorems, heat. Students requiring a laboratory component should include PHYS 123. Student must have taken MATH 105 or N.Y.S. Regents Math B. Prerequisite(s): MATH 106

*Credits: 3***PHYS122 College Physics II**

Frequency: B

A non-calculus lecture sequence: wave motion, sound, electromagnetic fields, circuits, optics, quantum phenomena. Students requiring a laboratory component should include PHYS 124.

Prerequisite(s): PHYS 121

Credits: 3

PHYS123 College Physics Lab I
 Frequency: B
 One three-hour laboratory session per week treating topics covered in PHYS 121.
 Co-requisite(s): PHYS 121
Credits: 1

PHYS124 College Physics II Lab
 Frequency: B
 One three-hour laboratory session per week treating topics covered in PHYS 122.
 Co-requisite(s): PHYS 122
Credits: 1

PHYS199 Special Topics
 Frequency: D
 Introductory level course on topics of special interest not covered in regular courses.
Credits: 1-3

PHYS200 Engineering Graphics
 Frequency: D
 Introduction to tools, language, and procedures basic to training of an engineering draftsman. Emphasis on drafting techniques, two-dimensional and isometric representation.
Credits: 2

PHYS205 Science and Civilization
 Frequency: B
 A survey of the major scientific discoveries and the scientists behind these discoveries. The course will discuss historical developments from Ptolemy to Kirby (the co-inventor of the integrated circuit chip).
Credits: 3

PHYS206 Genesis of the Universe
 Frequency: D
 A non-mathematical course covering historical, philosophical, theological and scientific aspects concerning the genesis of the universe.
Credits: 3

PHYS230 University Physics I
 Frequency: B
 Calculus-based lecture sequence for science and mathematics majors who have completed a course or courses in University Calculus or the equivalent. Kinematics, dynamics, gravitation. A recitation is included.
 Prerequisite(s): MATH 122
 Co-requisite(s): PHYS 232
Credits: 4

PHYS231 University Physics II
 Frequency: B
 Calculus-based lecture sequence for science and mathematics majors who have completed a course or courses in University Calculus or the equivalent. Electricity and magnetism. A recitation is included.
 Prerequisite(s): MATH 123 and PHYS 230
 Co-requisite(s): PHYS 233
Credits: 4

PHYS232 University Physics I Lab
 Frequency: B
 One three-hour laboratory session per week treating topics covered in PHYS 230.
 Co-requisite(s): PHYS 230
Credits: 1

PHYS233 University Physics II Lab
 Frequency: B
 One three-hour laboratory session per week treating topics covered in PHYS 231.
 Co-requisite(s): PHYS 231
Credits: 1

PHYS234 Modern Physics
 Frequency: B
 Special relativity, wave motion, basic concepts of quantum mechanics, atomic structure, solid state, and nuclear physics, including a weekly three hour lab.
 Prerequisite(s): PHYS 231
Credits: 4

PHYS311 Acoustics I
 Frequency: B
 Elements of physics bearing directly on production and assimilation of musical tones, wave motion, resonance, complex waves, physiology of hearing, musical scales, simple acoustical models of musical instruments.
 Prerequisite(s): PHYS 121 or PHYS 230
Credits: 3

PHYS312 Acoustics II
 Frequency: D
 Psychoacoustics and architectural acoustics. A study of the mechanics and neurological foundations of the perception of pitch, loudness, timbre, and direction, followed by a contrasting study of the behavior, measurement, and evaluation of sound and music in a variety of environments, utilizing both objective techniques and the psychoacoustical insights gained from the first part of the course.
 Prerequisite(s): PHYS 311
Credits: 3

PHYS318 Basic Electronics
 Frequency: B
 Introduction to electronic circuits, devices, and systems with practical applications to recording engineering and biomedical instrumentation. Non-majors only.
 Prerequisite(s): (MATH 120 or MATH 122) and (PHYS 122 or PHYS 231)
Credits: 3

PHYS321 Engineering Mechanics I
 Frequency: B
 A calculus treatment of applied mechanics including fundamentals of mechanics, vector algebra, equivalent force/moment systems, distributed forces: centroids and center of gravity, equilibrium of particles and rigid bodies, trusses, frames, internal forces in structural members, Coulomb friction, second moments of area and moment of inertia, method of virtual work, and kinematics of particles and rigid bodies.
 Prerequisite(s): PHYS 230
Credits: 4

PHYS322 Engineering Mechanics II
 Frequency: B
 Continuation of PHYS 321 including stress and strain tensors, mechanical properties of solids, multidimensional stress-strain relations, section forces in beams, stresses in beams, deflection of beams, torsion, stresses and strain relations at a point, Mohr's circle, energy methods, elastic stability, and vibrations.
 Prerequisite(s): PHYS 321
Credits: 4

PHYS323 Circuit Analysis I
 Frequency: B
 A development of network analysis including Ohm's and Kirchhoff's laws, operational amplifiers, nodal analysis, network theorems, trees and links, energy-storage elements, RC and RL circuits, and second order circuits.
 Prerequisite(s): PHYS 231
Credits: 3

PHYS324 Circuit Analysis II
 Frequency: B
 Continuation of PHYS 323 including sinusoidal excitation and phasors, AC steady state analysis, three-phase circuits, complex frequency and network functions, frequency response, transformers, Fourier and Laplace transforms.
 Prerequisite(s): PHYS 323
Credits: 3

PHYS325 Electronics
 Frequency: C
 Course treats analog electronics. AC and DC circuits and laws of network analysis. Elements of semiconductor physics. Diodes, rectifiers, filters and regulated power supplies. Bipolar and FET transistors and transistor amplifier circuits. Feedback and operational amplifiers. Discrete and integrated circuit oscillators, multivibrators, and waveshaping.
 Prerequisite(s): PHYS 231
 Co-requisite(s): PHYS 327
Credits: 3

PHYS326 Digital Logic
 Frequency: B
 TTL characteristics, Boolean algebra, logic functions, and minimization procedures. Logic gates and implementation. Design of combinational and sequential circuits. Flipflops, counters, shift registers, and arithmetic circuits. Analog to digital and digital to analog conversion. Solid state memories and simple processors.
 Co-requisite(s): PHYS 328
Credits: 3

PHYS327 Electronics Lab
 Frequency: C
 Laboratory to accompany and supplement PHYS 325.
 Co-requisite(s): PHYS 325
Credits: 1

PHYS328 Digital Lab
 Frequency: B
 Laboratory to accompany and supplement PHYS 326.
 Co-requisite(s): PHYS 326
Credits: 1

PHYS330 Thermodynamics
 Frequency: B
 Concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations and potentials, processes, properties and cycles, applications to physical systems, introduction to statistical mechanics. MATH 223 is recommended (may be taken concurrently).
 Prerequisite(s): PHYS 230
Credits: 3

PHYS331 Theoretical Mechanics
 Frequency: B
 Vector-tensor approach to classical mechanics including kinematics, dynamics, oscillations, Lagrange's and Hamilton's equations, transformations, central force, and rigid body motion.
 Prerequisite(s): MATH 224 and PHYS 230
Credits: 3

PHYS333 Electricity and Magnetism
 Frequency: B
 Mathematical theory of electrostatics and electromagnetism employing vector calculus. Applications of Maxwell's equations.
 Prerequisite(s): PHYS 231 and (PHYS 425 or MATH 420)
Credits: 3

PHYS340 Optics
 Frequency: C
 An introduction to geometrical, physical, and modern optics.
 Prerequisite(s): PHYS 231
 Co-requisite(s): PHYS 341
Credits: 3

PHYS341 Optics Laboratory
 Frequency: C
 Laboratory to accompany and supplement PHYS 340.
 Co-requisite(s): PHYS 340
Credits: 1

PHYS400 Undergraduate Seminar

Frequency: B
Presentations by students discussing topics in physics. Counted once for the physics credit hour requirements.
Credits: 1

PHYS401 Special Relativity

Frequency: D
Tensor calculus approach to relativistic kinematics, dynamics, optics, electrodynamics, and selected applied topics.
Prerequisite(s): PHYS 234
Credits: 3

PHYS425 Mathematical Physics I

Frequency: B
Applied methods including cartesian and noncartesian vector and tensor analysis, eigenvectors and eigenvalues, infinite series, complex functions.
Prerequisite(s): MATH 224
Credits: 3

PHYS426 Mathematical Physics II

Frequency: B
Applied methods including partial differential equations of physics, boundary value problems, Sturm-Liouville theory and eigenfunctions, special functions, Green's functions.
Prerequisite(s): PHYS 425
Credits: 3

PHYS431 Introduction to Quantum Mechanics

Frequency: B
Concept of wave-particle duality, Schroedinger's wave equation with applications to potential problems, to the hydrogen atom, and to atomic spectra; perturbation theory, and spin-orbit interaction.
Prerequisite(s): PHYS 234
Co-requisite(s): PHYS 425
Credits: 3

PHYS434 Solid State Physics

Frequency: D
Crystal structure, conduction theory, binding and energy levels and other properties of conductors, semiconductors, dielectrics, and magnetics.
Prerequisite(s): PHYS 431
Credits: 3

PHYS440 Seminar: Wave Motion in Physics

Frequency: D
The course will be devoted to the study of waves and its applications in different fields of physics. The principal objective is to develop an understanding of basic wave concepts and of their relations with one another. Readings and discussions on topics such as free and forced oscillations, superposition principle, traveling and standing waves, modulations, pulses, wave packets, bandwidth, coherence time and polarization, will serve to reach the proposed goal. Applications of different physical systems as water waves, sound waves, light waves, transmission lines, quantum waves, etc. will be illustrated through interesting examples.
Prerequisite(s): PHYS 234
Credits: 1

PHYS442 Computational Physics and Engineering

Frequency: D
Numerical and computational techniques for solving a wide variety of problems in physics and engineering. Various methods for solving ordinary and partial differential equations describing mechanical oscillators (both periodic and chaotic), electrical and magnetic fields, and quantum mechanical wave functions will be explored. Students will be introduced to MATLAB, and some projects will be run in EXCEL. Familiarity with the physical systems involved is not a prerequisite. If time permits, Monte-Carlo methods will also be explored.
Prerequisite(s): MATH 223 and PHYS 230
Credits: 1

PHYS444 Seminar: Quantum Information and Measurement

Frequency: D
Readings and discussion on the measurement process in quantum mechanics. Entangled states, Einstein-Podolsky-Rosen paradox, Bell's inequality, quantum encryption and quantum computation. Experimental techniques. Philosophical issues raised by quantum theory.
Prerequisite(s): PHYS 431
Credits: 1

PHYS450 Advanced Laboratory

Frequency: C
Students explore advanced experimental techniques progressing through introductory stages to applications, devoting two to four weeks to each chosen topic. Student interest accommodated in topics (and respective applications) such as Nuclear Magnetic Resonance (Magnetic Resonance Imaging (MRI)), X-Ray Techniques (crystallography/elemental analysis/medical imaging), Hall effect and related techniques (semiconductor characterization/Giant Magneto Resistive computer disc readers, etc.), and Magnetization measurements (data storage/electrical and mechanical power conversion/geological surveying/bird and insect navigation, etc.).
Prerequisite(s): PHYS 234 or CHEM 316
Credits: 1

PHYS468 Independent Study

Frequency: D
Independent work on a theoretical or experimental topic under the supervision of a faculty member.
Credits: 1-3

PHYS469 Directed Research

Frequency: D
Theoretical or experimental research under the supervision of a faculty member.
Credits: 1-3

PHYS470-479 Special Topics

Frequency: A
Area not covered in regular courses. Broad range of topics consistent with teaching and research interests of department.
Credits: 1-3

PHYS480 Laboratory Supervision in Physics

Frequency: A
Students enrolled serve as laboratory assistants under faculty supervision. Approval to register must be obtained from department. Three hours of work per week are expected for each hour of credit elected. Course may be repeated for a maximum of 6 hours credit applicable toward fulfillment of physics or mathematics-physics major's supporting course requirements. (A major in physics or mathematics-physics is not a prerequisite.)
Credits: 1-3

PHYS490 Honors Thesis

Frequency: B
Research project culminating in a thesis. In most cases a full year of work will be required to complete both project and thesis.
Credits: 3

Political Science**POLI100 Freshman Seminar**

Frequency: D
The Freshman Seminar in Political Science introduces students to some central aspects of thriving and surviving at Fredonia in academic and social terms and to what is going on in Political Science. It is an opportunity for freshmen in Political Science to get to know one another, since they will be sharing classes and learning for the next four years. It is also an opportunity for students and Political Science faculty to get to know one another, their interests, and fields. It is a modest effort to ensure that some fundamental ideas about learning at college are offered to you.
Credits: 1

POLI120 American Politics

Frequency: A
Critical examination of key aspects of the American political system. What are the major institutions of political power? How is power obtained? Which groups or social classes tend to possess more power in these institutions and why? How does the political system manage change?
Credits: 3

POLI121 American Public Policy

Frequency: A
Introduction to the political economy of policy formation. Emphasis is placed upon the questions of why government intervention in the economy is necessary and the cost-benefit evaluation of the intervention. Political failure is contrasted with market failure in evaluating government public policies. Substantive policy areas such as health care and education policies will be analyzed.
Prerequisite(s): POLI 120
Credits: 3

POLI150 U.S. and World Affairs

Frequency: B
Studies key reasons for how and why countries behave as they do in international politics. Emphasis upon the changing sources of international power, colonialism, the Cold War and U.S.-U.S.S.R. struggle for power, and contemporary issues such as the arms race, Middle East conflicts, and struggle for economic power between rich and poor countries. Close study of the usefulness and morality of U.S. interventions abroad from the Gulf War to Panama, Haiti, and Bosnia.
Credits: 3

POLI200 Statistics

Frequency: B
Introduction to the substantive and technological methodology used in study of politics commonly employed by government and business offices. Attendance required. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.
Credits: 3

POLI210 Research Methods

Frequency: C
Introduction to the variety of methods of analysis employed in the empirical study of politics. Consideration of the debates concerning the character of social science. A discussion of normative and positive methods of analysis and evaluation of topics suited for quantitative and non-quantitative treatments. Research design, data analysis, and reporting of results. Prerequisite(s): POLI 200 or STAT 200
Credits: 3

POLI240 Urbanization and Environmental Challenges

Frequency: D
Focuses on the dilemmas posed by urbanization in developing countries, where the relentless process of city growth is challenging governments and placing an enormous burden on societies. The course addresses a key question underlying the studies on development and urbanization: how can cities develop economically, and at the same time preserve the quality of the urban space? The interdisciplinary course relies on concepts and theories drawn from the disciplines of political science, sociology and history, and from the subfields of international political economy, public policy, urban planning and environmental studies. It may be taught abroad with a fieldwork component directed by the instructor.
Credits: 3

POLI276 Law and Society

Frequency: A
Introductory examination of law as an instrument of social control; philosophies regarding appropriate operations and functions of law and courts; and controversies surrounding questions of proper relationships between law, morals, and governmental policy.
Credits: 3

POLI277 Introduction to Law

Frequency: B
An examination of Anglo-American legal principles based upon the analysis of leading court cases. A broad range of topics are covered, including criminal and civil law, legal remedies, punishment, torts, contracts and family law. The course will emphasize the development of legally defined rights and the methods involved in the legal resolution of disputes.
Credits: 3

POLI280 Special Topics in Politics

Frequency: D
Examination of a current topic in politics, such as presidential or congressional elections. May be taken more than once as topics change.
Credits: 1-4

POLI285 Mock Trial I

Frequency: B
Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation.
Credits: 0

POLI287 Mock Trial II

Frequency: B
Preparation of case materials for participation in the trial competition sponsored by the American Mock Trial Association. Competition includes both civil and criminal litigation. Prerequisite(s): INDS 285 or POLI 285
Credits: 3

POLI311 Fundamentals of Public Administration

Frequency: B
Examination of role of bureaucracy and administration in America. Initial focus on political setting of the bureaucracy as it interacts with other key actors and institutions. Then consideration of internal characteristics and processes, and examination of topics such as organization theory, decision-making, personnel, and budgeting. Prerequisite(s): POLI 120
Credits: 3

POLI313 American Power Structures

Frequency: C
Examination of the power structures of the United States. Analysis of how factors such as economic class, race, or ethnicity influence who holds or controls political power in federal, state, and local governments. Contrasting theories of who governs are studied: pluralist, elite, and class-based models. Students will learn techniques of organizing people to exercise power in behalf of their common interests. Prerequisite(s): POLI 120
Credits: 3

POLI321 Political Parties and Interest Groups

Frequency: C
The role of political parties and interest groups in the shaping of government policies and the ordering of society is analyzed. Internal structures and membership of both parties and groups is emphasized, especially how the collective action problem is solved. The influences of parties and interest groups upon public policies are evaluated. Proposals to reform parties and groups are presented. Prerequisite(s): POLI 120
Credits: 3

POLI322 New York Government

Frequency: C
Study of the legal framework of New York's state and local governments. Analysis of state and local executive organization, politics, political participation, and policy making. Critical examination of the economic competitiveness of NY state in the U.S. and global economy. Attention also to the idea of reinventing government techniques and models. Prerequisite(s): POLI 120
Credits: 3

POLI323 Elections in America

Frequency: C
Critical examination of the social, psychological, and rational choice explanations of voting. Emphasis is placed on the evidence supporting the alternative explanations. In the process of evaluating the alternative explanations, the determinants of voting, the extent of ideological thinking trends in turnout, the political business cycle and historical changes in voting patterns are examined. Prerequisite(s): POLI 120
Credits: 3

POLI324 President and Congress

Frequency: B
Critical examination of the frequently overlapping and conflicting roles of the American President and Congress in making decisions about public policy in the U.S. Attention will be given to recruitment patterns and behavior while in office as well as the nature of the policy outputs. Analysis of institutional forms in other nations will be included to provide a comparative perspective. Prerequisite(s): POLI 120
Credits: 3

POLI325 Public Opinion and Participation

Frequency: D
The course examines public opinion, political participation, and civic engagement in American democracy. Study of the formation and change in attitudes, preferences, values and identity, and the influence of socialization, media, political and social context. Assesses public trust in government and political behavior including voting and protest. Provides theoretical and practical understanding through data collection and analysis. Prerequisite(s): POLI 120
Credits: 3

POLI326 Media and Politics

Frequency: C
The study of mass media in American politics, investigating print, broadcast and new media sources and technologies, content and effect. An examination of the media's watchdog role, ownership, regulation, freedom of the press, news management and reform. Analyzes ongoing media coverage of political events, figures and issues, researching the impact of agenda setting, framing and priming on attention and learning.
Credits: 3

POLI328 African American Politics

Frequency: D
African Americans have historically been confronted with a number of obstacles when attempting to act in the American political system. Students will critically assess how African Americans can best overcome these obstacles in order to obtain desired policy responses from the political system. In doing so, students will explore the historical context from which these constraints arose, how they have been overcome in the past, and contemplate what factors contribute to their persistence today. Included will be investigations into the role of parties and elections, protest politics, and the Supreme Court. Prerequisite(s): POLI 120
Credits: 3

POLI329 Topics in American Politics

Frequency: D
Examination in depth of current topic in American politics not falling within any other American politics course. May be taken more than once as topics change. Prerequisite(s): POLI 120
Credits: 3

POLI330 Western European Politics

Frequency: C
Comparative study and analysis of governments and politics of the United Kingdom, France, Germany, Italy, and other Western European nations. Considerable attention will be given to the changing socioeconomic characteristics of these nations in the context of the evolving European Community and the drive for European integration.
Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI331 Canadian Politics

Frequency: C
Examination of the background and socioeconomic foundations of contemporary Canadian politics with special emphasis to the impact of linguistic, cultural and geographic divisions and their impact on the institutions and decision making processes in Canada. Attention will also be given to the influence of the U.S., the United Kingdom and France on Canada.

Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI332 Russian Politics

Frequency: C
Critical introduction to the theory and practice of Russian governmental institutions and political processes in light of Russian history, the Soviet and Marxist efforts to redirect that history, and the rapid political, social, economic and cultural changes in Russia and the former Soviet Union at the end of the twentieth century.

Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI334 African Politics

Frequency: C
Study of contemporary African politics focuses upon processes of political change and conflict. This includes analysis of patterns of colonial rule, nationalist protest, modern political parties and political systems, ethnic conflict, problems of economic development, and the role of social groups, parties, the military, and ideology in the struggle for civil liberties and democracy.

Studies of specific countries such as Nigeria, Ghana, South Africa.
Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI335 Germany and Europe

Frequency: D
The course seeks, through an analysis of post war developments in an occupied, then divided, Germany, to trace the origins of the 'German Question' and its impact on Germany within the broader context of East-West relations in Europe. The course then seeks to analyze the changing nature of inter-German relations and the factors leading to the dramatic events of 1989/90 and to consider the implications for Germany and Europe.

Prerequisite(s): POLI 120 or POLI 150 or HIST 116

Credits: 3

POLI341 Political Economy of Development

Frequency: C
Examines the ways political-economic factors and relationships condition the patterns of economic development and political change. The course explores: how do economies develop? does class power, domestic and international, determine economic growth patterns and which social groups benefit? Contrasting Marxist and non-Marxist analyses are used. Contemporary and historical studies of development in Europe, the Middle East, Latin America, and Africa are used.

Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI344 Comparative Public Policy

Frequency: C
Survey and comparative analysis of public policies in advanced industrial democracies, with emphasis on the U.S., Western Europe, Japan, and Canada. Special emphasis on government-business relations, labor relations, regional trading blocs, industrial planning, public ownership of economic enterprises, privatization, tax policy, and government-delivered health care systems.

Prerequisite(s): POLI 120

Credits: 3

POLI345 Film and Politics

Frequency: C
The course uses film to explore major aspects of political life and the cultural creation of meaning about social and political power, values, and activities. Films are studied as social and political products and to enhance understanding of political phenomena in the American and other cultures. These phenomena include social/political movements, war, law, and race, gender, and class differences and conflicts. Major feature films are used.

Credits: 4

POLI346 East Asian Political Economy

Frequency: C
The course focuses on the political, social and economic institutions that have driven the economic development of these East Asian countries which are increasingly creating competitive problems for the United States. Extensive discussion of the role of government planning and group structures such as the keiretsu and chaebol. Also analyzed are the determinants and extent of the development of democratic government in Confucian societies.

Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI348 The European Union

Frequency: C
Study and analysis of the politics of the European Union (EU). Topics include: theories of international organization and functional integration; the EU institutions (e.g., EU Commission, Parliament, Council of Ministers, European Council); and the treaties and substantive policies. Students may participate in a model EU at SUNY Fredonia or in Europe in alternate years. Taught on-line only (SUNY Learning Network).

Prerequisite(s): POLI 120

Credits: 3

POLI349 Topics in Comparative Politics

Frequency: D
Examination in depth of current topics in comparative politics not falling within any other comparative politics course. May be taken more than once as topics change.

Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI352 World Political Geography

Frequency: B
Examination of the ways humans have arranged the territory of the Earth's surface, including how personal space, territoriality, and perception inform an understanding of politics; the analysis of countries within a geopolitical framework; case studies of how geography has impacted empires, civil divisions, and international relations; comparison of distribution of major political systems and their applications to territory.

Prerequisite(s): POLI 120

Credits: 3

POLI354 Politics of the Middle East

Frequency: C
Analysis of Middle East politics, society, and international conflicts. Covers the historical and cultural background of Middle East states, the rise of Arab, Israeli, and other nationalisms, and the contemporary politics and political economy of major Middle East states. Assesses three entangled dimensions of conflict: inter-Arab struggles, the Arab-Israeli conflict, and the contest for influence by external powers.

Prerequisite(s): POLI 120 or POLI 150

Credits: 3

POLI355 International Political Economy

Frequency: C
Focuses on the dynamics of the international economy, economic policies and problems of major states, postwar international institutions, and trade and monetary systems. Considers theories and practices of the role of major powers and multinational corporations in the international economy. Interest in the dramatic changes in the division of world productive power, impact of globalization of capital and production upon the well-being of countries and outbreak of crises, and developing country struggles to change their economic relationships with the world economy. ECON 202 recommended.

Prerequisite(s): ECON 201

Credits: 3

POLI356 U.S. Foreign Policy

Frequency: C
Analysis of U.S. foreign policy in the post-World War II period. Assesses the corporate, ideological, institutional, and strategic influences in policy-making. Studies patterns of U.S. relations with the U.S.S.R., Europe, Latin America, and the Third World up to the present in the context of the Cold War, the arms race, Third World struggles, U.S. responses to revolutionary change, and U.S. efforts to maintain a world order.

Prerequisite(s): POLI 150

Credits: 3

POLI359 Topics in International Politics

Frequency: D
Examination in depth of current topic in international politics not falling within any other international politics course. May be taken more than once as topics change.

Prerequisite(s): POLI 150

Credits: 3

POLI360 Classical Political Theory

Frequency: C
Analytical treatment of main problems of political theory by examination of the writings of Plato and Aristotle. Discussion of contending theories of justice, equality, and political obligation.
Prerequisite(s): POLI 120 or POLI 150 or POLI 276 or POLI 277
Credits: 3

POLI361 Modern Political Theory

Frequency: C
Analytical treatment of main problems of political theory by examination of the writings of Machiavelli, Hobbes, Locke, Rousseau, Marx, Mill, and Rawls. Discussion of contending theories of individual rights and obligations, as well as the justification and limits of the state.
Prerequisite(s): POLI 120 or POLI 150 or POLI 276 or POLI 277
Credits: 3

POLI363 Game Theory

Frequency: D
The course will use rational choice theory to analyze how individuals and groups make decisions in strategic and non-strategic situations. Strategic situations are the result of the interdependent decisions of several individuals, e.g., nuclear deterrence or business competition. Problems covered include how computers beat humans at chess to the evolution processes of society. How do group norms arise where individual competition is the usual course of action? A low level of mathematical background is required.
Prerequisite(s): POLI 200
Credits: 3

POLI365 American Political Thought

Frequency: C
Critical examination of the development of American political thought, Colonial period to the present. Discussion of questions regarding the status of rights, the limits of the state, equality, and social justice. Includes analysis of the role in American politics of such ideologies as liberalism, conservatism, communitarianism, and socialism.
Prerequisite(s): POLI 120
Credits: 3

POLI369 Topics in Political Theory

Frequency: D
Examination in depth of topics in political theory not falling within any other political theory course. May be taken more than once as topics change.
Prerequisite(s): POLI 120 or POLI 150 or POLI 276 or POLI 277
Credits: 3

POLI370 American Constitutional Law

Frequency: B
Study of nature and limitations of judicial review and Supreme Court decisions regarding distribution of powers among national and state governments, division of powers between president and Congress, and limitations upon congressional and presidential powers.
Prerequisite(s): POLI 120 or POLI 276
Credits: 3

POLI371 Civil Rights and Liberties

Frequency: B
Study of judicial cases involving safeguarding of individual civil and property rights, special emphasis upon recent developments in interpretation of the due process and equal protection of the law clauses and First Amendment of the U.S. Constitution.
Prerequisite(s): POLI 120 or POLI 276
Credits: 3

POLI379 Topics in Public Law

Frequency: D
Examination in depth of topics in public law not falling within any other public law course. May be taken more than once as topics vary.
Prerequisite(s): POLI 120 or POLI 150 or POLI 276 or POLI 277
Credits: 3

POLI380 Policy Evaluation

Frequency: C
In-depth examination of the methods and techniques used to assess the success/failure of public policies. Students learn how to evaluate, acquiring skills that could be applied to any policy area. Topics include choice of goals, identification of measures, collection of data, interpretation of data and use of an appropriate yardstick of success. Familiarity with statistics not required. Student learning reinforced by use of several case studies of specific evaluations.
Prerequisite(s): POLI 120 and POLI 210 and (POLI 200 or STAT 200)
Credits: 3

POLI381 Urban Politics and Policy

Frequency: C
Investigation of the events and processes that have shaped the development and decline of U.S. cities. Topics include the evolution of cities, urban form and design, theories of urban planning, urban politics and governance, urban policy and economics, racial and socioeconomic isolation, urban unrest, and the impact of technology.
Prerequisite(s): POLI 120
Credits: 3

POLI382 Social Welfare Policy

Frequency: B
Examination of the politics and operation of the social welfare system in the United States. Emphasis on a policy analysis of current social welfare issues such as the Social Security crisis, welfare reform, the relationship between welfare and national economic policy, the functions of public welfare versus private charity, and the connections between direct service and social reform.
Prerequisite(s): POLI 120 or SOCW 249
Credits: 3

POLI383 Courts and Social Policy

Frequency: C
Examines role of the Supreme Court and other courts in the shaping of public policies in such areas as school systems in desegregation cases, mental hospitals, prisons, and nursing homes. The course will choose from current cases involving major social policy issues such as abortion, prayer in public schools, affirmative action, and capital punishment in order to illustrate the dramatic and controversial role of the courts, especially the Supreme Court, in the shaping of policies in America.
Prerequisite(s): POLI 276
Credits: 3

POLI387 Environmental Policy

Frequency: C
A synthesis of the political, ecological, economic, historical and cultural events and issues shaping U.S. and international environmental policy. A broad range of topics are covered, including environmental history, population growth, the global commons, environmental justice, natural hazards, nuclear growth, the role of business, and regulations governing endangered species and habitats, waste disposal, water and air.
Prerequisite(s): ECON 101 or ECON 102 or ECON 201 or ECON 202 or BIOL 111 or BIOL 115 or CHEM 107 or CHEM 113 or CHEM 114 or CHEM 115 or GEO 140 or GEO 141 or GEO 142 or GEO 145 or GEO 148 or GEO 149 or GEO 160 or GEO 165 or GEO 180 or PHYS 101 or PHYS 111 or PHYS 121 or PHYS 230
Credits: 3

POLI389 Topics in Public Policy

Frequency: D
Examination in depth of topics in public policy not falling within any other public policy course. May be taken more than once as topics vary.
Prerequisite(s): POLI 120 or POLI 150
Credits: 3

POLI401 Washington Seminar

Frequency: A
Prior selection required.
Credits: 3

POLI402 Washington Internship

Frequency: A
Prior selection required.
Credits: 3-12

POLI403 Independent Study (Washington)

Frequency: A
Prior selection required.
Credits: 3

POLI405 Independent Study (Albany)

Frequency: A
Prior selection required.
Credits: 3

POLI406 Seminar in State Politics - Albany

Frequency: A
Prior selection required.
Credits: 3

POLI407 Albany Internship

Frequency: A
(Prior selection required)
Credits: 3-12

POLI419 Directed Study: Public Administration

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 120 and POLI 311
Credits: 1-3

POLI429 Directed Study: American Politics

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 311 or POLI 313 or POLI 321 or POLI 322 or POLI 323 or POLI 324
Credits: 1-3

POLI439 Directed Study: Comparative Politics

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 120 and POLI 150 and (POLI 330 or POLI 331 or POLI 332 or POLI 334 or POLI 341 or POLI 344 or POLI 346 or POLI 352 or POLI 354 or POLI 355 or POLI 356)
Credits: 1-3

POLI449 Directed Study: Political Economy

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 120 and POLI 150 and (POLI 334 or POLI 341 or POLI 344 or POLI 346 or POLI 354)
Credits: 1-3

POLI450 Senior Seminar

Frequency: B
A capstone seminar requiring political science majors to integrate the theoretical, empirical and methodological skills developed by previous course work in the major. Students will complete a research project and present it to the class. The seminar will emphasize the student's research and presentation skills. The course is required of all political science majors.

Credits: 3

POLI459 Directed Study: International Politics

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 120 and POLI 150 and (POLI 341 or POLI 346 or POLI 354 or POLI 355 or POLI 356)

Credits: 1-3

POLI469 Directed Study: Political Theory

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 120 and POLI 150 and (POLI 360 or POLI 361 or POLI 363 or POLI 365)

Credits: 1-3

POLI479 Directed Study: Law

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 120 and (POLI 276 or POLI 277 or POLI 370 or POLI 371 or POLI 383)

Credits: 1-3

POLI489 Directed Study: Public Policy

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 380 or POLI 381 or POLI 382 or POLI 383 or POLI 387

Credits: 1-3

POLI490 Internship in Local Politics and Government

Frequency: A
Assignment to office of county, city, or village administrative official, public service agency, legislator, political party, judge, or attorney. Provides opportunities for testing theories and concepts developed in classroom. Involves full-time work during part of semester.

Credits: 3-9

POLI491 Seminar in Local Politics and Government

Frequency: A
Discussion and reporting on selected readings and experiences encountered in internships at local government level, including assessment of roles and/or power position of particular agencies, offices, or departments to which interns are assigned. Also involves writing a research paper.
Prerequisite(s): POLI 490

Credits: 3

POLI492 Legal Intern

Frequency: B
Assignment to law-related office. Provides opportunities for testing theories and concepts developed in classroom. Involves full-time work during part of semester.

Credits: 3-6

POLI494 Legal Internship Seminar

Frequency: D
Discussion and reporting on selected readings and experiences encountered in legal internships. Also involves writing a research paper.
Prerequisite(s): POLI 492

Credits: 3

POLI495 Political Science Honors Thesis I

Frequency: B
A zero credit course to be taken in the fall of a student's senior year. The purpose of the course is to start a student on a major research paper. It is expected that the student will define their research question, and begin their bibliographic research and/or data collection during the fall semester. Only students admitted by the department to the honors sequence are eligible.

Credits: 0

POLI496 Political Science Honors Thesis II

Frequency: B
To be taken in the spring semester of a student's senior year. The course will allow the student the time to complete the writing of their research paper. The requirement for the course will be an oral presentation of the student's research presented at a joint student-faculty reception, and a major research paper. The length of the research paper will be at least 45 pages for an analytical or case study, and at least 25 pages for a quantitative research paper. Only students admitted by the department to the honors sequence are eligible.
Prerequisite(s): POLI 495

Credits: 3

POLI499 Directed Study: Political Science

Frequency: D
Directed Studies courses are taken for individual work not available in regular courses, according to the field to be studied. Topics determined through prior consultation with instructor.
Prerequisite(s): POLI 150 and POLI 200 and POLI 210

Credits: 1-3

Psychology**PSY100 Freshman Seminar**

Frequency: B
New Psychology majors will learn about the department and what it has to offer. Career options will be explored and students will be introduced to the faculty. Students also will be made aware of campus resources and taught appropriate study skills.

Credits: 1

PSY129 Introduction to Psychology

Frequency: A
Basic concepts, methods, and points of view in psychology. Specific topics span the range from biological to personal to social determinants of behavior.

Credits: 3

PSY130 Psychology Laboratory

Frequency: A
A series of computer-based laboratories to give the student hands on experience with a variety of phenomena in psychology. After the computer exercise, students discuss findings, implications, and applications in small groups. Attendance is required. PSY 129 must be taken at the same time, or must have been successfully completed in a previous semester. Pre- or co-requisite(s): PSY 129

Credits: 1

PSY200 Statistics

Frequency: A
Investigation of basic principles of descriptive and inferential statistics used in the social sciences. A sample of the topics covered includes probability, hypothesis testing (e.g., t-tests, analysis of variance, non-parametrics), correlation and regression. Both raw score formulas and computer software are employed for computational purposes.

Credits: 3

PSY203 Computer Applications in Psychology

Frequency: D
The course introduces students to the core applications used in the discipline of Psychology. A wide variety of currently available applications will be explored. The goal of the course is to teach students how to implement relevant aspects of the applications. For example, how to use MS Word to format a document in APA style, how to use MS Excel to create a graph, or how to create a verbal or poster presentation in MS PowerPoint. Students will also be taught how to access and use on-line help systems, search and utilize the web as well as create their own web pages.
Prerequisite(s): PSY 129

Credits: 3

PSY210 Research Methods

Frequency: A
Introduction to various research methodologies employed in the social sciences ranging from observational through experimental research. Students are familiarized with basic principles of research design, data collection, data analysis, and manuscript preparation (APA format).
Prerequisite(s): PSY 129 and PSY 200

Credits: 4

PSY227 Applied Psychology

Frequency: B
Discussion of emerging areas in psychology and the application of psychological principles to real-world settings. Focus on relationship between psychology and various other areas, such as law, medicine, business, and mental health.
Prerequisite(s): PSY 129

Credits: 3

PSY237 Sport Psychology

Frequency: B
An introduction to the basic concepts, principles, and techniques employed in the field of sport psychology. Major topics include research methods, behavioral principles, personality and assessment, the social psychology of sport, the coach, exercise psychology, youth sport, the female athlete, the minority athlete and ethical issues.
Prerequisite(s): PSY 129

Credits: 3

PSY238 Performance Enhancement

Frequency: C
An applied course for students interested in developing key psychological skills with the goal of performance enhancement. Especially recommended and designed for students in performance-related majors; e.g., sports, music, theatre, dance, etc. The course will teach mental skills such as focus/concentration, emotional control, arousal management, visualization, and goal setting. It also addresses special issues such as overcoming obstacles, building self-confidence, dealing with performance anxiety, and performance-related group issues. Prerequisite(s): PSY 129
Credits: 3

PSY244 Cognitive Psychology

Frequency: A
Examines the mental operations involved in information processing at the conceptual level. Topics include pattern recognition and attention, memory structures and processes, imagery, the interaction of language and thought, the basic thought process of problem-solving, reasoning and decision-making. Prerequisite(s): PSY 129
Credits: 3

PSY245 Social Psychology

Frequency: A
Introduction to interpersonal behavior. Topics include attraction, prejudice and discrimination, attitudes, social influence, aggression, social perception, and group behavior. Prerequisite(s): PSY 129
Credits: 3

PSY246 Personality

Frequency: B
Biological and social determinants of personality and its development. Methods of studying personality. Prerequisite(s): PSY 129
Credits: 3

PSY247 Health Psychology

Frequency: C
Explores the role of psychological factors in the prevention of illness and maintenance of good health, the treatment of already existing illness, and the recovery from or adjustment to ongoing illness. Prerequisite(s): PSY 129
Credits: 3

PSY255 Psychology of Women

Frequency: B
An examination of the biological, psychological and sociological factors that shape women's lives. Attention to the intersection of gender with ethnicity, sexual orientation, and social class. Specific topics include theories of gender development, images of women in the media, work, childbirth and motherhood, violence, physical and mental health. Prerequisite(s): PSY 129 or WOST 201
Credits: 3

PSY273 States of Consciousness

Frequency: B
Scientific overview of ordinary consciousness and other states of consciousness including sleep and dreams, meditation, biofeedback, hypnosis, drug-induced states, and parapsychology. The potentials, limitations, and dangers of these various states of consciousness are considered.
Credits: 3

PSY276 Human Sexuality

Frequency: C
Introduction to theoretical explanations of empirical evidence regarding human sexual behavior. Consideration of reproductive anatomy and physiology; sexually transmitted diseases; sexual attitudes and behaviors throughout the life cycle; contraception; social issues related to sexuality; sexual dysfunctions; and communication in intimate relationships. Prerequisite(s): PSY 129
Credits: 3

PSY280 Special Topics

Frequency: D
Special topics in Psychology not covered in detail by regular courses and not offered on a regular basis. Prerequisite(s): PSY 129
Credits: 3

PSY286 Gender Differences

Frequency: D
Survey of physical, social-emotional, and cognitive sex differences revealed in research data and manifested in cultural stereotypes. Theoretical explanations for origins of these differences. Emphasis throughout on critical analysis of the data. Prerequisite(s): PSY 129
Credits: 3

PSY289 Lifespan Human Development

Frequency: D
Survey of human life cycle, covering physical, mental, personality, and social development taking place during different periods (infancy, childhood, adolescence, adulthood). Attention to developmental issues and particular processes operating within and between specific periods (e.g., marriage, parenthood, career, death, and bereavement). Prerequisite(s): PSY 129
Credits: 3

PSY300 Intermediate Statistics

Frequency: D
Application of statistical concepts to experimental design in psychological research. Prerequisite(s): PSY 200
Credits: 3

PSY310 Advanced Research Methods

Frequency: C
In-depth examination of various methodologies employed in psychology, including factorial design. Prerequisite(s): PSY 210
Credits: 3

PSY317 Tests and Measurements

Frequency: C
Introduction to the principles of testing including reliability and validity. The nature and application of different types of tests (measures of achievement, aptitude, intelligence, personality, and interests) are discussed. Both occupational and educational testing are covered. Prerequisite(s): PSY 129 and PSY 200
Credits: 3

PSY342 Perception

Frequency: A
An investigation of the mental operations involved in the process of obtaining information from one's everyday environment and constructing the psychological representations that form the basis of the capacity to adapt to that environment. Topics include the perception of space, motion, and form; perceptual constancies; perceptual organization; attention and search; learning and development. Prerequisite(s): PSY 129
Credits: 3

PSY344 Psychology of Language

Frequency: C
The study of human language and thought processes. The course covers the following topics: speech perception, the role of memory systems in processing sentences and storing knowledge, the development of the language rule system in children, the influence of mother's language on the acquisition process, and second language acquisition. Prerequisite(s): PSY 129
Credits: 3

PSY347 Industrial/Organizational Psychology

Frequency: C
Examination of the dynamic nature of interpersonal behavior within an organizational context. Topics include motivation, group processes, leadership, stress, decision-making, and communication. Personnel matters including selection, training, and appraisal are discussed. Prerequisite(s): PSY 129
Credits: 3

PSY349 Child Psychology

Frequency: B
A review of research findings and normative data pertaining to children in such areas as perception, learning, cognition, and personality. Prerequisite(s): PSY 129
Credits: 3

PSY351 Physiological Psychology

Frequency: A
Study of physiological basis of behavior. Prerequisite(s): PSY 129
Credits: 3

PSY355 Group Dynamics

Frequency: C
Analysis and evaluation of concepts, hypotheses, techniques, and research in group dynamics. Prerequisite(s): PSY 245 or SOC 204
Credits: 3

PSY356 Abnormal Psychology

Frequency: A
Introduction to psychological disorders, focusing on theoretical approaches to conceptualizing abnormal behavior and current research regarding the symptomatology, etiology, and treatment of disorders. Methods of assessment and diagnosis of mental disorders will also be examined. Prerequisite(s): PSY 129
Credits: 3

PSY358 Psychology and the Law

Frequency: B
An examination of the legal system through the use of psychological concepts, methods, and research results. Controversial legal issues will be examined. Topics will include theories of crime, forensic assessment, the insanity defense, the trial process, and the impact of gender and ethnicity. Influential cases will be analyzed from a psychological perspective. Prerequisite(s): PSY 129
Credits: 3

PSY361 Cognitive Neuroscience

Frequency: B
Cognitive neuroscience is the study of the biology of the mind. The disciplines of cognitive psychology, behavioral neurology, and neuroscience, have combined to form this relatively new field. The course will address the neural bases of cognition including topics such as perception, attention, memory, language, cerebral lateralization and specialization, motor control and development. Prerequisite(s): PSY 129
Credits: 3

PSY364 Cognitive Development

Frequency: B
A study of the conceptual changes which occur during childhood. Topics include theories of cognitive development, infant perceptual capabilities, the evolution of representations, memory systems, language acquisition, and reasoning. Focus is on current research and theory. Prerequisite(s): PSY 129
Credits: 3

PSY365 Social Development

Frequency: B
 Explores the process of socialization. Theories and research relating to social development in areas such as achievement, self-concept, aggression, altruism, and gender roles are covered. Emphasis on the impact of and linkage between various socialization agents (e.g., parents, peers, and school). Social issues (e.g., divorce, drug abuse, etc.) and intervention programs will be considered.
 Prerequisite(s): PSY 129
Credits: 3

PSY366 Psychology of Adulthood

Frequency: D
 Examination of data and theory having to do with psychological issues of importance in adult development (perception, cognition, identity, intimacy, socialization, life phases, etc.), and implications of these for adults and those working with them.
 Prerequisite(s): PSY 129
Credits: 3

PSY370 Cross-Cultural Psychology

Frequency: A
 An introduction to psychological theory and research from the perspective of other cultures. Investigates the origins of psychological thought and overviews the development of the discipline in various historical and political contexts. Focus will vary from semester to semester depending upon instructor.
 Prerequisite(s): PSY 129
Credits: 3

PSY373 Human Factors

Frequency: B
 The study of how humans perceive, think about, and interact with technology and machines. Includes evaluating human performance with technological systems, and designing such systems for reducing human error.
 Prerequisite(s): PSY 129
Credits: 3

PSY379 Child Psychopathology

Frequency: B
 An introduction to the assessment, diagnosis, and treatment of abnormal behavior in children and adolescents, with consideration of variability in symptomatology and treatment as a function of developmental status.
 Prerequisite(s): PSY 356
Credits: 3

PSY380 Special Topics

Frequency: D
 Special topics in Psychology not covered in detail by regular courses and not offered on a regular basis.
 Prerequisite(s): PSY 129
Credits: 3

PSY429 History and Systems of Psychology

Frequency: B
 An examination of the ideas, people, and historical contexts that have shaped psychology. Psychology will be explored as an outgrowth of philosophy and the natural sciences that has undergone major shifts in definition, methods, and focus. Special attention is given to the development, progression, and decline of schools of thought such as radical behaviorism and psychoanalysis.
 Prerequisite(s): PSY 210
Credits: 3

PSY430 Theories of Psychology

Frequency: B
 A discussion of the principles, assumptions, construction, and application of various theories of human behavior. The specific theories covered will vary with the instructor, e.g., Anderson's cognitive theory, Bandura's social learning theory, Freud's psychoanalytic theory, Piaget's theory of development, Skinner's theory of learning.
 Prerequisite(s): PSY 210
Credits: 3

PSY439 Senior Honors Seminar

Frequency: B
 In-depth analysis of selected topics.
 Prerequisite(s): PSY 210
Credits: 3

PSY445 Seminar in Social Psychology

Frequency: C
 In-depth exploration of a specific topic in Social Psychology. Topics covered will vary with the instructor, e.g., Psychology of Ethnicity, Leadership and Achievement, Social Cognition and Attribution Processes, Intimate Relationships, Prejudice and Discrimination.
 Prerequisite(s): PSY 210 and PSY 245
Credits: 3

PSY447 Introduction to Counseling

Frequency: A
 Provides an overview to the fields of counseling and clinical psychology, focusing on current theoretical approaches to conducting psychotherapy and counseling, assessment tools and techniques used in the fields of clinical and counseling psychology, and the basic skills (e.g., interviewing, problem-solving, active listening) used in counseling interventions with clients. Abnormal Psychology is a recommended prerequisite.
 Prerequisite(s): PSY 129
Credits: 3

PSY454 Theories of Memory

Frequency: B
 In depth exploration of several theoretical approaches to the study of human memory. Past, present, and future implications of the theories will be evaluated and discussed.
 Prerequisite(s): PSY 210 and (PSY 244 or PSY 364)
Credits: 3

PSY458 Practicum in Teaching

Frequency: A
 With supervision, teaching assistants (TAs) experience various aspects of teaching including class preparation, leading discussions, and student evaluation. Each TA is responsible for sections of PSY 130 Psychology Laboratory.
 Prerequisite(s): PSY 210
Credits: 3

PSY479 Internship in Psychology

Frequency: A
 A number of internships are available to psychology students. These vary in setting but all involve work under supervision in a community setting. Students should see the department internship director for a description of internships available.
Credits: 3-6

PSY489 Independent Study

Frequency: A
 Individual student research conducted under guidance of selected instructors, with permission of instructor.
Credits: 1-3

Russian

RUSS115 Elementary Russian I

Frequency: D
 For students with no previous preparation. Study of fundamental speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.
Credits: 3

RUSS116 Elementary Russian II

Frequency: D
 Continuation of RUSS 115. Further introduction to fundamental speech patterns. For students with one semester of college level Russian or equivalent. Stress on listening comprehension, oral ability, reading, and writing skills.
 Prerequisite(s): RUSS 115
Credits: 3

Science Education

SCED105 Nature of Science and Science Education

Frequency: B
 The course provides an introduction to planning, teaching styles, classroom management, and instructional materials for the secondary classroom. It will also examine the history and foundations of education and the roles of school staff, students, parents and the community in student learning. In addition, the course will prepare (7-12) science teachers to have knowledge and skills in order to accurately represent what scientists do, how scientific knowledge is produced and debated, and what are the limits to scientific inquiry. Direct experiences with children are an integral part of the course via the field component, SCED 106.
 Co-requisite(s): SCED 106
Credits: 3

SCED106 Nature of Science Education Field Experience

Frequency: B
 The course is the field component to SCED 105 and provides candidates the opportunity to gain experience teaching the nature of science in 7-12 classroom.
 Co-requisite(s): SCED 105
Credits: 0

SCED276 Literacy and Technology for Science and Mathematics

Frequency: B
 The course provides an overview of the processes involved in literacy acquisition and instructional technologies available to enhance teaching in science and mathematics. The relationship of reading and writing, and aspects of writing development and writing process appropriate to each stage of reading development will be presented. Topics: conceptual and methodological issues related to instruction and acquisition of reading, the role and use of technology in literacy instruction, assessment of candidate's reading and writing, diversity in reading acquisition, use of computers, graphing calculators and other multimedia applications.
Credits: 3

SCED303 Assessment for Inquiry-Based Science

Frequency: B
 Different models of evaluation and various techniques used in the assessment of science knowledge and skills will be developed. Examples and procedures directly related to the teaching of inquiry-based science will be stressed. The course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice.
 Prerequisite(s): SCED 105 and SCED 106 or (EDU 105 and EDU 106)
Credits: 3

SCED305 Diversity in the Teaching of Science and Mathematics

Frequency: B
The course provides a theoretical framework for exploring and developing a culturally responsive approach to the teaching of mathematics and science. In exploring different instructional formats, the course allows candidates to develop approaches that prepare them for an ever-increasing population of students that reflect diverse backgrounds and abilities. The field experience is a co-requisite that allows the candidates the opportunity to apply their knowledge on the issues presented in the course work to a diverse population.
Prerequisite(s): SCED 105
Co-requisite(s): SCED 313
Credits: 3

SCED313 Diversity in Teaching Math and Science Field Experience

Frequency: B
The course is the field component to SCED 305. Candidates will use different instructional formats to develop effective approaches for teaching science to students with different backgrounds and abilities in diverse educational learning environments.
Co-requisite(s): SCED 305
Credits: 0

SCED419 Adolescence Science Methods

Frequency: B
The course is an active inquiry into how and why we teach science, considering from what science is, how science literacy could be achieved, what "learning" entails, and what kinds of curricula and teaching best enable science learning.
Credits: 3

Science

SCI301 Science for Elementary Educators I

Frequency: A
In-depth focus on key concepts in the areas of chemistry and physics. Application of these concepts to real world situations and to topics in the elementary science curriculum are emphasized.
Credits: 3

SCI302 Science for Elementary Educators Lab

Frequency: A
Designed for childhood education majors, the laboratory engages students in experiments from biology, chemistry, geology and physics. Most of the experiments are interdisciplinary in nature. The students will plan and execute experiments and then evaluate their data and document their conclusions. Evaluation will be based on laboratory notebook, written lab reports and oral presentation of experimental results.
Credits: 1

SCI303 Science for Elementary Educators II

Frequency: A
In-depth focus on key concepts in the areas of biology and geology. Applications of these concepts to real world situations and to topics in the elementary science curriculum are emphasized.
Credits: 3

SCI325 Science Teaching Assistantship

Frequency: A
The course is designed to provide science education majors with science teaching experience guided by science faculty. Students will assist in curriculum development, preparation and instruction for lectures, interactive activities and laboratory experiments in the areas of biology, chemistry, earth science and physics. The students will be teaching assistants for SCI 301, 302, and/or 303.
Prerequisite(s): SCI 301 and SCI 302 and SCI 303
Credits: 1

SCI491 Special Topics in Science Education

Frequency: B
Courses on topics of special or current interest or, experimental courses in science education.
Credits: 1-6

Time Shortened Degree

SDEG100 Humanities

Frequency: B
Advanced English 12 class taken by students in the 3-1-3 Program. This is a year-long writing intensive course that provides a survey of western literary texts.
Credits: 3-6

SDEG102 Chemistry

Frequency: B
Students from specific area high schools earn general education credits for fourth year high school Chemistry. Students must pass the Regents or earn a C or better if non-Regents. For specific course description, contact 3-1-3 Program (4th Floor-Reed Library 716-673-3550).
Credits: 3-6

Seneca

SEN115 Elementary Seneca I

Frequency: D
For students with no previous preparation. Study of fundamentals of speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.
Credits: 3

Sociology

SOC116 Introductory Sociology

Frequency: A
The methods, insights, and perspectives of sociology; how sociologists do their work; how individuals are influenced by society and culture; how people learn to become members of society (the socialization process), and how people interact with others in it. Review of major topics of sociological interest and concern.
Credits: 3

SOC160 Special Topics

Frequency: D
A course covering material not covered by existing courses. Offered on an occasional basis.
Credits: 3

SOC200 Social Statistics

Frequency: B
An introduction to the place of statistics in the research process; develops understanding of statistics as a valuable tool in analyzing data. Deals with probability, sampling, tables, graphs, averages, measure of variation, measures of association, tests of significance, and multivariate statistics. Special emphasis given to analysis of survey data using computers.
Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200.
Prerequisite(s): SOC 116
Credits: 3

SOC201 Social Problems

Frequency: B
Review of the causes, nature, dynamics, and modes of alleviating some major social problems in contemporary U.S. Among the problems which may be reviewed are poverty, deviance, crime and delinquency, discrimination (racism, sexism, ageism), ecological-environmental threats, over population, as well as problems of vital institutions (familial, medical, political, economic).
Prerequisite(s): SOC 116
Credits: 3

SOC202 Social Analysis

Frequency: A
Seeks to orient students toward a broad range of social phenomena in such a way that they can begin to systematically question, analyze, and articulate a sociological point of view.
Prerequisite(s): SOC 116
Credits: 3

SOC204 Social Psychology

Frequency: B
The forms of social interaction that relate people to each other in everyday life and the consequences for individuals of their social experiences. Theoretical models applied and evaluated for their explanatory power in illuminating such issues as socialization into roles, attitude formation, development of self concept, conflict resolution, etc.
Prerequisite(s): SOC 116
Credits: 3

SOC215 Introduction to Public Health

Frequency: C
Public Health is an interdisciplinary field concerned with the physical, mental and environmental health concerns of communities and populations at risk for disease and injury. Topics examined in this course include "traditional public health" issues: infectious and chronic diseases, injuries, diet, maternal/child health and threats to the natural environment. This course will also examine "newer public health" concerns including bioterrorism/superterrorism, human-generated and natural disasters, risk communication, and public health hoaxes.
Credits: 3

SOC218 Introduction to Social Work

Frequency: B
Introduction to theoretical and practical foundations of social work. Examination of values, knowledge, and skills underlying a generalist approach to social work. Analysis of role of social workers in such settings as hospitals, schools, mental health agencies, and family and child welfare agencies.
Prerequisite(s): SOC 116
Credits: 3

SOC240 Health and Society

Frequency: D
Examines the social psychology of health and illness, social epidemiology and the social correlates of illness, and the organization of health care, including the doctor-patient relationship, the health professionals, and health institutions.
Prerequisite(s): SOC 116
Credits: 3

SOC245 Applied Sociology

Frequency: B
An introduction to the application of sociological theories, concepts, and research strategies to help people, organizations, agencies, and communities identify, analyze, and solve problems and to evaluate the success of problem solving efforts. A variety of sociological approaches are linked to problem definition and resolution strategies routinely used in numerous professional settings, including needs assessment, program evaluation, program outcomes and impact assessment, social indicators development, and management information systems. The course includes a lab component that will provide beginning level skills in using several software packages widely employed in applied work.
Prerequisite(s): SOC 116
Credits: 3

SOC272 Exploring Community-Based Social Work

Frequency: B
Explores how communities and the social work profession respond to social problems. Traditional classroom-based learning is combined with service learning activities to increase student knowledge of the social service delivery system.
Prerequisite(s): SOC 218
Credits: 3

SOC300 Research Methods

Frequency: A
A course concerned with knowing; emphasis is placed on the evaluation of information and the research process: conceptualization, design, measurement, and data collections methods of survey, experiment and observation are discussed.
Prerequisite(s): SOC 116 and SOC 200
Credits: 3

SOC303 Social Class and Inequality

Frequency: B
Examines the sources, forms, and consequences of social inequality, with major emphasis on social stratification in the United States. Emphasis on social class, but also includes racial and ethnic stratification, and gender inequality. Also analyses on debate over the inevitability of inequality, and examines related issues in social policy.
Prerequisite(s): SOC 116
Credits: 3

SOC306 Sex and Gender

Frequency: A
Description and analysis of sex and gender roles and relationships from a variety of societies at different levels of socio-cultural complexity. Note: Also listed as ANTH 300 and WOST 302.
Prerequisite(s): SOC 116 or ANTH 115
Credits: 3

SOC310 Sociology of Deviant Behavior

Frequency: D
Covers theoretical and empirical issues in the sociological understanding of deviant behavior. Research studies of several forms of career deviance analyzed and critiqued: suicide, skid row, addiction, prostitution, homosexuality, mental illness, physical handicaps.
Prerequisite(s): SOC 116
Credits: 3

SOC311 Sociology of Addiction

Frequency: C
Examination of all that behavior which has come to be identified as addiction including tobacco smoking, alcoholism, substance abuse, eating disorders and gambling. An analysis of competing theories of addiction and treatment. The political, economic and social ramifications of addiction control.
Prerequisite(s): SOC 116
Credits: 3

SOC312 Plagues and Peoples

Frequency: B
The course explores the impact of disease on human populations in terms of demographic, cultural and social changes. The rise of health care delivery systems is addressed as a response to epidemics. Examples include the bubonic plague of the 14th and 17th centuries, cholera, influenza, polio and AIDS. Note: Also listed as ANTH 301.
Prerequisite(s): SOC 116 or ANTH 115
Credits: 3

SOC316 Minority Groups

Frequency: B
Study of discrimination against ethnic groups (race, religion, national origins); major groupings within the U.S. such as blacks, Jews, Native Americans, Hispanics, and Asian Americans. Ethnic relations in countries throughout the world, with an emphasis on the impact of colonialism on ethnic relations.
Prerequisite(s): SOC 116
Credits: 3

SOC320 Family Sociology

Frequency: B
Overview of sociological perspectives on the family; emphasis on current state of the family in society. Topics include premarital sexual behavior and attitudes; dynamics of mate selection; marriage as an institution; marriage and sex roles; family dynamics (parenthood, childhood, family politics, violence in the family, divorce, etc.); marriage and the family as a subjective reality; alternative family forms; and the future of the family. Relationship between family and other social institutions.
Prerequisite(s): SOC 116
Credits: 3

SOC321 Population and Society

Frequency: B
An introduction to social demography, the course provides an overview of the three basic demographic processes: fertility, mortality, and migration. It evaluates the relationships among these population processes and their interaction with population structures and characteristics, such as age, sex, marital status, race/ethnicity, social class and religion. It also examines contemporary social issues associated with the population processes, including equality, aging, urbanization, women and household structure, economic development and environmental concerns.
Prerequisite(s): SOC 116
Credits: 3

SOC325 Complex Organizations

Frequency: D
Social structure and social processes of formal organizations. Behavior within organizations. Comparison of major types of organizations: educational, military, business-industrial, hospital, and governmental.
Prerequisite(s): SOC 116
Credits: 3

SOC327 Understanding People

Frequency: D
Using biographies, explores how key sociological factors such as age, gender, race, marital status, socio-economic status, occupation, religion and health affect the everyday life of people, their life chances and life choices, their perspectives on themselves and on their world, their values and their beliefs.
Prerequisite(s): SOC 116
Credits: 3

SOC335 Sociology of Sport

Frequency: C
Introduction to sport as a social institution; social function of sport; sport and culture, schools, and socialization; sport and women, race, and ethnic groups; sport and mass media; sport and stratification and social change.
Prerequisite(s): SOC 116
Credits: 3

SOC337 Sociology of Aging

Frequency: D
In-depth overview of social gerontology, focusing on aging in modern societies. How major institutional changes affect the aged. Review of major problems: status as a minority, retirement adjustment, income, social attitude towards the aged, kinship and other roles.
Prerequisite(s): SOC 116
Credits: 3

SOC338 Sociology of Death and Dying

Frequency: D
Examines the growing body of sociological and social psychological literature on humankind's last major status passage. Institutions which structure death are considered and the processes accompanying dying are investigated. Cross-cultural as well as American death phenomena are included.
Prerequisite(s): SOC 116
Credits: 3

SOC345 Women, Health and Society

Frequency: B
Examines ways in which health and illness for women are defined and managed. Topics include the medicalization of pregnancy and birth, adolescence and sexuality, addiction, mental health, menopause, body image, and, women as health care providers.
Prerequisite(s): SOC 116
Credits: 3

SOC350 Special Topics

Frequency: D
Special topics in sociology not covered in detail by regular courses and not offered on a regular basis.
Prerequisite(s): SOC 116
Credits: 1-3

SOC361 Law in the World

Frequency: C
Compares criminal law and justice systems of a variety of contemporary societies. Details characteristics of common law, civil law, and socialist law legal systems as contexts to explore the practices of specific countries. Examines crime patterns across countries.
Prerequisite(s): SOC 116
Credits: 3

SOC363 Victimology

Frequency: D
Introduction to the study of victim-criminal relationships. Issues of conceptual and empirical interest covered include: history of the status of victims of crime in Western criminal justice systems; sociological characteristics of victims; victim-risk; victim-precipitated crimes; and victim-compensation programs.
Prerequisite(s): SOC 116
Credits: 3

SOC364 Juvenile Delinquency

Frequency: B
An examination of delinquent behavior and its distribution in society. Topical issues discussed include the juvenile justice system, theories of delinquency, and methods of social control of this behavior.
Prerequisite(s): SOC 116
Credits: 3

SOC365 Family Violence

Frequency: D
The variety of forms of family violence-child abuse, partner abuse, elder abuse are examined with regard to its range and scope as well as legal and cultural issues. Explanations of and societal responses to these phenomena are detailed and evaluated. Prerequisites - SOC 116 and Junior Standing
Prerequisite(s): SOC 116
Credits: 3

SOC380 Sociological Theory

Frequency: B
The evolution of sociological theory is traced from the traditions established by Marx, Durkheim, Weber, and Mead through contemporary phenomenological, critical, feminist, postmodern, and late modern schools of thought in order to understand the different assumptions and claims about what human beings are like, what society is, and what we can know about the two that have arisen in different social contexts.
Prerequisite(s): SOC 116 and SOC 202
Credits: 3

SOC400 Senior Seminar

Frequency: B
A capstone course required for senior sociology majors designed to provide the opportunity to engage in an intensive examination of a topic of broad and enduring social and sociological significance. The topic will be of sufficient breadth to raise theoretical, methodological, and substantive issues, some of which may have been already encountered in other courses. The seminar format and the senior status of its members will provide a context in which these issues can be examined in greater depth and integrated into a more developed and coherent sociological perspective through extensive reading and writing. The seminar format also demands that students assume greater responsibilities for their own learning and that of their fellow members.
Prerequisite(s): SOC 116
Credits: 3

SOC415 Seminar in Public Health

Frequency: C
In-depth exploration of selected topics in public health, with special emphasis on epidemiological investigations and applications. Major focus varies from semester to semester depending on interests of students and instructor. The general goal of the course is to help students (a) further develop their skills in epidemiology, the science of public health; and (b) integrate course topics and themes from disciplines comprising the public health minor, so that they can use this knowledge to explore jobs, careers and graduate education in public health. Students must have completed 15 hours of course work in the public health minor, including Introduction to Public Health.
Credits: 1

SOC470 Directed Study

Frequency: A
One to 3 credit hours of credit for individualized study under guidance of a member of the faculty. Permission of instructor.
Credits: 1-3

SOC472 Sociology Internship

Frequency: A
Supervised placement with a public or private organization. A limited number of opportunities to observe and participate in sociology-related endeavors in the workplace. Permission of instructor.
Prerequisite(s): SOC 116
Credits: 1-15

Social Work

SOCW249 Social Welfare Institutions

Frequency: B
Introduces students to the basic public and private sector mechanisms of social welfare policy and services through the lens of history. The importance of values/attitudes/beliefs in the political process and the concept of social justice are analyzed. The development of the social work profession is featured. SOC 116, SOC 218, or permission of instructor.
Prerequisite(s): SOC 116 and SOC 218
Credits: 3

SOCW315 Child Welfare

Frequency: C
A survey of the child welfare field of practice. Emphasis is on services provided to children and their families and the local, national, and state policies that guide them.
Prerequisite(s): SOC 116 or SOC 218
Credits: 3

SOCW325 Social Work Practice Methods I

Frequency: B
The first of four sequenced social work practice courses in which students learn generalist social work practice theory and method. In-depth presentation and study of the foundation layers of knowledge needed to implement generalist problem-solving within and between micro, mezzo and macro systems. Advanced status required.
Credits: 3

SOCW340 Human Behavior in Social Environment I

Frequency: B
Introduces theory and knowledge used in the person-in-environment perspective to prepare a foundation on which to build generalist practice skills. A focus on systems theory approach will lead to an understanding of how the biological, psychological, and social systems are interrelated and affect human development throughout the lifespan. Advanced status required.
Prerequisite(s): BIOL 110
Credits: 3

SOCW341 Human Behavior in Social Environment II

Frequency: B
Builds on the knowledge and theory learned in Human Behavior in Social Environment I. A combination of social systems and life span theoretical frameworks will continue to be utilized to provide a foundation for understanding human behavior from middle adulthood through late adulthood.
Prerequisite(s): SOCW 340
Credits: 3

SOCW370 Social Work Practice Methods II

Frequency: B
Second course in the social work course practice sequence builds on SOCW 325. Focus is on the skills needed to implement the generalist problem solving method within and between micro, mezzo and macro systems.
Prerequisite(s): SOCW 325
Credits: 3

SOCW390 Social Work Practice Methods III

Frequency: B
The third practice methods course challenges the students to increase their generalist problem-solving, communication, assessment, and intervention skills with multiple systems. The Monitoring and Evaluation stage of generalist problem solving is highlighted.
Prerequisite(s): POLI 382 and SOC 300 and SOCW 249 and SOCW 370
Co-requisite(s): SOCW 480 or SOCW 485
Credits: 3

SOCW399 Selected Topics

Frequency: A
Variable-content course; topic will be announced in the Course Offering Bulletin each semester offered.
Credits: 3

SOCW400 Social Work Practice Methods IV

Frequency: B
The final course in the practice sequence is an integrations course asking students to analyze all aspects of generalist social work practice. This is a student-led class which covers all CSWE content areas through discussion, role play, simulation and major analytical writing assignments. Professional critical thinking is a primary focus. Field Practicum students only.
Co-requisite(s):
Credits: 3

SOCW470 Directed Study

Frequency: A
Individualized study with a social work faculty member. Permission of instructor.
Credits: 1-3

SOCW480 Field Practicum I

Frequency: B
The first semester of a professionally supervised 500 total hour placement in a human services agency. Students are expected to complete 250 hours of direct service to individuals, families, groups or communities and/or other duties expected of a beginning-level social worker during the semester. Students are expected to apply social work theory, knowledge and method to actual cases, identify areas of professional growth, process their experiences, and begin assessing their practice using standard research methods. Social Work majors only.
Prerequisite(s): SOCW 325 and SOCW 340 and SOCW 341 and SOCW 370 and SOC 300 and POLI 382
Co-requisite(s): SOCW 390 and SOCW 485
Credits: 3

SOCW485 Field Practicum I with Seminar

Frequency: B
An extension of SOCW 480: Field Practicum I allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Students are divided into sections and assigned faculty field liaisons who assist students develop and implement an individualized professional learning contract for their practicum placements. Weekly meetings are held to analyze issues discovered through the practicum experience. Faculty liaisons monitor and evaluate student performance for the entire practicum experience (SOCW 480 and 485).
Prerequisite(s): SOCW 325 and SOCW 370 and SOC 300 and POLI 382
Co-requisite(s): SOCW 390 and SOCW 480
Credits: 3

SOCW490 Field Practicum II

Frequency: B
The continuation of the students experiential learning at the same agency in which the student was placed in during SOCW 480. Students need to complete 250 or more hours of direct service practice and/or other duties expected of the beginning level social worker.
Prerequisite(s): SOCW 480 and SOCW 485 and SOCW 390
Co-requisite(s): SOCW 495
Credits: 3

SOCW495 Field Practicum II with Seminar

Frequency: B
An extension of SOCW 490: Field Practicum II which allows for the sectioning of practicum students into small peer groups for weekly group meetings. Expectations for student performance increase and new learning contracts are constructed and implemented. Weekly meetings focus on the critical assessment of the student's use of skill, knowledge, and theory in their practicum placement. Faculty field liaisons facilitate group meetings and monitor the practicum experience, evaluating student performance for both SOCW 490 and 495.
Prerequisite(s): SOCW 480 and SOCW 485
Co-requisite(s): SOCW 490
Credits: 3

Speech Pathology and Audiology**SPA100 Freshman Seminar in Speech Language Pathology**

Frequency: B
Freshman Seminar in Speech Pathology is a one-credit course that is intended to help incoming Speech Pathology freshmen succeed at SUNY Fredonia and become lifelong learners. The course introduces first year students to the academic and social aspects of college life, and is designed to empower students to become successful learners at the collegiate level. Freshman Seminar in Speech Pathology provides both an introduction to the nature of college education and a general orientation to the functions and resources of the college as a whole.
Credits: 1

SPA115 Introduction to Sign Language

Frequency: B
Introduces the student to three major areas of learning to use a signed language. First, deaf culture is explored. Second, manual communications as a language is surveyed. Third, the practical application of sign language as a method of communication is stressed and practiced. In class and out of class practice is emphasized.
Credits: 3

SPA150 Introduction to Communicative Disorders

Frequency: B
Introduction to and overview of the field of communicative disorders (speech, language and hearing). Interactions with related disciplines in the humanities, and in the behavioral, biological and physical sciences, as well as study of the normal communication processes.
Credits: 3

SPA201 Voice/Articulation/Resonance

Frequency: D
Survey of voice and speech production. Introduction to International Phonetic Alphabet. Techniques of analysis and improvement of simple deviancies of voice, articulation, and resonance. Vocal hygiene is stressed.
Credits: 3

SPA206 Fundamentals of Acoustics

Frequency: B
The course is designed to introduce Speech Pathology students to the fundamental concepts of general acoustics. The nature of sound waves, simple harmonic motion, relative measure of power, complex waves, Fourier analysis, resonance and filtering distortion and sound transmission will be covered. Emphasis will be placed on the analysis and measurement of speech production and perception. High school physics and/or PHYS 120 is recommended.
Credits: 3

SPA208 Geriatric Communication Disorders

Frequency: D
Provides students in related programs with information about the communication problems and disorders associated with aging. Focuses on the normal communication process, speech, language and hearing disorders of the aged and the psychosocial consequences of disordered communication. Management approaches, services available and the evolving role of the health professional are discussed.
Credits: 2

SPA215 Intermediate Sign Language

Frequency: B
Prior completion of an introductory course in sign language required. Intermediate Sign Language extends the three major areas introduced in Introduction to Sign Language. First, deaf culture is analyzed by reviewing selected literary works. Second, manual communications as a language is critically analyzed. Third, the practical application of sign language as a method of communication is stressed and practiced. The course emphasizes a transition from signing English to American Sign Language.
Prerequisite(s): SPA 115
Credits: 3

SPA250 Speech and Language Development

Frequency: B
Introduction to normal language and speech development in children. Provides theoretical and practical frame of reference for students entering child-centered professions. Foundations of language and speech acquisition, developmental processes requisite to normal speech and language, and means of facilitating normal communicative abilities.
Credits: 3

SPA268 Phonetics

Frequency: B
Study of general articulatory phonetics, introduction to acoustic phonetics and phonology. Students transcribe English and non-English sounds following International Phonetic Alphabet (IPA).
Credits: 3

SPA280 Speech-Language Pathology I

Frequency: B
Description, assessment and therapy for articulation disorders, disorders due to cleft lip and palate, voice, fluency and language disorders. Related topics will include multicultural communication, communication models, language sampling, testing statistics, cultural and age-related issues of communication, English grammar, and goal-writing.
Prerequisite(s): SPA 250 and SPA 268 and SPA 310
Credits: 3

SPA310 Speech and Hearing Mechanism

Frequency: B
Examines the anatomical and physiological characteristics of the speech and hearing mechanisms. Specific focus on the integration of the respiratory, phonatory, supraglottal and hearing systems as they relate to speech production and perception.
Credits: 3

SPA316 Speech Science

Frequency: B
Study of the interrelationships between acoustic, physiological, and aerodynamic factors influencing voice and speech production, including study of processes of respiration, phonation, resonance, articulation, and their interrelationships.
Prerequisite(s): SPA 310 and SPA 268
Credits: 3

SPA322 Hearing Problems and Tests

Frequency: B
Introduction to acoustics, anatomy, physiology and pathology of the auditory system. Study and performance of audiology as applied in clinical environments. Emphasis on theoretical and applied research to differentiate normal from abnormal audition.
Prerequisite(s): SPA 310
Credits: 3

SPA323 Phonological/Language Disorders

Frequency: B
Assessment and intervention principles and practices appropriate for working with articulation and language problems of children.
Prerequisite(s): SPA 250
Credits: 3

SPA328 Clinical Methods

Frequency: B
Study of diagnostic and therapeutic methodologies for management of the communicatively impaired. Students will complete 25 hours in clinical observation.
Prerequisite(s): SPA 250 and SPA 268 and SPA 310
Credits: 3

SPA329 Clinical Practice: Communication Disorders

Frequency: A
Application of the student's knowledge from the classroom to a clinical situation. Student interns assigned to college clinic or off campus school sites provide speech/language testing and therapy to clients under faculty supervision. Required attendance at weekly staff meetings for case reviews and presentation of diagnostic and remedial materials. No less than a C grade in SPA 328 Clinical Methods, and a 2.75 GPA.
Prerequisite(s): SPA 250 and SPA 268 and SPA 310 and SPA 328
Co-requisite(s): SPA 331
Credits: 3

SPA330 Clinical Practice

Frequency: D
As required.
Credits: 3

SPA331 Clinical Practice: Lecture and Staffing

Frequency: A
Weekly meeting with Clinic Coordinator for lectures on tests and procedures appropriate to the current clinical environment.
Co-requisite(s): SPA 329
Credits: 1

SPA398 Clinical Methods in Evaluation

Frequency: B
An introduction to diagnostic methodologies for management of the communicatively impaired. Students will gain knowledge with a variety of published standardized tests with respect to the following areas: appropriate test selection, knowledge of test rationale/content, administration procedures and recording test responses, accurate scoring and interpretation, diagnosis, informal assessment, goal development and report writing. In addition, students will gain knowledge in the referral process and qualification criteria for services.
Prerequisite(s): SPA 250 and SPA 268 and SPA 310
Credits: 3

SPA399 Clinical Methods in Intervention

Frequency: B
Students will gain knowledge with a variety of therapy models with respect to various disorder types, settings, and methodologies for management of the communicatively impaired. Course content will include therapy implementation, goal/objective selection, lesson plan writing, charting progress, progress report writing, IEP writing, behavior management, collaboration, team meetings, and criteria for dismissal.
Prerequisite(s): SPA 398
Credits: 3

SPA400 Foundations of Speech Language Pathology in Educational Settings

Frequency: B
Study of the legal bases, common practices, principles, and issues related to the effective delivery of speech and language services in educational settings.
Credits: 2

SPA410 Clinical Procedures: Observation and Analysis

Frequency: B
Guided observation and study of assessment and intervention procedures for children and adults with a variety of communication disorders. Videotaped and real-time sessions will be utilized for demonstration and analysis. Written projects will prepare the student to analyze methodologies and develop therapeutic goals, objectives, procedures and materials. The course will fulfill the ASHA requirement for a minimum of 25 observation hours.
Prerequisite(s): SPA 398 and SPA 399
Credits: 3

SPA418 Speech-Language Pathology II

Frequency: B
The study and analysis of dysphagia, a review of neural basis of speech/language and neurogenic communication disorders such as aphasia, right hemisphere damage, dementia, traumatic brain injury, dysarthria, and apraxia of speech. Etiology, diagnosis, evaluation, and treatment issues will be focused upon.
Prerequisite(s): SPA 310
Credits: 3

SPA419 Aural Habilitation and Rehabilitation

Frequency: B
Application of therapeutic measures and strategies to optimize the communication ability of the hearing impaired. Emphasis is on fetal development, genetics, psychosocial and counseling issues, amplification, visual and auditory training and third part reimbursement. A speaking intensive course bridging learned material in SPA 322 with a provided case study.
Prerequisite(s): SPA 322
Credits: 3

SPA420 Advanced Speech Pathology

Frequency: D
Seminar devoted to assigned readings and to approved individual research. Strengthens student knowledge in specific areas in preparation for more advanced studies.
Prerequisite(s): SPA 280 and SPA 418
Credits: 3

SPA432 Student Teaching

Frequency: A
Field-based practicum at public schools, BOCES facilities or community-based programs. Cooperating clinicians supervise students engaged in the provision of testing and therapy services to the speech/language and hearing impaired.
Prerequisite(s): SPA 329
Credits: 10

SPA490 Independent Study

Frequency: A
Study of a particular problem in speech pathology and audiology. Periodic meetings with instructor; writing a substantial paper.
Credits: 1-3

SPA495 Seminar in Speech-Language Pathology/Audiology

Frequency: C
Detailed study of selected topics in speech pathology or audiology. Content will change from semester to semester but will focus on a relatively narrow topic or issue of current interest.
Credits: 1-3

Spanish

SPAN115 Elementary Spanish I

Frequency: A
For students with no previous preparation. Study of fundamental speech patterns. Initial stress on listening comprehension and oral ability. Progressively greater emphasis on reading and writing skills.
Credits: 3

SPAN116 Elementary Spanish II

Frequency: A
Continuation of SPAN 115. Further introduction to fundamental speech patterns. For students with one semester of college-level Spanish or equivalent. Stress on listening comprehension, oral ability, reading and writing skills.
Prerequisite(s): SPAN 115
Credits: 3

SPAN215 Intermediate Spanish I

Frequency: A
Development of skills to understand written and spoken Spanish. Readings and grammar review.
Prerequisite(s): SPAN 116
Credits: 3

SPAN216 Intermediate Spanish II

Frequency: A
A continuation of SPAN 215 with gradually added emphasis on reading.
Prerequisite(s): SPAN 215
Credits: 3

SPAN313 Spanish Conversation

Frequency: A
Oral-aural drills, conversational exercises to provide practice in understanding and speaking Spanish. Emphasis on improving pronunciation and fluency.
Prerequisite: SPAN 216
Credits: 3

SPAN314 Spanish Composition

Frequency: B
Writing colloquial and formal Spanish. Translations and free compositions.
Prerequisite: SPAN 216
Credits: 3

SPAN315 Introduction to Readings in Hispanic Literature

Frequency: B
A study of literary works in the Spanish language in various genres, from Spain and Spanish-America, including poetry, short story, essay, short novel and/or excerpts from novels, and drama. Understanding of the literary works will include internal factors as well as external ones.
Prerequisite(s): SPAN 313 or SPAN 314
Credits: 3

SPAN319 Survey of Spanish Literature I

Frequency: B
Principal literary movements and writers studied against historical, social, and cultural backgrounds. Selected masterpieces through the 17th century. Outside readings.
Prerequisite(s): SPAN 315
Credits: 3

SPAN320 Survey of Spanish Literature II

Frequency: B
Principal literary movements and writers studied against historical, social, and cultural backgrounds. Selected masterpieces from the 18th century to the present. Outside readings.
Prerequisite(s): SPAN 315
Credits: 3

SPAN325 Survey of Spanish-American Literature

Frequency: B
Principal literary movements in Spanish America from Colonial period, with emphasis on post-Independence literature.
Prerequisite(s): SPAN 315
Credits: 3

SPAN377 Special Topics

Frequency: D
Topics in Spanish language and literature.
Prerequisite(s): SPAN 315
Credits: 3

SPAN388 Spanish Civilization and Culture

Frequency: D
A comprehensive introduction to aspects of Spanish civilization and culture: geography, history, social customs, political movements, literature and art.
Prerequisite(s): SPAN 313 or SPAN 314
Credits: 3

SPAN400 Special Topics in Spanish

Frequency: D
Special areas in Spanish language, literature, or culture and civilization not covered by regular courses.
Prerequisite(s): SPAN 313 or SPAN 314
Credits: 1-3

SPAN401 Imperial Spain

Frequency: D
Analysis of main currents of Spanish culture in Siglo de Oro through readings in history, sociology, and literature.
Prerequisite(s): SPAN 319
Credits: 3

SPAN407 Special Topics

Frequency: B
Special areas in Spanish not covered by regular courses.
Credits: 3

SPAN410 Directed Study

Frequency: D
Individual directed study of a particular area or topic in Spanish language or literature. Periodic meetings with instructor, writing of a substantial paper.
Credits: 1-3

SPAN421 Advanced Spanish Phonetics and Diction

Frequency: D
Systematic study of Spanish phonetics and diction. Pronunciation drills, exercises in sound discrimination and transcription.
Prerequisite(s): SPAN 216
Credits: 3

SPAN423 Senior Seminar

Frequency: B
Allows upper level students to supplement course offerings or probe more deeply into areas of their own interest. Prerequisite(s): Two SPAN literature courses above SPAN 315.
Prerequisite(s): SPAN 319 or SPAN 320 or SPAN 325
Credits: 3

SPAN424 Spanish Creative Writing

Frequency: B
Study of literary techniques. Direct composition in Spanish to encourage incorporation of these devices into student's own writing.
Prerequisite(s): SPAN 315 and SPAN 314
Credits: 3

SPAN425 Spanish-American Fiction

Frequency: D
Prose fiction in Spanish America with special emphasis on 20th century authors.
Prerequisite(s): SPAN 325
Credits: 3

SPAN427 The Art and Craft of Translation

Frequency: B
Discussions of translation theory and problems of translation, followed by translation from Spanish to English, ending with translation from English to Spanish.
Prerequisite(s): SPAN 315 and SPAN 314 and (SPAN 320 or SPAN 325)
Credits: 3

Special Studies**SPST101 Biology Study Skills**

Frequency: B
This course, offered by the Educational Development Program, is designed to meet the needs of program participants enrolled in BIOL 111 Introduction to Biology. Intended for students with limited biological backgrounds, it enhances the understanding of biological skills in the following areas: Biological Chemistry, Energy, Genetics, Evolution, Physiology, Development, and Ecology.
Co-requisite(s): BIOL 111
Credits: 1

SPST107 Writing in the Arts and Sciences

Frequency: B
Study of the writing and analysis process used for the explanatory and persuasive prose for the humanities, social sciences, and natural sciences. The course work focuses on coherence, development, organization, and conventions of writing papers in each discipline.
Credits: 3

SPST114 Precalculus Study Skills

Frequency: D
The course, offered by the Education Development Program, is designed to meet the needs of program participants enrolled in MATH 105 Survey of Precalculus. Intended for students with a limited mathematics background, it enhances the understanding of skills necessary for success in precalculus and calculus in the following areas: algebra, solutions to equations, factoring, simplification of algebraic expressions, etc.
Co-requisite(s): MATH 105
Credits: 1

SPST118 Survey of Calculus I Lab

Frequency: B
The purpose of the course is to provide students enrolled in the Educational Development Program with the opportunity to develop and improve the study skills necessary to successfully complete the required course work for MATH 120.
Credits: 1

SPST127 EDP Freshman Orientation I

Frequency: B
Designed to assist Educational Development Program students manage the demands of the college experience by helping them develop life management and study skills necessary to reach their academic and personal goals.
Credits: 1-2

SPST132 Topics in Contemporary Science Recitation

Frequency: A
A one-credit recitation course mainly to supplement PHYS 101 Topics in Contemporary Science for students from the Educational Development Program. Provides additional drill for solving simple physics problems to understand PHYS 101 topics.
Co-requisite(s): PHYS 101
Credits: 1

SPST137 Reading First

Frequency: D
Designed to help students with the working requirements of being an America Reads Tutor and to familiarize students with the public school setting, requirements, and expectations. The 15 hour training program is to help students develop the range of skill they may need to work with K-3 students.
Prerequisite(s): ENGL 357 or EDU 250 or EDU 275 or EDU 221 or SPA 250
Credits: 1

SPST138 Advanced Reading First

Frequency: D
Designed to meet the needs of continuing America Reads tutors. Tutors will learn more about the reading process, learn to establish a tutoring goal and develop an activity to achieve that goal, and continue to gain experience in public school classrooms.
Prerequisite(s): SPST 137
Credits: 1

SPST147 EDP Freshmen Orientation II

Frequency: B
A continuation of SPST 127 focusing on assisting students develop the basic tools necessary to engage in self-discovery, acquaint them with career planning and exploration of major and career choices.
Credits: 1

SPST201 Advanced Leadership Development

Frequency: A
A course in the study of leadership, introducing the student to tasks, strategies, and skills of effective leadership. Course activities will move the student from theory to the practical processes of leadership through the use of experiential learning, oral expression and effective teamwork on several projects.
Credits: 3

Sound Recording Technology**SRT105 Recording Techniques for Music**

Frequency: B
A non-technical introduction to recording technology. Students will learn established recording techniques, how to make good audition tapes, the possibilities of digital editing, how to purchase the right equipment, and other recording essentials.
Credits: 1

SRT200-201 Recording Practicum

Frequency: B
Applied instruction in basic audio techniques. Includes studio instruction in the use of microphones, loudspeakers, tape recorders. Taken concurrently with SRT 250-251. Open to majors only.
Co-requisite(s): SRT 251
Credits: 2

SRT250-251 Recording Techniques

Frequency: B
A two-semester course in recording, including audio measurements, use of loudspeakers, microphones, tape recorders, and mixing consoles. Emphasis on stereophony, live recording, and the development of high standards of audio craft. Open to majors only.
Credits: 2

SRT300-301 Recording Practicum

Frequency: B
Applied instruction in multi-track recording, sound reinforcement, and audio systems analysis techniques. Includes in-depth study of mixing consoles, tape recorders, and signal processors. Students will record assigned projects and assist seniors in production projects. Taken concurrently with SRT 350-351. Open to majors only.
Prerequisite(s): SRT 200 and SRT 201 and SRT 250 and SRT 251
Co-requisite(s): SRT 351
Credits: 2

SRT310 Studio Installation and Maintenance

Frequency: D
Provides maximum hands-on experience in recording studio installation and maintenance. Students will learn to analyze signal flow and troubleshoot equipment with passive (resistors, capacitors, inductors) and active components (transistors and op-amps). Transmission lines are discussed by evaluating principles and standards of connectors and cabling for audio and video. Further emphasis is placed on the phenomenon of noise in audio/video circuits and transmission lines: evaluating and measuring noise in individual components and systems, and minimizing or eliminating noise through the principles of grounding, shielding and filtering. Students will learn soldering and wiring techniques as well as a variety of audio measurement procedures.
Credits: 1

SRT320 Studio Installation and Maintenance Laboratory

Frequency: D
The one semester, 1 credit-hour course, provides maximum hands-on experience in recording studio installation and maintenance. Students will learn to analyze signal flow and troubleshoot equipment with passive (resistors, capacitors, inductors) and active components (transistors and op-amps). Transmission lines are discussed by evaluating principles and standards of connectors and cabling for audio and video. Further emphasis is placed on the phenomenon of noise in measuring noise in individual components and systems, and minimizing or eliminating noise through the principles of grounding, shielding and filtering. Students will learn soldering and wiring techniques as well as a variety of audio measurement procedures.
Prerequisite(s): MATH 121 or MATH 123 and PHYS 123
Credits: 1

SRT350-351 Technology and Practices of the Recording Industry

Frequency: B
A two-semester course in multi-track recording technology, and Digital Signal Processing (DSP). Open to majors only.
Prerequisite(s): SRT 200 and SRT 201 and SRT 250 and SRT 251
Credits: 3

SRT450-451 Senior Seminar/Project

Frequency: B
Each student will prepare a professional quality recording production and a research paper. In addition, the seminar will address areas of professional concern, including career development and survival skills, current studio developments, and elements of style in recording. Open to majors only.
Prerequisite(s): SRT 300 and SRT 301 and SRT 350 and SRT 351
Credits: 2

SRT460-461 Independent Study

Frequency: A
Studies in studio maintenance, booking, traffic management, and research are available on a limited basis. Maximum of 6 credit hours of MUS, MUED, or SRT independent study. Open to majors only.
Credits: 2

SRT470 Studio Supervision

Frequency: D
Students supervise recording studio inventory and use. Open to majors only. Permission of instructor required.
Credits: 2

SRT480 Internship

Frequency: A
A 15-week, full-time work position in a facility appropriate for the individual student's goals. Duties are specified by college and sponsoring firm. Open to majors only.
Credits: 1-15

Statistics

STAT150 Statistical Ideas

Frequency: B
Introduction to the field of statistics, including sampling, experiments, measurement, descriptive statistics, probability, inference, correlation, regression and prediction. The emphasis will be on data and concepts rather than on calculations and mathematical theory. Not open to students who have completed a 200-level statistics course with a grade of C- or better. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

STAT200 Statistical Methods I

Frequency: A
An introductory study of statistical methods with applications to business, economics, education, and the social sciences. Topics covered include: descriptive statistics and graphs, probability and probability distributions, estimation, confidence intervals, hypothesis testing and linear regression. The course focuses on when to use each of the different methods. Note: Credit for at most one of the following courses may be applied towards a student's requirements for graduation: BUAD 200, ECON 200, EDU 200, POLI 200, SOC 200, and STAT 200. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

STAT250 Statistics for Scientists

Frequency: B
Introduction to statistical methods with special emphasis on uses in the natural sciences. Topics will include descriptive statistics, data collection, probability distributions, confidence intervals, hypothesis testing, regression, and analysis of variance. The course will include use of analytical labs and statistical computer packages. Background assumed: N.Y.S. Algebra II and Trigonometry (or Math B), or equivalent.
Credits: 3

STAT300 Statistical Methods II

Frequency: D
Continuation of STAT 200. Review of the basics of estimation, confidence intervals and hypothesis testing. Simple and multiple regression, time series, analysis of variance and non-parametric methods. A statistical software package will be used extensively.
Prerequisite(s): STAT 200 or BUAD 200 or ECON 200 or EDU 200 or POLI 200 or PSY 200 or SOC 200 or STAT 250 or STAT 350
Credits: 3

STAT350 Probability and Statistics

Frequency: B
Basics of probability; descriptive statistics; discrete and continuous distributions; confidence intervals and tests of hypotheses concerning means, variances, and proportions; simple linear regression; statistical software. MATH 210 is recommended, in addition to the prerequisites listed.
Prerequisite(s): MATH 123 or MATH 124
Credits: 3

STAT351 Applied Statistics

Frequency: C
Topics chosen from multiple regression; analysis of variance; sampling techniques; time series; nonparametric methods; applications to quality control. A statistical software package will be used extensively.
Prerequisite(s): STAT 350
Credits: 3

STAT355 Mathematical Statistics

Frequency: C
Moments and moment-generating functions, conditional expectations, multivariate binomial and normal distributions, functions of random variables, sampling distributions, decision theory, theory of estimation and hypothesis testing.
Prerequisite(s): STAT 350 and MATH 223
Credits: 3

STAT400 Independent Study

Frequency: D
Independent study of a selected list of readings approved by the faculty advisor. Departmental approval required.
Credits: 1-3

STAT451 Time Series

Frequency: D
Study of linear time series, moving averages and auto regressive models. Estimation, confidence intervals, forecasting and data analysis with time series models will be examined.
Co-requisite(s): STAT 351
Credits: 1

STAT460 Risk Management for Actuarial Science

Frequency: B
Development of fundamental mathematical tools and language of quantitative risk management. Multivariate probability distributions including joint, conditional and marginal distributions, probabilities, moments, variance and covariance.
Prerequisite(s): MATH 223 and STAT 350
Credits: 2

Theatre Arts

THEA100 Theatre Majors Seminar

Frequency: B
An introductory course for first year students declared as theatre majors. Introduction to policies, procedures and academic requirements in the theatre program.
Credits: 1

THEA101-102 Theatre Practice

Frequency: B
Laboratory in performance or production involving applications of theatre techniques to the various aspects of departmental productions. Majors and minors only.
Credits: 1

THEA110 Practicum

Frequency: D
Areas of theatre not covered in regular curriculum such as travel courses, practical experiences in the field, etc. May be repeated for credit. Permission of instructor.
Credits: .5

THEA114 Introduction to the Performing Arts

Frequency: A
A broad introduction to the Performing Arts including an historical perspective, elements of the performer's craft and repertoire, representative contributors to each Performing Art and the role of the audience member. The Performing Arts areas include Theatre, Music, Dance, Musical Theatre and Opera. Attendance at five Performing Arts events is required.
Credits: 3

THEA117 Script Analysis

Frequency: B
Explores the process in evaluating/discovering production and performance values in a playscript.
Credits: 3

THEA121 Introduction to Technical Theatre

Frequency: A
One-semester course covering terminology and processes of stage production including stagecraft, materials, lighting, sound, properties, costumes, etc. Lecture and laboratory participation. Concurrent enrollment in THEA 101 or 102 by majors and minors strongly suggested. Written production critiques required.
Credits: 3

THEA123 Introduction to Technical Production

Frequency: B
Explores the responsibility of technical personnel, safety and organization of the backstage and scene shop, stage rigging, drafting for the stage, scenic materials and hardware. Practical work on department productions may be required. Lab fee required.
Prerequisite(s): THEA 121
Credits: 3

THEA125 Drawing and Drafting for the Theatre

Frequency: B
Provides the student with a working knowledge of hand drafting as applied to theatre. Includes but is not limited to reading and interpreting set design plans, light plots, costume pattern drafting, creation of single and multiple plate drafting packets including plan views, design and construction elevations, section views, and detail drawings. B.F.A. Production Design majors only. Other theatre majors by permission of instructor.
Pre- or co-requisite(s): THEA 123
Credits: 3

THEA130 Acting for Non-Majors

Frequency: A
Basic techniques of acting with emphasis on improvisation, script analysis and scene study. Attendance at campus theatrical events required.
Credits: 3

THEA131 Acting Studio: Improvisation

Frequency: B
Introduction to basic craft skills of acting with emphasis on self-awareness and discovery, spontaneity, and improvisation. B.F.A. Acting and Musical Theatre majors only.
Credits: 3

THEA132 Acting Studio: Character Study

Frequency: B
Introduction to theory and practice of the basic principles of Stanislavski realism with emphasis on character exploration and analysis. B.F.A. Acting and Musical Theatre majors only.
Prerequisite(s): THEA 131
Credits: 3

THEA133 Introduction to Acting

Frequency: B
Basic craft skills of acting with emphasis on improvisation, character study, analysis and scene work. B.A. Theatre Arts majors and minors only.
Credits: 3

THEA140 Stage Dialects

Frequency: C
Acquisition of basic skills by the performer or director in the use of major dialects. B.F.A. Acting and Musical Theatre majors only.
Credits: 3

THEA201-202 Theatre Practice

Frequency: B
Continuation of THEA 101-102.
Credits: 1

THEA220 Makeup

Frequency: B
Selection, application, and evaluation of stage makeup. Includes wigging and facial hair techniques. Theatre majors and minors only.
Credits: 1

THEA221 Computer Drawing/Design

Frequency: B
Introduces the student to the use of discipline-specific software programs and peripheral hardware used in the creation of designs and preparation of drawings used in technical production and for scenic costumes and lighting design. Includes in-depth training in Computer Aided Drafting techniques, and the study of VectorWorks software. 2-D drafting will be covered with an introduction to drawing in 3-D.
Prerequisite(s): THEA 123 and THEA 125
Credits: 3

THEA222 Stagecraft I

Frequency: B
Drafting and construction of soft goods, platforms and wagons, framed scenery, stairs, cornice and trim. Further refinement of shop skills. Practical work on productions may be required. Lab fee required. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 123 or THEA 125
Credits: 3

THEA223 Stage Lighting I

Frequency: B
Mechanics of stage lighting, involving basic electricity, color theory, instrumentation, distribution and control. Possibility of practical application on departmental productions.
Prerequisite(s): THEA 123 and THEA 125 and THEA 315
Credits: 3

THEA226 Scene Painting I

Frequency: B
Color theory, preparation of painting surfaces, and basic painting techniques as they pertain to the theatre. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 123 or THEA 125
Credits: 3

THEA228 Costume Construction I

Frequency: B
Laboratory exploration of basic costume construction techniques. Majors only.
Credits: 3

THEA229 Computer Aided Drafting Lab

Frequency: A
Non-credit lab allowing the B.F.A. Technical Production and Design student access to the theatre CAD Lab. Open to B.F.A. Production and Design majors only.
Credits: 0

THEA230 Introduction to Scene Study

Frequency: B
The course will present the fundamental principles of approaching the creation of a character on stage using the techniques of Stanislavski realism. B.A. Theatre Arts majors only.
Prerequisite(s): THEA 133 and THEA 117
Credits: 3

THEA231 Acting Studio: Scene Study I

Frequency: B
Skills and techniques for role analysis and performance in realistic plays. B.F.A. Acting and Musical Theatre majors only.
Prerequisite(s): THEA 132
Credits: 3

THEA232 Acting Studio: Scene Study II

Frequency: B
Skills and techniques for role analysis and performance in realistic plays. B.F.A. Acting and Musical Theatre majors only.
Prerequisite(s): THEA 231
Credits: 3

THEA233 Acting Lab I

Frequency: B
A laboratory for exploration and development of scene study technique. Taken in conjunction with THEA 231, Acting Studio, Scene Study I. B.F.A. Acting and Musical Theatre students only.
Prerequisite(s): THEA 132
Co-requisite(s): THEA 231
Credits: 1

THEA234 Acting Lab II

Frequency: B
A laboratory for exploration and development of scene study technique. Taken in conjunction with THEA 232, Acting Studio, Scene Study II. B.F.A. Acting and Musical Theatre students only.
Prerequisite(s): THEA 231
Co-requisite(s): THEA 232
Credits: 1

THEA242 Acting Studio: Introduction to Voice and Movement I

Frequency: B
Designed to support the actor in freeing the voice/body and imagination for creative response. Physical/vocal awareness and ability are enhanced through the exploration of relaxation, alignment, flexibility, strength, breath, sound, and resonance.
Prerequisite(s): THEA 132
Credits: 3

THEA243 Acting Studio: Introduction to Voice and Movement II

Frequency: B
A continuation of THEA 242 in supporting the actor in freeing the voice/body and imagination for creative response. Exercises to reinforce basic skills and further develop the actor's physical and vocal range, power, flexibility, and articulation.
Prerequisite(s): THEA 242
Credits: 3

THEA245 Sound for the Theatre

Frequency: C
Study of the basic technical and artistic elements of sound for the theatre. Areas of study include: basic sound systems, electricity, recording techniques, script analysis for sound design, principles of sound design and the controllable qualities of sound. Each will be studied through class lectures, practical examples, and projects.
Prerequisite(s): THEA 315
Credits: 3

THEA246 Voice and Movement Lab I

Frequency: B
Students will explore physical and vocal performance projects to better facilitate creative response and imagination. Taken in conjunction with THEA 242
Introduction to Voice and Movement I.
Prerequisite(s): THEA 132
Co-requisite(s): THEA 242
Credits: 1

THEA247 Voice and Movement Lab II

Frequency: B
Students will explore physical and vocal performance projects to better facilitate creative response and imagination. Taken in conjunction with THEA 243, Introduction to Voice and Movement II.
Prerequisite(s): THEA 242 and THEA 246
Co-requisite(s): THEA 243
Credits: 1

THEA301-302 Theatre Practice

Frequency: B
Continuation of THEA 201-202.
Credits: 1

THEA303 Rendering Technique I

Frequency: B
Explores the graphic media and drawing techniques used by the designer in preparing drawings for the theatre.
Prerequisite(s): THEA 123 and THEA 125
Credits: 1

THEA304 Rendering Technique II

Frequency: B
Continuation of THEA 303. Explores the graphic media and drawing techniques used by the designer in preparing drawings for the theatre.
Prerequisite(s): THEA 123 and THEA 125
Credits: 1

THEA305 Rendering Technique III

Frequency: B
Continuation of THEA 304. Explores the graphic media and drawing techniques used by the designer in preparing drawings for the theatre.
Prerequisite(s): THEA 123 and THEA 125
Credits: 1

THEA315 The Dramatic Imagination

Frequency: B
Design students study the nature of the relationship between playscripts and theatrical designs through script and text analysis, literary criticism and research. Exploration of how dialogue and themes can be visualized through design. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 123
Co-requisite(s): THEA 229
Credits: 3

THEA319 Costume Construction II

Frequency: B
Intensive laboratory exploration of advanced costume construction techniques. Focus on growth of stitching skills.
Prerequisite(s): THEA 228
Credits: 3

THEA320 Advanced Makeup

Frequency: D
Design and application of special effects, 3-D prosthetics, and appliances. Majors only.
Prerequisite(s): THEA 220
Credits: 3

THEA321 Dyeing and Distressing

Frequency: B
Laboratory exploration of the art and craft of dye/paint techniques for costumes. Union, acid, and fibre-reactive dyes, silk and fabric paints, and health and safety for costume artisans are covered. B.F.A. Production and Design majors only. Theatre and Dance majors by permission.
Credits: 3

THEA322 Stagecraft II

Frequency: B
Drafting and construction of dimensional scenery. Planning, drafting and mounting the full production. Moving the multi-set show. Practical work on productions may be required. Lab fee required. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 222
Credits: 3

THEA324 Stage Lighting II

Frequency: B
Principles of lighting design and color use for stage through script analysis and practical projects. Opportunity to design a production as part of class work.
Prerequisite(s): THEA 223
Credits: 3

THEA325 History of Fashion

Frequency: B
Chronological survey of clothing and fashion; their sociological and artistic implications from the Egyptians to the 20th century.
Credits: 3

THEA326 Scene Design I

Frequency: B
Principles, procedures, and development of scene design. Students must enroll in THEA 303, 304 or 305 simultaneously. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 322
Credits: 3

THEA327 Costume Design I

Frequency: B
Costume design methods and concepts. Students must enroll in THEA 303, 304 or 305 simultaneously. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 325
Credits: 3

THEA328 Costume Design II

Frequency: B
Continuation of THEA 327: development of more complicated sophisticated concepts. Students must enroll in THEA 303, 304 or 305 simultaneously. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 327
Credits: 3

THEA329 Flat Patterning

Frequency: B
Flat pattern techniques as applied to the costume cutter. Use of slopers, methodology, and interpretation of sketches are emphasized. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 228
Credits: 3

THEA331 Acting Studio: Styles

Frequency: D
Introduction to various acting tools for creating and sustaining characters and action in elevated and poetic texts from major periods of theatre history. Emphasis on ability to approach historical periods and genres while remaining intimately connected to personal truth.
Prerequisite(s): THEA 232
Credits: 3

THEA333 Act Studio: Audition Techniques

Frequency: C
Intensive study of skills needed by actors to increase their marketability in today's theatre. B.F.A. Acting and Musical Theatre majors only.
Prerequisite(s): THEA 232
Credits: 3

THEA334 Computer Drawing and Design II

Frequency: C
Exploration in designing and drafting for the stage using the computer. This course will focus on the design elements and will include some drafting. Programs explored in this class will be Photo Shop, Deep Paint, Renderworks and others. A major portion of the class will focus on rendering methods for the computer.
Prerequisite(s): THEA 221
Credits: 3

THEA338 Special Topics

Frequency: D
Study of selected areas of theatre arts not covered in regular curricular program. May be repeated for credit. Permission of instructor.
Credits: 1-3

THEA345 Voice and Movement III

Frequency: B
Explores additional methods to increase flexibility and range in speaking with an emphasis on heightened responsiveness to imagery and rhythms, along with additional methods to increase precision and range of movement with an emphasis on physical character work. B.F.A. Acting and Musical Theatre majors only.
Prerequisite(s): THEA 243
Credits: 3

THEA346 Acting Studio: Voice and Movement IV

Frequency: B
Explores additional methods to increase precision and range of movement with an emphasis on unarmed and armed stage combat.
Prerequisite(s): THEA 242 and THEA 243
Credits: 3

THEA353 History of Musical Theatre

Frequency: C
Development of the theatrical genre known as musical theatre. Special emphasis on musical comedy roots in nineteenth century America to the present.
Credits: 3

THEA363 Voice and Movement Lab III

Frequency: B
Further exploration of physical and vocal performance projects to better facilitate creative response and imagination. Taken in conjunction with THEA 345 Voice and Movement III.
Prerequisite(s): THEA 232 and THEA 243
Co-requisite(s): THEA 345
Credits: 1

THEA364 Voice and Movement Lab IV

Frequency: B
Further exploration of physical and vocal performance projects to better facilitate creative response and imagination. Taken in conjunction with THEA 346 Voice and Movement IV.
Prerequisite(s): THEA 232 and THEA 243
Co-requisite(s): THEA 346
Credits: 1

THEA381 Technical Theatre Seminar

Frequency: A
Discussion seminar on problems and procedures of mounting theatrical productions. Includes scheduling personnel, weekly rehearsals and other pertinent current production needs. Does not apply to the required hours for major in Theatre Arts. May be repeated
Credits: .5

THEA401-402 Theatre Practice

Frequency: B
Continuation of THEA 301-302.
Credits: 1

THEA420 Special Studies in Technical Theatre

Frequency: A
Seminar and laboratory experience exploring a variety of processes and techniques in depth. B.F.A. Production and Design majors only.
Credits: 3

THEA426 Scene Design II

Frequency: B
Continuation of Scene Design I with specific emphasis on artistic requirements of the production. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 326
Credits: 3

THEA427 Scene Painting II

Frequency: B
An intensive laboratory experience exploring advanced techniques in painting, dimensional texture and surface treatments. May require practical work on productions. B.F.A. Production and Design majors only.
Prerequisite(s): THEA 226
Credits: 3

THEA432 Acting Studio: Musical Theatre Styles

Frequency: B
Advanced scene study and techniques for integrating all resources of the singing actor in musical theatre. B.F.A. Musical Theatre majors only or by permission of instructor.
Prerequisite(s): THEA 232
Co-requisite(s): THEA 434
Credits: 3

THEA433 Acting Studio: Shakespeare

Frequency: B
An introduction to the basic techniques used in Shakespearean acting. Major emphasis is placed on approaching Shakespeare through a careful analysis of the use of language and construction of the text. Enrollment limited to B.F.A. Acting/Musical Theatre majors or permission of instructor.
Prerequisite(s): THEA 230 or THEA 232
Credits: 3

THEA434 Musical Theatre Styles Lab

Frequency: B
A co-requisite for THEA 432, the laboratory allows for exploration, musical coaching and preparation for the Musical Theatre Styles acting class.
Prerequisite(s): THEA 232
Credits: 1

THEA435 Rehearsal and Performance

Frequency: A
Application of advanced techniques in preparation for studio and major productions.
Credits: 0

THEA436 Design/Technical Production

Frequency: A
Application of advanced techniques in preparation for studio and major productions.
Credits: 0

THEA441 Directing I

Frequency: A
Director's functions and responsibilities including play selection, auditioning/casting, staging techniques and script analysis using the motivational unit as a basis of approach. Emphasis on preparation and presentation of a one-act play. Majors only. Junior or Senior standing in the department.
Credits: 3

THEA442 Directing II

Frequency: D
Continuation of THEA 441; emphasis on theories of directing, as well as concerns and responsibilities of the director in productions involving period styles and/or alternative forms of staging. Majors only.
Prerequisite(s): THEA 441
Credits: 3

THEA445 Voice and Movement Lab V

Frequency: D
Further exploration of physical and vocal performance projects to better facilitate creative response and imagination.
Prerequisite(s): THEA 346
Credits: 1

THEA446 Voice and Movement Lab VI

Frequency: B
Further exploration of physical and vocal performance projects to better facilitate creative response and imagination.
Prerequisite(s): THEA 346
Credits: 1

THEA451 History of the Theatre I

Frequency: B
A survey of theatre history from pre-Greek to the 18th Century. Performance and production elements in all ages will be covered. Junior or Senior standing.
Credits: 3

THEA452 History of the Theatre II

Frequency: B
A survey of theatre history from 18th Century to present. Performance and production elements in all ages will be covered.
Prerequisite: Junior or Senior standing.
Credits: 3

THEA460 Theatre Organization and Management

Frequency: B
Theatre management including philosophy, management procedures, budgets, publicity/promotion, ticket office and house management procedures for educational, community and professional resident theatres. For Theatre and Dance majors or permission of instructor.
Credits: 3

THEA481 Senior Seminar

Frequency: D
Topics vary from semester to semester. May be repeated for credit.
Prerequisite: Permission of instructor.
Credits: 1-3

THEA482 Directed Study

Frequency: A
Intensive individual study of some particular aspect of theatre involving preparation of a paper or project in support of the findings. Request for enrollment must be made in the form of a written proposal prior to the end of the second week of the semester. May be repeated for credit.
Prerequisite: Permission of department.
Credits: 1-3

THEA490 Professional Theatre Intern

Frequency: A
Approved and supervised work-training experience in professional theatre company.
Prerequisite: Permission of department.
Credits: 1-15

THEA499 Performance/Production Seminar

Frequency: A
Development and public presentation of a creative project as a senior recital. Senior standing; B.F.A. Acting or Production and Design majors only.
Credits: 3

Women's Studies

WOST201 Introduction to Women's Studies

Frequency: B
Interdisciplinary study of the social construction of gender and its relationship to class, race, age, ethnicity, nationality and sexual identity. Analysis of the causes and implications for the changing definition of women in the contemporary world, especially in the United States.
Credits: 3

WOST203 Chicana Writers/Visual Artists

Frequency: D
Who is the Virgin of Guadalupe? When was the Mexican Revolution? What is a "Zootsuit"? Explore these questions and more in this interdisciplinary course taught in English. In this class, students will become familiar with Chicana Mexican American history and culture through installation art, mural art, altar designs, and paintings by artists such as Frida Kahlo, Judy Baca, Amalia Mesa-Bains, and Yolanda Lopez among others. Students will also discuss issues of race, class, gender, and sexuality through texts by Chicana writers Gloria Anzaldúa, Ana Castillo, Sandra Cisneros, and Demetria Martinez.
Credits: 3

WOST205 Women in Art

Frequency: C
A thematic and topical course exploring women's roles as both productive subjects and depicted objects in western visual culture. Cross-listed as ARTH 205.
Prerequisite(s): ART 115 or ARTH 101 or ART 116 or ARTH 102 or WOST 201
Credits: 3

WOST255 Psychology of Women

Frequency: D
An examination of the biological, psychological and sociological factors that shape women's lives. Attention to the intersection of gender with ethnicity, sexual orientation, and social class. Specific topics include theories of gender development, images of women in the media, work, childbirth and motherhood, violence, physical and mental health. Cross-listed as PSY 255.
Prerequisite(s): PSY 129 or WOST 201
Credits: 3

WOST301 Feminist Theory

Frequency: B
In-depth critical exploration of selected theories to explain the sources of women's roles in society. A multidisciplinary approach will be employed to account for the social, economic, political and cultural status of women in contemporary societies.
Prerequisite(s): ENGL 345 or WOST 201
Credits: 3

WOST302 Sex and Gender

Frequency: B
Description and analysis of sex and gender roles and relationships from a variety of societies at different levels of socio-cultural complexity. Cross-listed as ANTH 300/SOC 306.
Prerequisite(s): SOC 116 or ANTH 115
Credits: 3

WOST304 Latina Literary and Cultural Studies

Frequency: C
An examination of contemporary Latina literary productions in the context of representations of Latinas in mainstream U.S. society. The focus of the course is on women of Hispanic descent living and writing in the United States, including work by and about Chicanas, Puerto Ricans, Dominican Americans, and Cuban Americans. Previous course work in Latina/Latino literature not required, but some previous course work related to African American or other ethnic literature, women's literature/feminism, and/or film studies is strongly recommended. Cross-listed as ENGL 304/INDS 304.
Credits: 3

WOST314 Major Women Novelists

Frequency: C
An in depth study of novels written by women. The course explores questions regarding gender, language, perception, and experience through the genre of the novel. Cross-listed as ENGL 314.
Credits: 3

WOST335 American Women

Frequency: D
A survey of women's history from colonial times to present with emphasis on the changing status and definition of women's roles, race and ethnicity, and women's writings. Cross-listed as HIST 355. Prerequisite(s): HIST 106
Credits: 3

WOST336 African American Women's History

Frequency: C
Explores the history of women of African descent in the Americas, with a particular focus on the United States. Covers black women's experiences from their African origins, through the Middle Passage, in enslavement, and in freedom. Issues addressed include labor, the black family, cultural expression, and radical identity (in comparative perspective). Cross-listed as HIST 336. Prerequisite(s): HIST 333 or HIST 334 or ENGL 240 or ENGL 340
Credits: 3

WOST340 Black Women Writers

Frequency: C
Study of the literature written by and often about black women, including poetry, short and long fictions, novels, drama, biography, and autobiography from the 18th century to the present. Cross-listed as ENGL 340.
Credits: 3

WOST345 Women, Health and Society

Frequency: B
Examines ways in which health and illness for women are defined and managed. Topics include the medicalization of pregnancy and birth, adolescence and sexuality, addiction, mental health, menopause, body image, and, women as health care providers. Cross-listed as SOC 345. Prerequisite(s): SOC 116
Credits: 3

WOST373 Gender and Communication

Frequency: D
Using a variety of theoretical models and critical approaches, students examine everyday communication practices to identify how gender, communication, and culture create a complex and dynamic web of meaning with significant implications for individuals and society. Cross-listed as COMM 373. Prerequisite(s): COMM 101 or WOST 201
Credits: 3

WOST377 Special Topics

Frequency: D
Variable content course. Topics announced in Course Offering Bulletin when offered.
Credits: 3

WOST386 Women and Film

Frequency: C
A study of women filmmakers and their uses of documentary, experimental, and narrative forms. Particular focus on the role of the female spectator, the redefinition of traditional gender roles through film, and the (re)production of knowledge about women and femininity through the cinematic apparatus. Cross-listed as ENGL 386.
Credits: 4

WOST400 Portfolio Completion

Frequency: A
Required for all Women's Studies majors. Involves compilation of papers from courses in the Women's Studies core, reflecting engagement with the goals of the major. Must be taken concurrently with WOST 401 Feminist Theory. Co-requisite(s): WOST 401
Credits: 0

WOST401 Feminist Practice

Frequency: A
Directed study of student's own area of interest within women's studies, serving as a capstone to the interdisciplinary experience of the Women's Studies Program. The capstone may be a final project, undergraduate thesis, or community-based internship. For Women's Studies majors and minors only. Includes a required weekly meeting time with all feminist practice enrollees.
Credits: 3

WOST490 Independent Study

Frequency: A
For Non-Women's Studies Minors Only. Independent Study of an issue using gender as a primary category of analysis. Students must find an instructor willing to supervise the project - all disciplines are appropriate. Students must develop a proposal, obtain necessary approval of instructor and obtain final approval from the Women's Studies director.
Credits: 1-3



Maytum Hall

Administrative Offices

- Administration
- College Services
- Payroll
- Academic Affairs
- Business Affairs
- Information Technology Services
- Dean of Arts/Humanities
- Human Resources
- Research Grant Post Award
- Fredonia Federal Credit Union
- Financial Aid
- Institutional Studies
- Mailroom
- Student Accounts
- Purchasing
- Registrar
- Student Affairs

GENERAL ACADEMIC INFORMATION

The typical undergraduate program at SUNY Fredonia consists of four groups of courses: (1) the College Core Curriculum, consisting of courses in various branches of learning that are focused upon developing a range of skills and are required of all students, whatever their principal interest; (2) the courses required to complete a departmental or inter-departmental major; (3) supporting courses in subjects related to the major field, as well as courses which may be required for teacher certification; and (4) electives necessary to complete the minimum of 120 semester hours of credit required for the baccalaureate degree. The student may also take special concentrations, minors, and second majors.

The basic organizational unit of the university faculty is the academic department, which brings together people with similar academic backgrounds and related interests in teaching and research. For information on academic departments and majors, students should see the first section of the catalog.

On the graduate level, the university offers certification programs and master's degrees in a variety of fields. For details about post-baccalaureate work, students should see the SUNY Fredonia Graduate Catalog.

University offices generally are open from 8:30 a.m. until 5 p.m. Monday through Friday during the fall and spring semesters, and from 8 a.m. until 4 p.m. during the summer. Exceptions are extended hours for some student service offices and Reed Library.

General Education

The State University of New York is charged with furthering human development and exploring and pursuing human potential in the broadest sense. In general, the university performs this function by acting as a center for the development and dissemination of knowledge, arts, and skills. In particular, it offers an opportunity for concentrated intellectual development and training. As part of SUNY, Fredonia pursues these goals with its own unique resources.

The university seeks to provide students with both a specialized and a general education. The specialized work prepares students in particular fields of knowledge for careers, professions, and other specific goals. But knowledge, like life, is a seamless fabric that cannot be cut into separate pieces. Any special area of knowledge requires a larger context to become fully meaningful. It is the purpose of general education to provide such a context, to help students find a sense of direction and become better able to cope with a changing world, regardless of their specializations.

The object of a general education is to further the development of a total human being who seeks to relate learning and living, ideas and actions. Seen in this way, general education seeks to provide the basis for responsible action and to develop the habit of questioning and using questioning as a creative tool.

The ability to discover and act upon their own values is a basic potential of human beings. In choosing the values by which they live, rather than having values thrust upon them,

individuals create themselves. However, the freedom to choose and create comes into being only for people who have developed self-awareness, an ability to think, a minimal body of knowledge, and aesthetic sensitivity. General education seeks to help students develop all of these. General education should help students understand human society and their relationship to it. But it should also enable students to develop as individuals with a fundamental philosophy or basic world view that is consciously personal, yet based on an awareness of culture, history, and society. Consequently, general education seeks to facilitate the development of a conscious philosophy or world view and to develop the skills by which such fundamental beliefs can be articulated clearly.

Students complete the minimal general education requirements at SUNY Fredonia within the framework of the College Core Curriculum.

College Core Curriculum (CCC)

Approved courses, distributed as follows.

Category	Credit Hours
1. Basic Written Communication	3
2. Mathematics/Quantitative Reasoning	3
3. Foreign Languages	0-6
(All students earning 85 or above on a foreign language Regents Checkpoint B exam have fulfilled this requirement.) Beginning Fall 2004 for freshmen and Fall 2006 for transfers, students enrolled in programs granting the B.A. degree have a 6 credit hour foreign language requirement. All other students have a 3 credit hour foreign language requirement.	
4. The Arts	3
5. The Humanities	3
6. Social Sciences	6
(Two courses from different disciplines; only one may be from Business Administration, Education, History, Communication, or Speech)	
7. Natural Sciences	6
(Two courses from different disciplines; only one may be from Mathematical Sciences or Computer Science and Information Systems)	
8. American History	3
(Students who have scored below 85 on the American History Regents Test must take History 105 or 106 or other American History narrative; all others may take any course in this category.)	
9. Western Civilization	3
10. World History or Non-Western Civilization	3
11. Speaking-Intensive Requirement	0-6
(One course must be in the major, both can be. Courses satisfying any category above will satisfy this requirement if they are also certified as speaking intensive.)	

178 State University of New York at Fredonia

12. Upper-Level Requirement 0-6
(Students must either (a) complete two courses in this category outside of their major discipline; or (b) complete a second major, minor, or concentration, education certification, or accredited study-abroad program. The second major, minor, or concentration cannot be in the same discipline as the primary major.)

Transfer students may receive credit in categories 1 through 11 of the College Core Curriculum for similar courses taken at other colleges or approved advanced placement courses and exams. Any course approved for the SUNY General Education Requirements from a SUNY college or university will be accepted as a course in the corresponding Fredonia College Core Curriculum Category. Course(s) in Category 12 must be taken at SUNY Fredonia or must otherwise be approved for fulfilling the requirements of the category. Questions pertaining to the College Core Curriculum may be directed to the Associate Vice President for Academic Affairs, 810 Maytum Hall, (716) 673-3717.

Academic Advising

The variety of programs both in major departments and in interdisciplinary areas at SUNY Fredonia requires that every student meet with an academic advisor periodically to review progress and plan his or her academic future. It is particularly important for a student to be aware of requirements for graduation including College Core Curriculum requirements and those necessary to complete a chosen degree program.

Academic advisors can help students plan educational programs and keep up with new courses and programs, but students should not expect advisors to be knowledgeable about the content in detail of the many individual courses throughout the university and the teaching methods and evaluation procedures of the many individual teachers. Further, students are ultimately responsible for adhering to academic policies as stated in the Undergraduate Catalog and determining that they have met degree requirements (including general education, major, and minor or concentration requirements).

At the orientation program, new students have an opportunity to discuss educational objectives with an advisor who will be knowledgeable in an area of preference and who will help students plan a schedule for the first semester. Shortly after the start of the first semester, students are assigned an academic advisor by their department. Students can find out the name of their advisor by going on the university website at www.fredonia.edu, signing on to "Your Connection" and going to the General Student Information screen.

Students are required to make an appointment with their advisor prior to course selection, to discuss their academic future, review their mid-semester grade report, and plan a program of study for the second semester. After that meeting, students should meet with their academic advisor at least once each semester prior to course selection.

Academic advising will be successful and help students only if they actively seek advice about their education at SUNY Fredonia. Advising is one of the obligations of the

university teaching profession. Students should not feel they are imposing on their advisors by discussing academic progress more than the minimum requirement of once each semester. Students are encouraged to seek advice as often as needed. It is one of the marks of a successful student.

Furthermore, if academic advising is to be successful, students should have confidence in their advisors. If students wish to change advisors, they should contact their department chairperson who will make a new assignment mutually agreeable to students and their new academic advisor.

Questions pertaining to academic advising may be directed to the Academic Advising Center, 2148 Fenton Hall, 673-3188.

Liberal Arts

Liberal Arts students are those students who are exploring the major options offered at Fredonia. Liberal Arts is not a major. Exploration will occur as the student takes courses that fulfill the College Core Curriculum required of all students. Declaration of a major is not required until the second semester of the sophomore year, the semester in which one customarily completes 60 credit hours. Most students decide on their major during the sophomore year, prior to reaching 60 credit hours. The Associate Dean for Liberal Arts is the chairperson for Liberal Arts students and the Director of Academic Advising, 2148 Fenton Hall. The Academic Advising Center assigns the Liberal Arts student an advisor, who may be a faculty member or a qualified member of the professional staff.

The Liberal Arts Freshman Year Experience is a mandatory, year-long program designed to assist Liberal Arts students in their exploration and selection of a suitable major. The program has three major components: the Liberal Arts Advisement System, including Liberal Arts Liaisons; the Liberal Arts Freshman Seminar in the fall; and a Major and Career Exploration Course in the spring. For more information, contact the Associate Dean for Liberal Arts in the Academic Advising Center.

Fredonia in 4

Fredonia in 4 is a four-year guarantee program for first-time freshmen by which the university pledges to adhere to a commonly understood agreement with students to schedule sufficient class offerings, provide required courses or suitable substitutes as determined by the department, and ensure qualified academic advising.

With the assistance of the Academic Advising Center, faculty and staff advisors are able to ensure that students who are willing to adhere to the requirements for doing so will graduate within four years. The spirit of the four-year agreement at Fredonia is to emphasize the university's commitment to provide all the essential ingredients that enable a student to graduate with a degree in four years. The rest is up to the student.

For more information about *Fredonia in 4*, students should contact the chairperson of their major department, or contact the Academic Advising Center, 2148 Fenton Hall.

3-1-3 Program

The SUNY Fredonia 3-1-3 program provides an opportunity for some high school seniors within driving distance of the university to take courses at Fredonia while they still have the close support of family and high school. The 3-1-3 Program is a time-shortened, combined high school and college course of study that can lead to a B.A. or B.S. degree in three years after high school graduation. It is possible because the university gives credit for the successful completion of selected high school courses and the high school allows successfully completed college English and social science courses to count toward the high school diploma. Therefore, the name 3-1-3 means three years of high school, three years of university study and one transitional year during which the student is enrolled simultaneously at his/her high school and at the university.

3-1-3 students are selected by the SUNY Fredonia admissions staff on the same basis as regularly admitted students.

Pre-Professional Programs

Students may arrange pre-professional programs to prepare for specialized training in engineering; health related areas such as dentistry, medicine, optometry, and veterinary medicine; or law. Students seeking admission into professional schools should obtain the catalog of the institution they hope ultimately to enter and develop their academic program, insofar as possible, according to the listed entrance requirements.

Advisement on pre-medical, pre-dental, and other health related programs may be obtained from the Biomedical Professions Council through the Department of Biology, located in Jewett Hall. Students interested in these careers are encouraged to register with the council through the biology department as early as possible to ensure appropriate advising on matters of course and major choices, and application procedures to professional school. For information on Pre-Medicine and Allied Sciences, see page 73. Information on law may be obtained from the Pre-Law Advisory Committee through the Department of Political Science (for information on Legal Studies, refer to the section on page 53); and on engineering from the Director of the Cooperative Engineering Program.

Internships

Internships provide an opportunity for students to receive credit for experience gained by working in the public or private sector. Student interns are under the dual supervision of a site supervisor at the organization for which they are working and a faculty sponsor. Internships give students a chance to explore career options, apply theories learned in the classroom, better understand the work world, and develop interpersonal skills.

Internships are available in a variety of disciplines, including: art and photography, biology and environmental science, business and accounting, chemistry, communication, computer and information sciences, counseling, law enforcement and legal offices, journalism and public relations, health administration, sound recording technology and theatre arts.

Students who have completed 30 credit hours and have earned a grade point average of 2.0 or higher are eligible to register for an internship. Internships may be taken for credit in a student's major or in another department. Students doing an internship must complete a Learning Contract and register for the appropriate course to receive credit. For information about local, national or international internship opportunities, contact the Career Development Office at (716) 673-3327.

Distance Learning

SUNY Fredonia is committed to making alternative learning opportunities available to its students either through the Internet via the SUNY Learning Network, www.sln.suny.edu or two-way interactive video. Additional information is available from the university's Office of Lifelong Learning, 2142 Fenton Hall.

Study Abroad

Study abroad can be among the most rewarding experiences a student can have; becoming part of a new culture; meeting new people and learning a new language. Fredonia students begin their global journey with a visit to LoGrasso Hall and the International Education Office. There they will find everything they need to make an informed decision about their future overseas study.

The SUNY consortium of overseas programs gives students access to more than 400 programs throughout the world. Many students study abroad to gain fluency in a foreign language while others take classes in their own discipline. Students have the opportunity to explore new programs such as aboriginal studies or archeology. Courses taken abroad count toward the SUNY Fredonia grade point average (GPA) and graduation requirements. Faculty members also provide exciting, pedagogical learning experiences overseas. Just recently they have developed programs in Brazil, Bulgaria, England, France, Ghana, Iceland, Italy, Japan, Mexico, Norway, Russia, Ukraine, Venezuela and Wales.

Study abroad is not a vacation abroad. To be eligible, students need to have a minimum 2.5 GPA and 30 credit hours completed. Students studying abroad should keep an open mind about instructional styles and assessment methods as they can vary from country to country.

Students pay SUNY tuition (in-state or out-of-state, depending on the student's residency status) plus program costs that vary by country. Program costs are \$4,000 to \$6,000 more than on-campus living costs. Financial aid can be applied to overseas study.

To ensure a smooth transition to and from study abroad, the Office of International Education conducts a pre-departure orientation, provides applications, assists with course selection, and gives a warm welcome upon a student's return.

With proper advising and planning, a successful study abroad experience will give students a marketable advantage in the work world as leaders and global citizens.

180 State University of New York at Fredonia

Fredonia's Sophomore Semester Abroad Program gives sophomores the opportunity to fulfill five (5) College Core Curriculum requirements while overseas. Students participating in the program will select five courses from a menu of categories offered by three of the university's partners in Bulgaria, France and England. Students will also fulfill the Speaking Intensive Requirement, through a specially designed pre-departure orientation course. This cross-cultural studies course introduces students to the country they will study in and teaches them about a variety of intercultural communication topics.

International Student Services

The Office of International Education serves the international student community at SUNY Fredonia. The office provides pre-arrival assistance, immigration services, orientation, and general support throughout the year.

Through immigration services (U.S.C.I.S.), the staff helps international students maintain their status in compliance with SEVIS regulations and apply for the immigration benefits for which they are eligible. As part of the orientation programming, the office provides extensive fall and spring orientation programs for incoming international students and workshops throughout the semester on topics relating to living and working in the U.S. The office also organizes International Education Week events, and arranges excursions and activities to complement the educational experiences of international students. Programs such as the International Student Ambassadors; Host Family for a Holiday; and the International Student Club help incoming students make new friends and become a part of the campus community from the start!

SUNY Fredonia welcomes international students, whose contribution to the campus and community is valued.

For more information, students should contact the Office of International Education at (716) 673-3451.

Grants Administration and Research Services

Fredonia's Grants Administration and Research Services office is a one-stop resource and administration unit that helps to identify potential external sources of funding for research and special projects, assists with proposal and budget development, manages grant funding, monitors expenses, and aids in numerous other ways necessary in obtaining and administering external grants and contracts.

Fredonia values the kind of faculty/student interactions that reveal the process of discovery and creativity that is basic to scholarly inquiry. The promotion of research experiences for undergraduates is part of Fredonia's mission. Increasing funding for faculty and student research is a basic element in the operations of the Grants Administration and Research Services office. Return on external funding provides funds for small "seed" grants that help to develop projects having the potential for future external funding, assists with manuscript preparation and submission, and funds other support programs, such as special funds supporting student scholarly presentations at professional meetings.

Summer Sessions at SUNY Fredonia

During the summer months, SUNY Fredonia offers a comprehensive program of undergraduate and graduate course work.

The availability of residence hall living during Session II and a wide range of recreational activities, along with a busy schedule of cultural events, enable the summer student to enjoy a full university life. The combination of intellectual stimulation in the classroom or online via the SUNY Learning Network can provide a very rewarding experience.

For additional information, students should contact the Office of Lifelong Learning at (716) 673-3177.

Joining Term (J-Term) at SUNY Fredonia

During the first two weeks in January, SUNY Fredonia offers a select group of undergraduate and graduate courses, as well as a specially designed set of intensive study abroad experiences. While some J-Term course offerings are campus-based, others are made available over the Internet via the SUNY Learning Network or at such off-campus locations as the College Lodge or the Roger Tory Peterson Institute. For additional information about Fredonia's J-Term program, interested persons should contact the Office of Lifelong Learning at (716) 673-3177.

Student Creative Activity and Research

The mission of the Office of Student Creative Activity and Research is to promote and support student scholarly activity and creative work across the SUNY Fredonia campus. Such an endeavor is integral to the teaching and learning experience. It provides an opportunity for students to become closely affiliated with a faculty mentor and to develop skills and knowledge that will benefit them in the future. Both students and faculty benefit from such activity and, therefore, the institution has made a concerted effort to promote such collaborations. Funding is available for student travel to conferences and an annual exposition is held in the spring to celebrate student achievements. For more information, students should contact the Office of Student Creative Activity and Research at (716) 673-3129.



ACADEMIC AND STUDENT SUPPORT SERVICES

The university provides a variety of services and programs designed to support and enhance its educational programs and to assist students in solving problems that may interfere with their academic achievement. These services are directed and implemented by a trained professional staff.

Reed Library

Reed Library plays a key role in the teaching and learning process at Fredonia as students and faculty make heavy use of over 18 million volumes that comprise the holdings of the SUNY libraries. Over 32,000 journals are available online along with extensive collections of microforms, videotapes and DVDs. The Music Library houses more than 17,000 sound recordings and over 30,000 musical scores and performance parts. Archives and Special Collections contain extensive holdings, including the university archives, materials related to local history, records of the Holland Land Company, and books and manuscripts of the noted Austrian author Stefan Zweig.

Librarians provide orientation sessions and in-depth instruction in the use of information sources to student groups and all academic disciplines. Reference librarians are available to answer specific questions and to advise students on research strategies. One-on-one research consultations are available by appointment, but patrons can have reference questions answered at all times by using the *Ask Us 24/7* Instant Messaging service. The Archivist is available by appointment for research consultation regarding the holdings of the Archives and Special Collections, and will provide instruction sessions for classes by request. The Reed Library web pages contain extensive guides on the use of library resources.

A wide variety of resources including encyclopedias, indexes, full text articles, e-books and online journals and online reference services are available to the campus community 24 hours a day.

The Office of Educational Technology Services is located in Reed Library. The service provides ANGEL administration to the campus community and also supports faculty with the use of interactive tools and effective instructional design techniques.

Reed Library is open at the following times during the academic year: Monday through Thursday, 8 a.m. to 1 a.m. (next day); Friday, 8 a.m. to 10 p.m.; Saturday, 10 a.m. to 10 p.m.; and Sunday, 1 p.m. to 1 a.m. (next day). Hours are extended during exam periods, and are reduced during intersession and summer sessions. For more detailed information, students should go to the library website at www.fredonia.edu/library or telephone (716) 672-1234 (hours) or (716) 673-3222 (Reference Desk).

Information Technology Services

Information Technology Services (ITS) provides a wide range of services for students and employees. The robust campus network provides local area network and Internet access for approximately 2,400 ResNet (student residential network) connections and approximately 3,400

academic/administrative connections for classrooms, teaching/student laboratories and computer labs, Reed Library, and offices. The wireless network is available in all academic buildings, with expansion to other areas of the campus planned. Collaboration and learning management tools are provided via Microsoft Exchange E-mail and the ANGEL Learning Management System, and personal working/storage server space is available. "Your Connection" is the secure web interface providing student access to financial aid and billing information, course search and registration for classes, final grades, and information on how to access e-mail and ANGEL services.

Students are encouraged to purchase laptops and are required to maintain anti-virus protection on all desktop devices logged into the campus network. Anti-virus software is licensed for enrolled students is available for download from the ITS website, as are recommended laptop specifications. Even though the majority of residential students bring their personal desktop or laptop to campus, students continue to utilize three general-purpose open computer labs in Reed Library, G22 McEwen Hall, and in the Media Center located at W203 Thompson Hall. In addition to general purpose labs, ITS supports a number of computer teaching labs, many that are utilized primarily for classroom instruction and then open for general use when classes end each day. Printing is available in all labs, with 600 single-page prints provided to each student per semester.

Students should refer to <http://www.fredonia.edu/AIT/Labs/Default.asp> for a complete listing of computer labs and equipment.

The Help Desk Team is the initial point of contact (by e-mail at helpdesk@fredonia.edu, or telephone 716-673-3150, or walk-in at E224 Thompson Hall) for questions regarding access or use of electronic services. Additional information about ITS services and the SUNY Fredonia Computer and Network Usage Policy is available at www.fredonia.edu/its.

For more information regarding suggested personal computer configurations, e-mail configurations, listserv policy and the Fredonia Computer and Network Usage Policy, students should refer to page 240 or the ITS website at <http://www.fredonia.edu/its>.

The Learning Center/Disability Support Services

The Learning Center, located on the fourth floor of Reed Library, is a place where any SUNY Fredonia student can go to get help from student tutors. Tutoring is free and is available in most subject areas on a drop-in basis. Subject areas include but are not limited to: math, English/writing, computer science, physics, chemistry, psychology, sociology, Spanish, economics, business administration, accounting, biology, geology and history.

The Learning Center philosophy is that tutoring is not teaching and tutoring sessions are based on where the student is in his or her understanding of course material. Students must have at least attempted their assignments. The goal of tutoring is to help students with their assignments in a way that will help them become successful in all of their classes.

The center also has computers available for students to work independently or with tutors on assignments and

182 State University of New York at Fredonia

projects. Students are encouraged to use the Learning Center as a resource to help develop successful study skills strategies and to get assistance with understanding course material.

Learning Center tutors are successful students who have been recommended by faculty to become tutors. Applications are accepted for tutoring positions in March. Final decisions are made by the end of April after a series of interviews. Tutors are then hired for both semesters of the following academic year.

The Learning Center provides language support services for English as a second language (ESL) and is also the home of Disability Support Services for Students, the Full Opportunity Program, and the 3-1-3 Program. The center's web site is located at <http://fredonia.edu/tlc>.

Educational Development Program

The Educational Development Program (EDP), known statewide as the Educational Opportunity Program (EOP), is an academic and financial support services program administered by the State University of New York. It is designed to provide a university education for talented students who have not had an opportunity to realize their academic potential. EDP serves students from diverse backgrounds with priority for admission given to the "historically disadvantaged."

Additionally, program graduates can receive a waiver of tuition for full-time graduate study upon acceptance at any SUNY college or university.

The Educational Development Program is a comprehensive academically oriented program offering supportive services in three areas:

1. Academic Support
 - a. University level
 - b. Tutorial assistance
 - c. Supplemental instruction
2. Counseling Services
 - a. Academic advisement
 - b. Individual and group
 - c. Career
 - d. Freshmen seminar course
 - e. Personal and social
 - f. Peer advising
3. Financial Assistance
 - a. Financial aid for qualified students
 - b. Financial planning

Scholarships and awards given to program students who excel academically, are involved in leadership and community service are: the Chi Alpha Epsilon National Honor Society (see page 193), the Arthur O. Eve Scholarship, the Director's Award, the Gregory Antonio Fund Award, and the Ralph Wilson Jr. EDP Book Award.

Students should review the Educational Development Program eligibility and admissions criteria on page 196 of the Undergraduate Catalog. Students interested in the program should look for the EDP home page at <http://www.fredonia.edu/edp>.

Career Development Office

www.fredonia.edu/cdo

The Career Development Office provides a link between the campus and the world of work. The professional staff helps freshmen through alumni to:

- explore options and make career/major/job choices
- plan strategies to gain experience and identify skills to become competitive
- identify and apply for internship opportunities
- develop skills to implement a successful job search
- learn how to apply to graduate or professional school
- locate information and opportunities to make decisions or implement plans
- get connected to employers and graduate schools

Outline of Services

Individual Counseling. Students are encouraged to make an appointment early in their university experience to examine the expectations they may have for a degree program, major, and possible occupations. Computer programs, assessments, career information, and information interviewing are used to supplement counseling appointments. A counseling appointment is also recommended to identify strategies and find information to implement a job search or to do a videotaped practice interview.

Drop-in Hours. A counselor is available without an appointment to help locate information, critique resumes and cover letters, and answer questions about internships, summer jobs, or applying to graduate or professional school on selected afternoons when classes are in session.

Internships. An internship is a learning experience gained by working in a position related to a student's major or career field. Internships provide hands-on experience that can confirm or reject tentative career choices; help to develop useful career building skills; show potential employers evidence of the ability to apply skills in a related work environment and make students more attractive candidates for employment or graduate school.

Credit bearing internships are open to any registered student who has completed at least 30 credit hours and has a minimum GPA of 2.0. Internships may be in a student's major or in another department. Students may earn up to 15 hours of internship credit per semester and may count a maximum of 24 hours of internship credit toward the 120 hours required for an undergraduate degree. Students must complete a Learning Contract and have it approved by their faculty sponsor, internship site supervisor and the Internship Coordinator in the CDO. In addition, they must register for the appropriate course and pay the registration fee to receive credit.

The *Internships* section of the CDO website lists a wide variety of internship opportunities, a searchable database of internships previously held by SUNY Fredonia students, and current internship policies and procedures. Career counselors can help students identify and find internship opportunities related to their interests and goals, as well as create an effective resume and cover letter.

Workshops. The counselors make presentations to student clubs, classes and residence halls about career options, internships, summer jobs, resume writing, job searching, interviewing, and graduate or professional school application issues.

Career Resource Area. This library of almost 1,200 books, videotapes and brochures includes information about a variety of career fields; directories of potential employers, internships and graduate school programs; and how to write resumes, cover letters, find a job and interview successfully. A series of handouts on career choice, internships, job search, resumes and cover letters is also available.

Quest. Each enrolled student has a personal account in this web-based system. It provides access to student employment, internship, summer and professional job listings; a resume database; an employer database; a mentor database of Fredonia alumni; and a listing of special events.

Recruitment Events. Each year organizations visit the campus to interview students about to complete a degree program. In addition, students can participate in special annual programs such as Teacher Recruitment Days, Human Services Career Fair, and JobQuest. Professionals also visit the campus to make presentations about career fields, internship programs and job opportunities.

Credentials File. Students about to complete a degree program are eligible to establish a file which includes a resume, course list, transcript, and letters of recommendation to be sent to prospective employers or graduate admissions personnel to support an application.

Follow-up Study on Graduates. Each year the office contacts the graduates of the university to determine their plans for the first year after graduation. Members of each class choose to accept diverse opportunities for further study and employment.

Education organizations are the most frequent first-time employers of Fredonia graduates, followed by business and industry; non-profit/social service; government; media or arts organizations and self-employment.

Graduates are pursuing advanced degrees in science, law, business, education, music, medicine, and a variety of other disciplines at graduate institutions across the country, many widely recognized for their excellence. Information about the first year plans of recent graduates is available on request from the Career Development Office.

Contact Information. The office is located on the second floor of Gregory Hall and can be reached by phone at (716) 673-3327, by FAX at (716) 673-3593, or by e-mail at careers@fredonia.edu.

Counseling Center

Philosophy

The mission of the SUNY Fredonia Counseling Center is to promote intellectual, social and emotional development that fosters academic and personal success within the context of a global and culturally diverse society.

Services

Professional counselors, all of whom have graduate degrees, are available to assist students with typical life transitions as well as serious, complex life problems. In addition, a psychiatrist visits weekly to assist those students in need of psychiatric evaluation and medication. Free, confidential mental health counseling services are available to all registered students. A variety of counseling services including individual and group psychotherapy, crisis intervention, mental health assessment, referral, and informational services are offered.

The development of personal insight, interpersonal skills, and strength of character, expected of an educated person, is encouraged through counseling. Counseling services for individuals or groups typically address such issues as anxiety, depression, substance use, eating disorders, sexual identity, social and dating relationships, roommate conflicts, family problems, sexual abuse, assertiveness training, communication skills training, and career decisions.

All information revealed in counseling is held in the strictest confidence. In a student's initial interview, a counselor will meet with the student for approximately 50 minutes to gather information about the student's concerns. Sessions are usually scheduled every other week. As a client, a student is in complete control and may end counseling at any point.

CEASE

Campus Education, Awareness, Support, and Effect (CEASE) is the violence prevention program at SUNY Fredonia. The program is coordinated through the Counseling Center and works to end sexual assault, relationship violence, and stalking on campus. The CEASE program coordinates campus policies and procedures regarding violence, collaborates with community agencies that provide services to victims of violence, provides campus education and training on violence, and serves as an advocate for survivors of violence. For more information, students should visit the CEASE website at www.fredonia.edu/counseling/CEASE.

Consultation and Workshops

Professional counselors are also available for consultation, workshops, and in-service to students, faculty, and staff in the university community on topics such as conflict resolution, stress management, relaxation skills, alcohol and drug abuse, and communication skills.

The Counseling Center is located in LoGrasso Hall. Appointments can be made in person at the reception desk or by telephone at (716) 673-3424. Information about services being offered for the current semester including groups, workshops, and wellness ideas and links can be accessed through the center's website at www.fredonia.edu/counseling/index.html.

Center for Multicultural Affairs

www.fredonia.edu/department/Maffairs

The Center for Multicultural Affairs is the principal foundation for multicultural programming and outreach on Fredonia's campus and in the surrounding community. The center strives to offer a safe educational and social space to all members of the university community. Through advocacy, education and program development, the center supports the creation of a diverse university community for the purpose of enhancing the student population's academic development, level of cultural awareness and commitment to promote social justice.

The center houses the Black Student Union; Latinos Unidos; Women's Student Union; Pride Alliance, Jewish Student Union, and the Native American Student Association while providing support to the Gospel Choir and Sister Circle discussion group. Each of the groups provide a wide array of cultural programming and enrichment to the campus and community.

Additional services provided by the Center for Multicultural Affairs include academic, personal, group, and career services; student advocacy; leadership development; mentoring programs; and various other campus-wide diversity initiatives. For more information about the Center for Multicultural Affairs, students should call (716) 673-3398 or stop by the office at E125 Thompson Hall.



STUDENT LIFE ON CAMPUS

Residence Life

www.fredonia.edu/reslife/

On Campus. Because the university realizes that an important part of students' total educational development is the housing unit in which they live during their stay in Fredonia, the Office of Residence Life attempts to provide students with facilities conducive to adequate study. Through the learning experience of group living, resident students acquire a greater awareness and understanding of themselves and their ideas, and a greater concern for and consideration of the other members of the community.

Although on-campus housing is reserved for matriculated undergraduate students, the university will accommodate single graduate students if space is available.

Freshmen and sophomores who do not live with parents or spouses within 50 miles of the campus are required, as a matter of policy, to live in university housing for the full academic year. Any exemption to the regulation must be granted, in writing, by the Director of Residence Life. The housing license is for the entire academic year and cannot be canceled during this period as long as the student is registered, regardless of class standing. There is a \$350 fee for approved termination of the housing license.

Assignment to a residence hall is first-come, first-served, based on the date of submission of a completed housing packet. The packet includes a housing license, and other housing information.

There are 14 residence halls on the SUNY Fredonia campus, including corridor and suite-style buildings, as well as kitchen suites. Residence hall activities attempt to integrate resident living experiences with the total educational program of the university. The residence halls are modern, comfortable, and convenient and allow a student the opportunity to establish independence and experiment with a variety of activities and experiences. Through hall council, students have opportunities to participate with other students in programs of their own choosing, to work on projects of interest to themselves and of service to others, and to communicate students' needs and concerns to the university. Although much of the responsibility for governing the halls lies with the student, an experienced and professionally trained staff member is in charge of each residence hall. The residence director, whose major concern is student welfare, is assisted by several undergraduate resident assistants. They work with and advise students within the residence halls to develop broadly based educational and social programs that serve to offer opportunities for growth and involvement within the living situation.

The Office of Residence Life continually reviews the interests and objectives of students in an effort to provide facilities that will assist them in the educational process. There is an Aerobics Center in Hemingway Hall, a Wellness Center in Schulz Hall, and a Craft Room in Disney Hall as well as the online network.

SUNY Fredonia's residential complex has been expanded with an addition of a \$23 million renovation and two-story addition to Cranston Hall. The University Commons

includes a dining facility, convenience store, bookstore and Starbucks Coffee. The residence hall accommodates 119 students in "premium" air-conditioned rooms with a bathroom for every two bedrooms.

Detailed information about university housing facilities for single students will be provided upon request by the Office of Residence Life, Gregory Hall, State University of New York at Fredonia, Fredonia, NY, 14063.

Regulations governing occupancy of residence hall rooms will be provided by the Office of Residence Life at the time the housing packet is forwarded to students. All occupants within the halls are expected to comply with the appropriate regulations.

For the cost of housing, see the section on Expenses (page 198).

Off Campus. Off-campus housing information is maintained in the Student Association Office located in the Williams Center and an online guide is available.

ResNet Office. www.fredonia.edu/resnet The ResNet office is located in Nixon Hall and is a multi-functional, student operated help desk that provides dedicated, high speed Ethernet connections that allow students to connect to e-mail, the Internet, and to other students living in the residence halls. ResNet provides the following services for students living in the residence halls.

- ResNet connection support
- Hardware and software assistance
- Electronic card access support
- Residential network security
- Residence Life equipment sign-out
- ResNet printing service
- Computer purchasing program

Students living on-campus may bring their computers into the ResNet Office for repair or they may schedule an in-room appointment to have a Residential Computer Consultant assist them with their computer related problems. For more information, students should contact the office at (716) 673-3668 or at resnet@fredonia.edu.

Faculty Student Association

The Faculty Student Association (FSA) is a not-for-profit corporation governed by a board of directors composed of seven students, three university administrators, three faculty, one classified staff member, and one alumni member. It operates under a contract with SUNY Fredonia in conformance with guidelines established for all SUNY campuses. FSA receives no government subsidies, and is self-supporting through revenues generated from its services. Any income after operating expenses is used to benefit the university by supporting campus programs. FSA administrative and food services offices are located in Gregory Hall. For general information, students should call (716) 673-3417 or view the FSA website at <http://fsa.fredonia.edu>.

Food Service Operations

The *Marketplace* at Erie Dining Center features all a person cares to eat self-service of a variety of traditional and specialty menu items.

Cranston Marché, a new dining experience featuring prepared entrees and side dishes, is an all a person cares to eat facility offering breakfast, lunch and dinner located on the second floor of the University Commons.

The *Connections Food Court*, located on the lower level of the Williams Center, offers a variety of fast food selections.

For customer convenience, *Signature Café*, with several units located across campus, specializes in espresso-based coffee and other upscale beverages, pastries, soup, salads, and sandwiches.

Starbucks Coffee, located on the ground floor of the University Commons, offers rich-brewed coffee, espresso and blended beverages, Tazo teas, pastries, sandwiches, salads and a variety of giftware.

Café G, on the first floor of the Williams Center, and the *Alumni House and Conference Center*, are among the popular locations offering full catering services ranging from coffee breaks to banquets.

Customers should contact the FSA office at (716) 673-3417, ext. 6227 for further information.

Other Services

ID Cards - A university ID card is required of all enrolled SUNY Fredonia students. The cards are initially issued free of charge to students by the FSA office. In addition to being a required form of identification on campus, they are also the official card used for all meal and debit plans. More information can be obtained at www.MyFREDCard.com.

The **University Bookstore** provides new and used textbooks as well as a variety of reference and study aids. Located on the ground floor of University Commons, the bookstore also offers school and art supplies, health and beauty aids, imprinted items, clothing, greeting cards and a unique array of gift items. The store's computer department features hardware, software and a wide range of peripherals. The **Convenience Store**, located adjacent to the bookstore, offers health and beauty aids, beverages, and a variety of food items.

The **SUNY Fredonia Debit Account** is a prepaid taxable debit account. The account offers the convenience of making purchases at any FSA or Signature Café-operated location without carrying cash.

Students signing up for a SUNY Fredonia Debit Account Plan are entitled to take advantage of the Textbook Pre-pack option. The bookstore will prepackage a student's textbooks and subtract the cost from the student's SUNY Fredonia Debit Account. When the student arrives on campus they simply go to the pre-pack area in the University Commons, show their FREDCard and pick up their books.

The FSA provides **check-cashing** services on campus. Students who possess a valid Fredonia university I.D. card may cash checks in the bookstore. Fees for check cashing

186 State University of New York at Fredonia

may apply. In addition, electronic banking machines are available on campus.

FSA's **vending program** on campus includes snacks and beverages. In addition, FSA also provides the washers and dryers in the residence halls.

The **Herbert C. Mackie Memorial Camp** (College Lodge) in Brocton, located 12 miles from the campus on Route 380, is a 193-acre refuge featuring a beautiful and rustic lodge and hiking trails. The facility is available by reservation for parties, cross-country ski outings, and other events. The camp also has a sleeping lodge that will accommodate up to 75 people.

Student Employment - FSA provides jobs ranging from 10 to 20 hours per week for approximately 300 students. A variety of student jobs are available, with the majority being in the food service areas. The jobs are not based on financial need.

Student Health Center

The Student Health Center is located in LoGrasso Hall. The health center is staffed by a board-certified physician, two nurse practitioners, registered nurses, a lab technologist and a secretary. The staff at LoGrasso Hall Health Center strives to provide quality health care for the student population in an outpatient clinic setting. The treatment of illnesses and injuries, as well as preventive health services and health education, are provided in a confidential, caring atmosphere. The health center has a lab and can perform some simple diagnostic tests on site.

Health services are funded by the mandatory health fee paid each semester. Most services at the health center and many medications are provided without any additional charge to the student. Maintenance allergy injections, vaccinations and PPD tests are provided for an additional charge to the student.

The health center is open from 8 a.m. to 5 p.m., Monday through Friday, and Saturday from 10 a.m. until 1 p.m. When necessary, referrals can be made to private physicians or specialists in the local area.

Emergency coverage is available at Brooks Memorial Hospital.

Birth Control Information Center - The Birth Control Information Center or "BCIC" is located in LoGrasso Hall and is staffed by trained student volunteers. All students, male or female, may use the BCIC to learn more about contraceptives and other sexual health issues. Clinics are held twice a week in the evening where gynecological services and birth control are provided at minimal cost to the student. Clinic staff includes a gynecologist, nurse practitioner, physician assistants, and registered nurses.

University Police Department

The University Police Department, located on the second floor of Gregory Hall, is responsible for all law enforcement related issues on campus.

Members of the department are trained in a community policing environment where students and the campus community share in keeping the university a safe place to study and work. University Police Officers are responsible

for the security of all buildings and the protection of students, employees, and visitors. Duties include community policing, parking enforcement and all investigations.

The Chief of University Police is assisted by three lieutenants and 10 officers. The office maintains a close working relationship with the Fredonia Police Department and other law enforcement agencies in Chautauqua County.

Office of Veterans Affairs

www.fredonia.edu/veteransaffairs/

Veterans and their dependents who are eligible to receive educational benefits through the Veterans Administration are assisted through this office. Located on the first floor of Nixon Hall in Room 151(716 673-3423), the Veterans Affairs Office provides information, advice, and processes the paperwork for certification of veterans' educational benefits. Although they are not Veterans Administration employees, staff members are committed to using their experience and expertise to assist students and dependents in receiving their entitlements. The office is staffed by part-time student employees under the supervision of the Veterans Certifying Official. The office is open Monday through Friday from 9 a.m. until 5 p.m. during the academic year, and 9 a.m. until 4 p.m. during the summer and intersessions. Enrollment certifications and referrals are processed through the office. The office also serves as the campus liaison with the V.A. Regional Office in Buffalo and also facilitates referrals for students. Appointments are also available.



FREDONIA ORGANIZATIONS AND ACTIVITIES

Campus Life Office

www.fredonia.edu/campuslife

The Campus Life Office, located in the Williams Center, provides many exciting activities for students to participate in to fill the hours when they are not in the classroom. The office is a place for students to schedule concerts, dances, movies, lectures, student organization meetings and a host of campus activities. Some of the services the office and staff provide are:

- Advisement to student organizations
- Providing a meeting place, by reservation, for groups and organizations
- Maintaining leadership development programs and workshops for students, organizations and advisors
- Facilitating advertisement for campus/organization events

In addition to the above services, the Campus Life Office plans Family Weekend, Commencement, Summer Orientation, Winterfest, and works closely with Residence Life events, Homecoming, Admissions Open Houses, Multicultural Affairs, Superdance, and the conference committee.

For students' leisure and recreation, Campus Life also offers The Spot. Featured in The Spot is the Campus Grind Café, which serves a variety of specialty coffees, granitas frozen drinks, pastries, and daily luncheon items. Adjacent to the Campus Grind is the campus nightclub, complete with staging for small concerts and the latest in sound equipment for dancing. The Spot game room offers foosball, bubble hockey and air hockey, and the latest in video games.

The Williams Center lobby is open Monday through Friday, 8 a.m. until midnight; Saturday, 11 a.m. until midnight; and Sunday, 11 a.m. until midnight, when classes are in session. Events that wish to extend beyond midnight are permitted with permission. For more information, students should contact the Campus Life Office at (716) 673-3143.

Central Ticket Office

www.fredonia.edu/campuslife/cto.asp

The Central Ticket Office is a full-service outlet located on the main floor of the Williams Center. Its main function is in providing tickets for events on campus and the outlying communities. Tickets for theater, musical concerts, graduation, plus bus transportation to all areas of the United States are available to students. In addition, the Central Ticket Office offers students charter bus service during holidays to the Southern Tier, New York City and Long Island. Greyhound, Coach USA and Trailways bus schedules and tickets are also available for purchase, with connections made through the Buffalo Metro Terminal. Amtrak schedules and tickets are available on 48 hours notice. Other services offered include Western Union incoming money transactions. The Central Ticket Office is open during the academic year from Monday through Friday from 9 a.m. until 5 p.m., and on Saturday from 1 until 5 p.m.

Volunteer and Community Services

www.fredonia.edu/campuslife/volunteer/

The Office of Volunteer and Community Services is a part of Campus Life. Its purpose is to connect students with the community, provide volunteer opportunities and to create as well as implement a variety of service learning experiences. Students will be able to incorporate these opportunities into the classroom. The office serves as a central resource for information about area opportunities in service.

Student Association

All fee-paying students at SUNY Fredonia are members of the Student Association. The Representative Assembly, which is the governing body, is divided into the five classes (freshman through graduate) and has one elected representative for every 100 students in the class.

The representatives have a very important responsibility. Besides representing their constituents at the assembly meetings, they are individually appointed to faculty committees of their choice. Through these committees, students voice their opinions on such matters as academics, food services and student affairs. Student membership on these committees is not limited to assembly members, however, everyone is encouraged to participate.

The association also has committees and departments of its own which require student input. Student Relations, Community Relations, and Environmental Affairs offer students a way to assist each other and to get practical experience in fields in which they are interested.

Elections for the office of president and vice president of the Student Association are held every November for a one-year term that runs from January to December. The Student Association President has the privilege of appointing a comptroller. The Speaker of the House is nominated and elected annually by Assembly.

Students are encouraged to become involved with the Student Association. The association determines how the resources (activity fee) of the students are allocated and released over the year and submit for approval by the University President an annual budget.

The Student Association Office is located on the main floor of the Williams Center. Students may stop in any time to join a committee, become a representative or just to ask questions. The office is open Monday through Friday from 9 a.m. until 5 p.m.

Art Forum

Art Forum presents programs that broaden the awareness of the visual arts; gives interested students the opportunity through participation to develop student and community appreciation for the visual arts; and helps to develop an effective and informal network of professional assistance that is a resource to the profession and the public. The group participates in many activities ranging from exhibitions to weekend trips to major cities.

Black Student Union (BSU)

The Black Student Union, which has been in existence for over 25 years at Fredonia, is an organization that seeks to promote a feeling of unity and pride among students of

188 State University of New York at Fredonia

African descent as well as provide a sense of cultural awareness throughout the campus community. The BSU contributes to the richness and diversity of student life by sponsoring lectures, artists, dancers, poets and musical productions throughout the year. Some of the organization's annual events include the People of Color Concerns Conference, the Black Achievement Awards Dinner, a fashion show, and Kwanzaa, an African American celebration that is an affirmation of cultural self-determination. Such people as Dr. Na'im Akbar, Kwami Toure, Dr. Bruce Bridges, Dr. Ivan van Setima, Jill Nelson, Bill Bellamy, Omar Tyree, Dr. Mark Anthony Neal and Dr. Ali Rashad Umrani, are just a few of the many who have joined the BSU family at Fredonia.

Ethos

The purpose of Ethos is to set and maintain a standard of excellence in music composition; to create an environment within which composition at Fredonia can flourish; to create a vehicle for the performance of student compositions; and to organize two music festivals a year including, as well as student compositions, works by other composers. Activities include attending theory and composition conferences.

Fredonia Jazz Workshop

The purpose of the Fredonia Jazz Workshop is to provide a source of education in jazz for the campus community, as well as educational and musical experiences in jazz to the local community through concerts and campus sponsored dances.

The Leader

The Leader is SUNY Fredonia's award-winning, student-run campus newspaper. It is published every Wednesday during the academic year and is sustained independently through advertising revenue. *The Leader* is run by a student editorial board that is composed of its editorial, business, and production staff. Each paper includes five sections: News, Sports, Campus Life, Arts, and the Lampoon (comics).

Positions are open to students of any major, regardless of experience. All editorial seats are voted on in April for the following academic year. Students interested in English, journalism, communication, public relations, graphic design, photography, illustration, business administration, sales, marketing or advertising are encouraged to join the staff. Some positions are paid.

Student Opera Theatre Association (SOTA)

The purpose of Opera Theatre is to provide a source of education in the production and performance aspects of opera. The opera is represented through live performances, guest speakers and artists, lectures, master classes and other forms of the opera. Membership is open to all fee-paying students, faculty and staff.

Orchesis

Orchesis is a club dedicated to the appreciation of dance as an art form. Classes are held daily in the late afternoon. Three concerts are presented annually; an informal fall and spring concert featuring choreographed work of participating students, and a formal concert in the spring semester

presenting dances choreographed by faculty and students. In addition, the club sponsors various master classes and performances by guest artists throughout the year.

Performing Arts Company (PAC)

The Performing Arts Company is the student-run theatre group at SUNY Fredonia. PAC presents four productions a year, two per semester, and also sponsors workshops. It is a creative outlet for all interested students and is frequently a stepping-stone to Walter Gloor Mainstage shows.

Spectrum Entertainment Board

Spectrum Entertainment Board is a student organization dedicated to enriching the university curriculum by presenting stimulating arts, entertainment, and cultural programs for the campus community. Members of Spectrum are educated on negotiating contracts, dealing with agents and artists, and coordinating large, campus-wide events. Programs include lectures, films, concerts, weekly music series, comedy, and special events such as Activities Night, Family Weekend entertainment, Hanging of the Greens, and Fredonia Fest. Past performers have included: Recycled Percussion, Ben Folds, Anthony Rapp, Dashboard Confessional, Max Weinberg, Stephen Lynch and Mo Rocca.

Fredonia Radio Systems

Fredonia Radio Systems includes both WDWL-Cable and Internet 89.5 FM and WCVF 88.9 FM. The two stations provide SUNY Fredonia students and Northern Chautauqua County with radio programming designed to inform as well as entertain. They also provide valuable training for those interested in any aspect of broadcast communication.

WDVL, "The Inferno," began operations as WCVF-AM in the early 1940s and is the oldest radio station in the SUNY system. This commercial station programs contemporary rock as well as campus news and sports to its on-campus audience of students. WCVF, "The Voice," went on the air in 1978, broadcasting to Fredonia and surrounding communities. It is a non-commercial station licensed by the FCC to the SUNY Board of Trustees, and features a variety of public affairs, news (both local and National Public Radio), sports, and a progressive blend of alternative music styles from jazz, folk and blues, to reggae, techno, world beat and rock, with an emphasis on new music.

Fredonia Radio Systems offers all students, regardless of major, the opportunity to work in the following departments: management, business, promotion, sales, traffic, music, production, news, sports, community service, and engineering. The station is managed and staffed by volunteers. Its offices and studios are located in McEwen Hall.

WNYF-TV

WNYF-TV is a completely student-operated cable television station located in the lower level of Hendrix Hall, equipped for studio and field production and editing, with some of the latest digital technology. WNYF gives its student members an intense professional experience in television production, and fosters a real esprit de corps as a fun, hardworking campus group. The station cablecasts a variety of award-winning programming to the village of Fredonia, the city of Dunkirk, and the university campus.

Absolutely no experience is required to join the staff of WNYF, and all majors are welcome. Students can gain experience in all production areas by producing, writing, directing, and editing, or taking on-air roles from news and sports to drama. Members have the opportunity to create, develop, and produce their own programs, as well as join the decision making board. An Oscars-style awards ceremony (The Freddy's) is held each year to honor the best of station production.

Interested students should look for the first general meeting announcement at the beginning of each semester, or call (716) 673-3571, or stop by the station.

Writers' Ring

The Writers' Ring unites SUNY Fredonia students with the works of national and international writers. Students help decide on inviting visiting writers to campus readings that routinely draw over 100 audience members. Students also have the opportunity to edit the campus literary magazine, *The Trident*. Its mission is to encourage literary exchanges among students at Fredonia and to promote creative writing outside of the classroom and into the community by providing a forum for readings and lively discussions of fiction, poetry, and mixed genre literary work. Nationally and internationally renowned writers who have given readings recently include Naomi Shihab Nye, Steve Almond, Oliver de la Paz, Allison Joseph, Lisa Jarnot, Patrick Rosal, Ilya Kaminsky and Eric Gansworth.

Other Student Clubs and Interest Groups

Student life is enriched by the availability of a wide variety of formal and informal group activities, some of long standing, some only newly established. In addition to honor societies, there are service groups, clubs relating to specific majors and career fields, a growing social fraternity and sorority system, and interest groups involved with sports, hobbies, areas of social concern, etc. It is not possible to give more than a sampling here; students who have a specific interest or just want to find out the full range of possibilities may write to the Office of Campus Life (Williams Center, SUNY Fredonia, Fredonia, NY 14063) or stop by the office when on campus for the latest guide to Student Organizations. The following list suggests the range of additional activities available. All department clubs, independent organizations, associations and societies must be recognized by the Student Association in order to have access to campus facilities and association funds.

Accounting Society
 Alma Mater Society
 Alpha Lambda Delta
 Alpha Phi Omega
 Alpha Psi Omega
 American Choral Directors Association
 American Marketing Association
 American String Teachers Association
 Amnesty International
 Applied Communication Association
 Art Forum
 Asian Culture Union
 BACCHUS
 Beginner Ice Hockey Club
 Beta Beta Beta

Biochemistry Club
 Birth Control Information Center
 Black Horse Rugby
 Black Student Union
 Business Club
 Campus Greens
 Catholic Student Union
 Chemistry Club
 Chi Tau Omega
 Club Hockey
 Club Soccer
 Co-ed Volleyball
 College Democrats
 College Libertarians
 College Republicans
 Colleges Against Cancer
 Computer Science Club
 Criminal Justice Club
 Dance Team
 Def Poets Society
 Delta Chi Fraternity
 Delta Phi Epsilon Sorority
 DV Filmmaking Club
 Economics Club
 Engineering and Physics Society
 Entrepreneurs Club
 SUNY MEU Club
 Fencing Club
 Field Hockey Club
 Figure Skating Club
 Film Appreciation Club
 Fredonia Brass Association
 Fredonia Friends Across Borders
 Fredonia Men's Club Volleyball
 Fredonia State Boxing Club
 Fredonia State Conductors Guild
 Fredonia State Keyboard Association
 Fredonia State Golf Club
 Fredonia State of Mind
 Fredonia State Pep Band
 Fredonia State Show Choir
 Fredonia Voices for Animals
 French Club
 Genetics Club
 Geology Club
 Golden Key International Honour Society
 Guitar Society
 Habitat for Humanity
 Haunted Forest Association
 Hillel: Jewish Student Union
 History Club
 Improv-Collective
 Improv Society
 Inter-Varsity Christian Fellowship
 Irish Dancing Society
 Kappa Delta Pi
 Lacrosse Club
 Latinos Unidos
The Leader
 Leadership Corps
 M.E.N.C.
 Media Arts Club
 Morning Star
 Music Business Club

190 State University of New York at Fredonia

Music Therapy Club
Native American Student Association
Panhellenic Council
Percussion Guild
Phi Mu Alpha Sinfonia
Philosophical Society
Poetry in Motion Winterguard
Political Science Association
Premium Blend
Pride Alliance
Psi Chi
Psychology Club
Public Relations Student Society of America
Resident Assistant Advisory Board
Rock Stars Anonymous
Sci-Fi Fantasy Gamers Club
Sigma Alpha Iota
Sigma Gamma Phi Sorority
Sigma Kappa Sorority
Sigma Phi Epsilon Fraternity
Sister Circle
Skateboarding Club
Ski and Ride Club
Social Work Club
Some Like It Hot
Sound Services
Speech Pathology and Audiology Society (SPAS)
Students Teaching Equals Positive Sexuality (STEPS)
Student Pagan Association
Superdance
SUNY Fredonia Blue Devil Wrestling
SUNY Fredonia Disc Golf Club
SUNY Fredonia Ultimate Club Tennis
Tau Kappa Epsilon Fraternity
Teacher Education Club
Theatrical Combat Club
Tonmeisters
Wilderness Club
Women's Student Union

The formal and informal activities mentioned above are further supplemented by some traditional events in student campus life that normally involve large groups of students. They include the following: Activities Night, Culture Night, Superdance, and Homecoming.

Other Campus Activities

The groups and activities previously mentioned are joined by some other non-classroom events and activities in student campus life. This section lists a sampling of these other activities.

Alumni Association

Membership in the Alumni Association of the State University of New York at Fredonia is open to enrolled students, graduates of the university, and present and retired faculty members.

Supported by alumni gifts and student dues, the association provides all its constituents and parents with its quarterly publication, the Fredonia *Statement*.

Contributions are primarily used to support scholarships and grants for deserving students, student recruitment, career counseling, Homecoming Weekend, and various

programs for which funds are unavailable through normal state sources.

Students are encouraged to participate in the Undergraduate Alumni Council (UAC), which assists in the coordination of alumni/student activities. Actively involved students are considered for Undergraduate Alumni Awards. The \$500 awards are annually given to those UAC members who are in good academic standing and have shown an interest in improving the quality of campus life by their extra-curricular involvement.

Art Exhibitions

Each season, many art exhibits are presented on campus. The 2,000 square-foot Michael C. Rockefeller Arts Center Gallery hosts several traveling contemporary art exhibits. The emphasis of the shows is on contemporary work in painting, printmaking, photography, sculpture and graphic design. The gallery also hosts exhibits by the visual arts department faculty and students. All exhibits feature a public reception open to students, faculty, and community residents.

The Emmitt Christian Gallery on the second floor of the arts center is used to exhibit class projects, solo student shows, visiting artist work, and other small exhibits throughout the year.

Department of Athletics

Fredonia has a long and storied history of successful competition on athletic fields, courts and rinks across the state. A highly respected coaching staff has produced over 100 collegiate All-Americans and a plethora of team championships at the division, conference and regional level. Fredonia's coaches also serve on advisory committees throughout the east and have held top positions in a number of statewide, regional and national organizations.

Offering a wide range of programs for students wishing to participate at a competitive level, SUNY Fredonia sponsors athletic teams for men in the following sports: baseball, basketball, cross country, hockey, soccer, swimming, and track and field. Offerings on the women's side include: basketball, cross country, lacrosse, soccer, softball, swimming, tennis, track and volleyball. A co-educational cheerleading team competes successfully as a varsity sport.

All full-time undergraduate students are eligible to try out for Fredonia's athletic teams. Athletic eligibility is determined through the office of the Director of Athletics. Varsity athletes must comply with all appropriate rules and regulations of SUNY Fredonia, as well as those of all playing conferences with which Fredonia is affiliated. In addition to being certified eligible to participate through the Athletic Director's office, each prospective student-athlete must receive clearance from the Student Health Center prior to participating in team activities including practice, staff-supervised pre-season conditioning, and contests. All student-athletes are encouraged to enroll in the university's insurance program or provide the Director of Athletics with evidence of personal health and accident insurance coverage.

The athletic policies of SUNY Fredonia are developed by the Director of Athletics in conjunction with the Intercollegiate Athletic Board, an advisory board to the University President composed of faculty, students and

administrators. Athletic affiliations are maintained with the NCAA, ECAC and SUNYAC. While programs range in strength from national level competition to competitive conference play, the university encourages students try out for teams if their ability warrants.

Intramural and Recreational Activities

The Intramural and Recreational Activities Program is conducted under the direction of the Department of Health, Wellness, and Recreation, and is funded by the State of New York and Student Association fees.

An extensive intramural and recreational activities program is conducted in men's, women's, and co-ed sports. Activities include basketball, broomball, softball, soccer, racquetball, touch football, wallyball, beach volleyball, tennis, and volleyball.

The university facilities are outstanding and include Dods Hall, with its classrooms, gymnasium, fitness center, dance studio, and racquetball courts, and Steele Hall, which contains an indoor ice skating rink, basketball-track, and natatorium. There are also outdoor tennis courts and outdoor track and playing fields. A new soccer/lacrosse field/stadium complex opens in 2007.

Music Faculty Performances

Throughout each academic year, members of the artist faculty of the School of Music present public recitals. Most often the performances feature an individual faculty member; on occasion, however, several faculty members join together to present a program. Performances are also presented each year by the Fredonia Woodwind Quintet and the Faculty Brass Quintet.

The Western New York Chamber Orchestra, an independent, regional chamber orchestra, is an ensemble-in-residence at the Fredonia School of Music. The chamber orchestra presents a series of concerts on campus and is also active in presenting concerts and educational events throughout the area. The orchestra is comprised of faculty, other area professional musicians, and outstanding School of Music students, with repertoire spanning all stylistic periods.

Michael C. Rockefeller Arts Center and Visiting Artists, Ensembles and Speakers

The Michael C. Rockefeller Arts Center, a magnificent performing and visual arts facility, includes the 1,200-seat King Concert Hall, the 400-seat Marvel Theatre, the Bartlett Theatre, and two art galleries.

Over 220 public events are presented each season for the benefit of campus and community audiences.

SUNY Fredonia has a rich cultural life, not only because of the many artistic events produced on campus, but also because of a full schedule of visiting artists and speakers, many brought to campus by the arts center.

Each season, the center presents the *Someplace Special Pops Series*, three evenings of musical relaxation and enjoyment. Guest ensembles on the series have included Dave Brubeck, the Smithsonian Jazz Masterworks Orchestra and the Boston Brass. Also appearing on this series has been the Western New York Chamber Orchestra

with programs spotlighting students and vocalists from the School of Music and musical theatre program.

Student Music Activities

The following music activities provide opportunities for development of proficiency in performance and for personal enjoyment for the performer, the university, and the community. Many of the ensembles are auditioned and are used to fulfill the music ensemble requirement for Music majors. Performing opportunities are available to all students. For more information, students should contact the School of Music.

The Masterworks Chorus is a large choir comprised of members from the other select choirs on campus. The group performs masterpieces of choral literature, usually with the Western New York Chamber Orchestra.

The College Symphony Orchestra is open to all students by audition and offers complete instrumentation and a repertoire of major works of classical, romantic, and modern orchestral and operatic literature. Maintaining high standards, it performs several times each year.

The College Chamber Orchestra is a more select ensemble comprised of principal players from the College Symphony Orchestra. Recent performances have been of Mozart's Symphony No. 25, Bach's Orchestral Suite No. 3, and Milhaud's *La Creation du Monde*, among other important works.

The Fredonia Wind Ensemble is the premier wind/percussion ensemble in the School of Music. The highly select ensemble consists of 45 of the most outstanding wind and percussion players at the university. It performs a wide variety of repertoire consisting of contemporary, historical, and standard wind works that range from chamber music to literature that utilizes the full ensemble. The size and instrumentation of the Wind Ensemble is dictated by the demands of the music being performed. The Wind Ensemble concertizes extensively both on and off campus and is open to all students by audition, regardless of major.

The Fredonia Wind Symphony is a select ensemble that utilizes the full resources of the large wind/percussion ensemble to perform outstanding wind ensemble and concert band works from a wide variety of styles and music periods. The Wind Symphony is open to all students by audition, regardless of major.

The Fredonia Concert Band performs the finest in traditional and contemporary literature composed for the wind ensemble and concert band. The repertoire is drawn from a variety of genres and stylistic periods, with an emphasis on the standard band repertoire. The Concert Band is open to all students by audition, regardless of major.

The Fredonia All-College Band is a unique mixture of music majors, students from all academic disciplines, and community members. The combination creates a dynamic environment that provides an opportunity for the entire Fredonia community to perform music at a high level, without the pressure of an auditioned ensemble. The All-College Band performs music from the traditional band and wind ensemble repertoire. The All-College Band is

192 State University of New York at Fredonia

open to all students, regardless of major, and no audition is required for participation.

Jazz Ensemble opportunities are available through the School of Music and through the Fredonia Jazz Workshop, a student organization. There are several groups in existence, from big big band to small combo, from high skilled touring groups to training ensembles dedicated to teaching improvisation, jazz rhythms and other basics. All jazz groups work together to foster a wider understanding of jazz through the exploration and performance of a variety of styles.

The Fredonia Chamber Singers, a group of 24 mixed voices selected by individual auditions for musical ability, flexibility, quality, and rhythmic sense, performs frequently both on and off campus. The chamber singers is a touring ensemble.

The College Choir, with approximately 60 selected mixed voices, studies and performs major choral works in addition to standard sacred and secular music. It has appeared with the Buffalo Philharmonic Orchestra and has performed at Philharmonic Hall, Lincoln Center in New York City, and with the Utica and Syracuse Symphony and Rochester Philharmonic orchestras. The College Choir is a touring ensemble.

The Womens Chorus studies and performs sacred and secular literature from all style periods. An audition is required.

The University Chorus is the largest choral ensemble on campus, ranging in size from 150 to over 200 singers in any given semester. Its membership comprises university faculty members and people from the community-at-large, as well as Music majors (vocal and instrumental) and students from other academic disciplines. The University Chorus rehearses and performs a wide variety of music each semester; recent performances included large choral ensembles, French chansons, American folk songs and spirituals, music for double chorus, and folk songs from other world cultures. No audition is required for membership.

Ensembles. The School of Music offers several ensembles for interested students:

Flute Ensemble - performs music composed or arranged for 12 flutes.

Guitar Ensemble and Guitar Quartet - ensemble of 12 guitar majors and quartet, both touring groups, perform transcriptions and original music. The quartet is a select ensemble.

Percussion Ensemble - performs mainly contemporary works.

African Drumming Ensemble - performs African music with particular emphasis on the music of Ghana. Practical instruction in traditional instrumental techniques. Admittance to the ensemble is by permission of instructor.

Piano Ensemble - systematic study in piano sight reading and accompanying.

Saxophone Ensemble - performs original and transcribed works.

Small Ensembles - perform basically chamber ensemble literature and include woodwind, string and brass trios, quartets and quintets, and clarinet and trombone choirs.

The Opera Theatre Workshop provides a workshop situation for students to deal with repertoire that has limited production requirements. The wide range of possible experiences provided includes performing, conducting, directing, design and management.

The Music Educators National Conference, Student Chapter 151 at SUNY Fredonia, is affiliated with the New York State School Music Association. The activities of the chapter encourage professional interests and ideals.

The Music Therapy Club is affiliated with the Mid-Atlantic Region and National chapters of the National Association for Music Therapy. Activities of the club encourage the professional interests and growth of the students entering the field of music therapy.

Student Theatre Activities

Walter Gloor Mainstage Productions. Five major theatrical productions are presented each year. These efforts of the Department of Theatre and Dance have become known for their excellence in all aspects of production, from outstanding acting, singing and dancing to magnificent scenery, lighting and costumes. Auditions and production work are open to all students, regardless of major.

HONORS

Maytum Lecture

The Maytum Lecture each year presents a major scholar of national reputation to the campus community. Students, faculty, staff, and community guests gather in King Concert Hall for an address on a major subject by a prominent figure such as anthropologist Richard Leakey, author Maya Angelou, musician Sarah Caldwell, biologists James Watson and Ruth Hubbard, philosopher Robert Nozick, historian Christopher Lasch, and environmentalist Robert F. Kennedy Jr. A panel discussion on a related topic follows in the afternoon.

Honors Program

Within the framework of the general education program, SUNY Fredonia has a freshman/sophomore Honors Program open to well-prepared students who enjoy intellectual challenges and are excited by ideas. The program consists of a series of four seminars on topics that change from semester to semester. Seminar topics have included "Politics and the Novel," "The Dilemmas of Institutionalized Evil," and "Yuck...Chemicals!" Students take one seminar each semester, and the four seminars replace four general education courses. Questions pertaining to the Honors Program may be directed to Theodore Steinberg, director, at 275 Fenton Hall, or at (716) 673-3529.

In addition to participating in the seminars and working closely with faculty members distinguished both for scholarship and teaching ability, honors students plan a number of extra-curricular activities and meet regularly to discuss the program in relation to their own developing

perceptions of themselves, their values, and their future lives.

Opportunities in Honors are also available for students at the junior and senior levels in the form of departmental honors in a number of programs and the Honors Thesis.

Students who complete the program graduate with Honors in Liberal Education.

Application to the Honors Program is separate from application to the university. While most Honors Program applicants are high school seniors, qualified juniors who are considering early entry to the university are encouraged to inquire about the Honors Program.

Graduation With Honors

Students whose cumulative quality point average indicates high scholastic attainment will be awarded their degree as follows:

1. *Summa Cum Laude* - Quality Point Average 3.7 or higher.
2. *Magna Cum Laude* - Quality Point Average between 3.50 and 3.69.
3. *Cum Laude* - Quality Point Average between 3.30 and 3.49.

Students may graduate with honors only when they have completed at least 45 hours of graded work at SUNY Fredonia. Graded work includes all courses that carry quality points and excludes courses that are graded "satisfactory-unsatisfactory" or "pass-fail." Only those credits earned at SUNY Fredonia will be computed in the final average.

Dean's List

About one month after the end of each semester, the university announces the names of students who are recorded on the Dean's List. The list includes all students who have earned a quality point average of 3.30 or higher for that semester with a course load of at least 12 credit hours. Courses with P or S grades are not included in the 12 hours.

Lanford Prize

The Lanford Presidential Prize from the Oscar and Esther Lanford Endowment is presented at Commencement to a member of the graduating class who has demonstrated balanced achievement. The recipient is selected by nomination from among those students whose accomplishments exemplify the university's ideals. Criteria for selection include a high degree of personal honesty and integrity, substantial intellectual growth and achievement during university years, a minimum grade point average of 3.0, and exemplary service to SUNY Fredonia, including active participation in more than one area of university life. The award is named for President Emeritus Oscar Lanford.

Other Academic Honors

SUNY Fredonia has many honor societies, some for students majoring in particular fields, and some for students at large (see below for a current list). In addition, students in the School of Music may qualify for a large number of awards and may be chosen to offer honors recitals. Students in chemistry may choose to conduct honors research projects. Students in art may qualify to present honors exhibitions of their work. Prizes and honors for outstanding work are also offered to students in English, history, psychology, and the natural sciences. In addition, a good number of scholarships and partial scholarships are available to high-achieving students. (See list on page 202.)

Societies

Alma Mater Society. An honorary organization of students selected annually by the student body at Fredonia. The society was established in 1966 by the Student Association for the purpose of recognizing those students, faculty and staff who have exhibited outstanding qualities of character and leadership in support of the student body and the campus community as a whole during their university years.

Alpha Epsilon Rho (AERho). The National Broadcasting Society. An honors organization comprised of student and professional broadcasters whose primary goal is to bridge the gap between the academic and professional worlds of broadcasting in order to better prepare students to enter the broadcasting industry. Student national members must have a GPA of 3.0 in communication courses. Local membership requires a 2.5 GPA in communication courses.

Alpha Kappa Delta. Sociology majors and minors who maintain a minimum 3.0 grade point average in their major or minor and overall are eligible for induction into *Alpha Kappa Delta*, the International Sociology Honorary Society.

Alpha Lambda Delta. A national honor society recognizing first year students who have maintained a 3.5 or higher GPA and are in the top 20 percent of their class during their first year of higher education. *Alpha Lambda Delta* was re-chartered at Fredonia in 2006.

Alpha Psi Omega. A national dramatic society for students in theatre arts at the junior or senior level who have attained an overall grade point average of 3.25 in their major and who contribute significantly to the theatre program.

Beta Beta Beta. A national honor society recognizing superior scholarship and research in the biological sciences. The *Upsilon Chi* chapter of *Beta Beta Beta* was installed at Fredonia in 1966.

Chi Alpha Epsilon. A national honor society recognizing continued academic achievement of students admitted to colleges and universities through non-traditional criteria, developmental or Higher Education Opportunity-type programs. Students must be full-time and have a 3.0 GPA for two consecutive semesters. The *Alpha Mu* chapter was established at SUNY Fredonia in September 1999.

Delta Mu Delta. A national honor society in business administration.

Financial Management Association National Honor Society. Established in 1976, the membership is composed of outstanding students in the field of business finance.

194 State University of New York at Fredonia

Golden Key International Honour Society. A national honor society recognizing superior academic achievement and excellence among students from all academic disciplines. Open to juniors and seniors in the top 15 percent of their class. Golden Key has nearly 350 chapters at colleges and universities in six countries and the U.S.

Kappa Delta Pi. A national educational honorary society. The local chapter is *Zeta Upsilon*. Membership is by invitation.

Omicron Delta Epsilon. A national academic honor society granting recognition in the field of economics. *Tau* chapter was installed at Fredonia in 1971.

Phi Alpha Theta. An international honor society in history whose membership is composed of students and professors and whose purpose is to recognize, through its membership, excellence in the study of history. Membership is open to any student who has completed 12 or more credit hours of history and who has achieved prescribed standards of academic proficiency.

Phi Mu Alpha Sinfonia. *Rho Chi* chapter of *Phi Mu Alpha Sinfonia* Fraternity of America was installed at Fredonia in May 1966. As a national professional music fraternity for men, *Sinfonia* endeavors to advance the cause of music in America and to foster the mutual welfare and brotherhood of students of music.

Pi Delta Phi. A national French honor society whose local chapter, *Epsilon Rho*, was installed in May 1968. The society recognizes outstanding scholarship in French and strives to stimulate cultural activities that will lead to deeper appreciation of France and its people. Members are nominated in recognition of academic achievement.

Pi Kappa Lambda. A national music honor society, first organized in 1918. The society's primary objective is "the recognition and encouragement of the highest level of musical achievement and academic scholarship." Initiates are elected by the society's membership on the basis of this objective. Fredonia's chapter of *Pi Kappa Lambda* is *Delta Omega*.

Pi Mu Epsilon. A national honorary society for the promotion of scholarly activity in mathematics among students in academic institutions. Members are elected on an honorary basis according to their proficiency in mathematics.

Pi Sigma Alpha. The political science department is a member of *Pi Sigma Alpha*, the national political honor society. Outstanding undergraduates majoring in Political Science are admitted to membership.

Psi Chi. A national honor society recognizing academic achievement of students with majors or minors in Psychology. The purpose is to advance the science of psychology and to encourage scholarship among members.

Sigma Alpha Iota. Incorporated as a woman's international music fraternity whose purposes are to foster interest in music and to promote social contact among persons sharing a general interest in that art form. *Delta Lambda* chapter was installed at Fredonia in 1964.

Sigma Delta Pi. National Spanish honor society whose local chapter, *Eta Alpha*, was installed in May 1968. The society

promotes the understanding and appreciation of Hispanic culture. Members are selected from advanced students who exhibit outstanding ability and interest in Spanish studies.

Sigma Pi Sigma. A national honor society, the sole purpose of which is to recognize excellence in the study of physics coupled with high overall academic scholarship. Membership is open to qualified first-semester juniors, seniors, graduate students, and faculty. The Fredonia chapter was installed in May 1970 as a subdivision of the existing chapter of the Society of Physics Students, a national organization open to all persons with active interest in physics.

Sigma Tau Delta. The International English Honor Society. Undergraduate and graduate students in English and English Adolescence Education maintaining advanced academic standing and interest in the profession are eligible for induction to the *Alpha Xi Omicron* chapter. Founded in 1924, the society "confers distinction for high achievement in English language and literature; provides cultural stimulation and promotes interest in literature and the English language; fosters all aspects of the discipline of English, including literature, language and writing; promotes exemplary character and good fellowship among its members, exhibits high standards of academic excellence, and serves society by fostering literacy." Fredonia's charter was granted in 2006.

Sigma Xi. National organization for the promotion of scientific research. It has an active club at Fredonia with membership open to both faculty and students who have done publishable work.



UNDERGRADUATE ADMISSIONS

www.fredonia.edu/fredweb/admission.asp

Submitting the Application

The State University of New York at Fredonia participates in the common SUNY application procedure. If you are a resident of New York State you may obtain a copy of the common application form from any high school guidance office or SUNY campus. As a transfer student or out-of-state resident, please contact the Office of Admissions at 1-800-252-1212 or 1-716-673-3251 to make your request for an application. We encourage you to apply online at www.fredonia.edu/admissions/applying.html

Mail your completed application to the Application Services Center in Albany in the envelope included with the application packet. (Freshman applicants turn applications in at the guidance office.) ASC processes your application and forwards it to Fredonia for review. Upon arrival at Fredonia we acknowledge your application and send you instructions to complete an online Part II. Complete this form as quickly as possible as this part of the application provides more individualized information about you. Your request for admission will be reviewed individually by our Admissions Committee. While there is no stated application deadline, we recommend that you submit your request for admission as soon as possible, as there are a limited number of openings in some academic programs. Consider November 1 for the spring semester and March 1 for the fall semester as recommended deadlines.

The Campus Visit

A campus visit is extremely important. It is your opportunity to learn more about the university from those directly involved in the educational process at Fredonia.

You are invited to visit the campus to discuss your application with an admissions counselor, meet with a faculty member in your chosen field of study, and tour the facilities. We offer small group information sessions and campus tours weekdays while classes are in session. There are a number of special visitation programs throughout the academic year, including holiday open house programs on Columbus Day, Veterans Day and Presidents Day. Saturday visits are available to meet the needs of prospective students who are unable to visit the campus when classes are in session. You may visit during the summer as well. Request information about specific dates and times for arranging an appointment by writing the Office of Admissions, calling (716) 673-3251, dialing toll-free at (800) 252-1212, accessing our web site at www.fredonia.edu/admissions/visiting.html, or e-mail admissions.office@fredonia.edu.

We schedule an open house for accepted students during the spring semester. At this program, members of the university faculty, administration, and student body discuss our curricular options, financial aid, social and cultural activities, the residence halls, and student support services.

The campus is situated in the village of Fredonia at Exit 59 of the New York State Thruway (Interstate 90), 40 miles from Buffalo, N.Y. The Southern Tier Expressway (Rt. 17/86) provides an alternate route to the campus. Use the Greater Buffalo International Airport if you are traveling by

air. Several buses operate daily between Buffalo and Fredonia. Amtrak provides rail service to the area. Check with your local travel agent to determine the best connections for you.

The Decision Process

We offer you the opportunity to declare your major program of study when you enroll at Fredonia. Approximately three-quarters of all new freshmen select a specific academic major, although the decision to choose your program of study is optional. You must select a major by the end of your sophomore year. Since some programs are highly specialized and require careful academic planning, you may wish to discuss declaring your major with an admissions counselor. Transfer students who have accumulated 45 credit hours must declare a specific major. You will be notified by mail of an official decision after the Office of Admissions receives all required credentials. All acceptances are conditional upon receipt of a high school or college transcript indicating successful completion of courses in progress, submission of your medical history, and evidence of appropriate immunization. You must submit an advance deposit to reserve your place in the entering class.

Advance deposits secure a place in the class and room in a residence hall for a specific semester and are not transferable to another semester. Requests for refunds must be made in writing to the Director of Admissions prior to May 1 (for fall enrollment) and November 1 (for spring enrollment), or 30 days after acceptance, whichever is later.

Early Decision: The Early Decision option provides you with an opportunity to identify Fredonia as your university of choice. This admissions program permits you to tell us of your interest in pursuing your studies here. Universities participating in an early decision program anticipate that those candidates who are accepted through Early Decision will submit an admission deposit and withdraw all other university applications. Early Decision allows you to finalize your university plans early in your senior year of high school. To be eligible ASC must receive your application and all supporting credentials by November 1. By December 1 we notify all early decision applicants and begin to review all other requests for admission.

Freshman Admission: The Admissions Committee considers a variety of criteria when reviewing applications, evaluating quality of academic preparation including depth and breadth of course work, academic achievement, and the results of your SAT or ACT. Our university is committed to a liberal arts education for all undergraduates, and preference is given to those applicants who present strong academic programs in English, social studies, mathematics, science and foreign languages. We ask that you send us the results of your SAT or ACT for review. Admission to college is a matter of meeting the competition among applicants, and a comprehensive, challenging university preparatory program combined with good achievement will help ensure that your application is competitive. The Admissions Committee also reviews supporting credentials including special talents, activities, individual accomplishments, and recommendations, which you may choose to submit. Appropriate faculty evaluates the results of a required audition if you seek admission into our music

196 State University of New York at Fredonia

or B.F.A. theatre programs. As an applicant to our Department of Visual Arts and New Media you must present a portfolio (or slides) for review.

Fredonia in 4

Graduation rates of our entering freshmen are among the highest in the nation. To ensure that our success continues, we have implemented *Fredonia in 4*, a program for first-time freshmen which stipulates that the university pledges to adhere to a commonly understood agreement to provide the necessary courses and academic advising which will guarantee that you finish your degree program in four years (with the exception of Music Therapy which will require a clinical internship of at least an additional six months).

Transfer Admission: SUNY Fredonia considers all requests for admission from transfer students in good standing at both two- and four-year colleges and universities, including SUNY and non-SUNY institutions. The admission review process focuses upon an evaluation of academic achievement, program of study, and the major program of study that you request. There are special audition requirements for music and B.F.A. theatre programs, as well as portfolio requirements for the Department of Visual Arts and New Media. Admission to our certification programs in teacher education requires at least a 2.75 grade point average to be eligible for consideration.

We require an official transcript from each college you previously attended, and a high school transcript and SAT or ACT results if you have completed less than 30 credit hours when you apply.

You may transfer up to 75 hours of college credit from your previous college(s). Your academic department chairperson or designee determines the distribution of specific courses in fulfillment of departmental requirements in your chosen field of study and provides information about which courses you will need to complete degree requirements in a timely manner. Our university consistently attains one of the highest graduation rates of transfer students in the SUNY system. An official review of transfer credit occurs when we receive your final transcript showing all course work completed. It is most helpful if this information arrives prior to our summer orientation and advising program for transfer students in June.

Fredonia awards transfer credit for academic courses successfully completed at a fully accredited college or university, reserving the right to determine what constitutes academic credit. Your grade point average does not transfer; only credit hours are awarded. You must fulfill all university and departmental requirements for the baccalaureate degree, including a residency requirement of 45 semester hours of credit at Fredonia. Visit our course equivalencies website at <http://banweb1.banner.fredonia.edu/student/transart.asp> for detailed information on the transferability of specific classes. As a prospective transfer student we encourage you to visit the university to discuss transfer credit and graduation requirements with a departmental academic advisor or our admissions transfer counselor.

SUNY Two-Year Transfer Applicants

SUNY Fredonia is committed to providing an opportunity for further study to SUNY two-year college graduates. We have established articulation agreements and joint admissions programs with many two-year schools. For further information, contact our Office of Admissions.

If you are admitted to Fredonia and complete an Associate in Arts or Associate in Science degree prior to transfer you will enter Fredonia with a minimum of 60 semester hours of transfer credit and junior standing.

Special Admissions Programs

Full Opportunity Program: Through the Full Opportunity Program an effort is made to identify and recruit students from underrepresented groups, students with special talents in the fine and performing arts and athletics, those who have participated extensively in school and community affairs, or have strong personal recommendations. The Full Opportunity Program provides you with a chance to enhance your academic credentials with a description of your individual talents and accomplishments.

Acceptance into the program provides you with access to support services designed to help you make a successful transition from high school to college, and to help guide you toward successful completion of your academic and career goals.

If you wish to identify yourself as a special talent applicant you should include a personal statement and resume as well as three letters of recommendation to supplement Part II of our application.

Students accepted through the Full Opportunity Program are guided through their first year at Fredonia, beginning with academic advising that takes place during Summer Orientation. In cooperation with the student's academic advisor, the Full Opportunity Program Director has the responsibility for designing programming to meet the academic needs of the students in the program. Some of the services offered include: mentoring programs, free assigned tutoring, workshops by faculty members, electronic newsletters, and assistance with course selection.

Educational Development Program: Applicants who demonstrate potential for completing a degree program, meet financial and academic guidelines and have historically experienced educational and economic disadvantages may seek admission through the Educational Opportunity Program (called the Educational Development Program at Fredonia). To be eligible for consideration you must be a New York State resident and have earned a high school diploma or its equivalent.

To be considered "financially eligible," you must meet the economic criteria established by the New York State Education Department. Check the current *SUNY Application Guidebook* for the updated economic criteria listed under Educational Opportunity Programs in the booklet.

You are required to submit appropriate financial aid applications and verification of family income to supplement your request for admission as an EDP student. We may request additional information from you, as needed. A

SUNY EOP Information form mailed to you from APC must be filed as part of the application process.

You do not need to prove that you meet the economic guidelines if you can show that:

- a. Your family receives payment through the New York State County Department of Social Services;
- b. You live with foster parents who do not provide support for college, and your natural parents provide no financial support to you, or;
- c. You are a ward of the state or county.

To be considered “educationally eligible” means you do not meet the usual Fredonia admissions standards. However, you must demonstrate academic potential, proper motivation, and a strong desire for a college education. You apply for our EDP program by checking “yes” when answering the EOP question on the SUNY application. Transfer applicants receive consideration if they have previously been enrolled in a similar EOP/HEOP/College Discovery/SEEK program.

If you attended a college that does not have a EOP-type program, then we attempt to determine whether you would have been deemed eligible for EOP at the time of your acceptance to the other college.

For more information about the Educational Development Program support services, please refer to page 182 of this catalog.

Joint Admission: SUNY Fredonia has implemented joint admission agreements with several two-year colleges, both public and private. Joint admission program students request admission to Fredonia by applying to the admissions office at the two-year college and completing requirements for the associate degree.

You must meet all requirements as stated in our university catalog and the joint admission agreements in order to continue with your studies at Fredonia. You may obtain information from our transfer counselor in the Office of Admissions at Fredonia or the two-year college.

Time-Shortened Degree Program. Students enrolling at Fredonia may select from a variety of individually determined and contracted time-shortened degree options. Because some academic programs at the university are incompatible with the time-shortened degree, counseling from an academic or admissions counselor is advisable. The following options are available:

1. *Early Admission.* Accelerated high school juniors who wish to enroll as university freshmen without a high school diploma, may apply for early admission. We expect applicants to have completed four units of study in college preparatory mathematics and sciences and a sequence in foreign languages with above-average academic achievement and SAT or ACT scores. Your high school counselor must submit a recommendation in support of your request for early admission. Since Fredonia does not award you a high school diploma you must make arrangements to receive high school credit for your college course work in lieu of the courses you would have taken in your senior year.

2. *3-1-3 Program.* Local area high school juniors interested in beginning college during the senior year of high school may wish to explore this opportunity. 3-1-3 stands for three years of high school, one year cooperatively taught by an area high school and SUNY Fredonia, and three years at the university. As a 3-1-3 applicant you must present above-average test results on the PSAT, SAT or ACT, and a B high school average.

A counselor recommendation is required. Submit the SUNY application available in your guidance office and select curriculum code 0199. A conference with you and your high school counselor will develop your joint college and high school class schedule. For more information, see page 179.

Advanced Standing Credit

Credit by Examination. The university welcomes the opportunity to allow you to complete graduation requirements at an accelerated rate by submitting the results of proficiency examinations for credit evaluation. The following website includes all credit by examination that we accept:

http://www.fredonia.edu/admissions/advance_credit.html.

Advanced Placement. Submit the results of your Advanced Placement Examinations to the Office of Admissions. If you achieve a score of three, four, or five you will receive placement and/or credit in some programs. These examinations fulfill many requirements in the College Core Curriculum program (liberal arts core courses).

College-Level Examination Program. CLEP General Examinations substitute for some of the College Core Curriculum requirements. Subject Examinations substitute for specific course requirements. To determine which examinations are acceptable for credit, check with the Office of Admissions before scheduling one of the tests. We accept most, but not all, examinations for credit toward graduation. You must score at the fiftieth percentile in order to receive credit.

College Course Work. A number of freshman applicants seek transfer credit for college courses successfully completed while enrolled in high school. Submit an official transcript from the college awarding credit indicating that you have successfully completed course work. While credit hours may be awarded toward graduation, your grades do not transfer to Fredonia as part of your Fredonia grade point average.

Military Service Experience. Credit for military service experience and education is evaluated on an individual basis according to the guidelines established by the American Council on Education. Forward official transcripts and DD214s to the Office of Admissions for evaluation.

International Baccalaureate Exams. College credit will be given for Higher Level (HL) exam scores of five or higher. In addition, some departments may offer university credit for an HL exam score of four.

International Students

SUNY Fredonia welcomes applications for admission from international students. We provide assistance in matters of orientation, housing, personal concerns, and immigration. American students, the faculty, and the Fredonia village community take special interest in students from other countries, whose contribution to campus life is recognized and valued.

As an international student you must initiate your application well in advance of your intended first semester at Fredonia. Request your application by writing to the Office of Admissions. If your native language is not English you must submit the results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). All your academic records should be accompanied by certified translations if they are presented in a language other than English. Include brief course descriptions of subjects successfully completed (and an explanation of the grading system) with your credentials. We require certified verification of sufficient financial resources as part of the application process. You can get more information by e-mailing the director at Mary.Sasso@fredonia.edu or by visiting www.fredonia.edu/org/international.

Readmission/Reinstatement

Students who have withdrawn from the university and wish to return may obtain an application for readmission/reinstatement from the Office of Admissions or the Office of Student Affairs. Requests are reviewed by the appropriate Dean (readmission) or the Vice President for Student Affairs (reinstatement). Students who withdrew in good standing are generally eligible for reinstatement if space is available in the requested major. Individuals who were required to withdraw for academic reasons are not eligible for consideration until at least one academic semester has elapsed, and should present evidence of successful achievement at another college. The Dean's office evaluates current academic achievement, potential for academic success, and work experience when reviewing applications for readmission.

Students with a cumulative quality point average of less than 2.00 who have been readmitted to the university may return with their original cumulative academic record or with a readmission petition.

Under the readmission petition, a new quality point average is established from the time of readmission to graduation. The total academic record achieved from the time of initial enrollment at SUNY Fredonia will be entered on the transcript, but no credit will be awarded for "D" grades earned prior to readmission. The cumulative quality point average will reflect only the average since readmission, and a minimum of 45 additional credit hours of graded work must be completed at SUNY Fredonia prior to graduation and after readmission.

EXPENSES

This section presents an estimate of the cost of attending SUNY Fredonia for one year. University charges (tuition, fees, room rent, board) are paid on a semester basis, at one-half of the rates listed below. The semester charges must be paid on or before the registration date for each semester. Students will receive up-to-date information concerning charges and payment procedures several weeks prior to the registration date.

All charges are subject to change.

Estimated expenses per year for a full-time (12 or more credit hours) *undergraduate*:

Annual University Charges Applicable to All Students

Tuition	
In-State	\$4,350
Out-of-State	\$10,610
College Fee	\$25
Student Services and Programs Charge	\$1,166.50

Additional Charges for Residents in University Residence Halls

Room Rent	\$5,050-7,640
Board (Food Service)	\$2,840-3,590

Estimated Additional Costs

Books and Supplies	\$1,000
Personal	\$638
Transportation	\$950

New students who have paid a \$50 Advance Admission Deposit will have this amount deducted from the tuition charge for their initial semester at SUNY Fredonia.

Part-Time Study

* In-State Tuition	\$181 per credit hour
* Out-of-State Tuition.	\$442 per credit hour
College Fee.	\$.85 per credit hour
Student Services & Programs Charge	\$48.60 per credit hr.

State University policy requires that a student be a resident of New York State for one year prior to registration in order to qualify for in-state resident tuition charges. Persons should contact the Office of Student Accounts for complete information governing residency requirements.

All rates and fees are subject to change. Persons should see the Student Accounts web page for the current university charges at www.fredonia.edu/admin/studentaccounts/

Full-time rates do not apply for summer or J-Term semesters; tuition is calculated at the part-time per credit hour rate.

College Fee

This is a uniform, mandatory charge for all students, established by the State University.

Student Services and Programs Charge

The Student Services and Programs Charge combines all university fees for student services, programs and activities in one composite amount for all students. As a result, there are no general university fees and no additional mandatory fees once a student arrives on campus (although some departments may assess individual departmental fees). The Student Services and Programs Charge includes support for the following programs and activities:

Advanced Technologies for Classroom Use
 AIGA/Art Forum
 Alumni Affairs
 Bicycle Use on Fredonia Campus
 Birth Control Information Center
 Blue Devil Fitness Center
 Campus Community Bus
 Campus Internet Access
 Campus Microcomputer Labs
 Campus Fine Arts
 Central Ticket Office
 Counseling Center
 Coupons for Discounts at Area Merchants
 Cross Country Skis at College Lodge
 Family Weekend Events
 Fredonia College Jazz Workshop
 Fredonia Radio Systems
 Intercollegiate Athletic Sports Program
 Intramural and Recreational Program
 Legal Services
 Homecoming Weekend Events
 Microcomputer Support
 On-Campus Student Employment
 On-site Medical Care
 Health Education Programs
 Medical Laboratory Work
 Over-the-Counter Medications
 Prescription Medications
 Wellness Checkup
 Orientation Program
 Parking Services
 Parking Shuttle Service
 Student Government
 Student Organizations and Clubs
 Student Scholarships
The Leader (university newspaper)
 University Special Events
 University Transcripts
 Upper Class Buddy Program
 Van Service to Hospital/Clinic
 WNYF-TV

Student Group Health Insurance

All students are advised to obtain the Student Health Insurance offered by the university unless covered by comparable insurance. The health insurance covers a major portion of hospitalization costs not provided under the student health program. For additional information regarding Student Health Insurance, please contact the Office of Student Affairs at (716) 673-3271. International students must consult with the Office of International Education for more information regarding specific insurance needs.

Room Charge

The standard rate when two students are assigned to a room is \$2,525 per semester. Single rooms are primarily for seniors and if requested and available, are \$3,525 per semester. Kitchen suites (double occupancy), where available, are \$2,875 per semester. Single and double rooms in University Commons are \$3,820 and \$2,720, respectively. Inquiries as to charges and accommodations should be addressed to the Office of Residence Life, Gregory Hall. (Figures reflect 2007-08 rates.)

The \$50 Advance Room Deposit necessary to secure housing will be deducted from the room charge upon payment of charges.

The rates indicated above are subject to change on a yearly basis. Students should contact the Office of Residence Life for current charges.

Board (Food Service)

University policy requires all on-campus residents to select from a variety of full board plans if they are residing in non-kitchen suite residence halls. Seniors, Hendrix and Igoe hall residents, and residents of Disney and Eisenhower kitchen suites are not required to maintain a meal plan, however, they may choose any plan.

FSA offers a combination of declining balance (points) and traditional meal plans to suit the needs of each student. The costs for meal plans are priced per semester and are subject to change annually. Costs begin at \$1,420 for resident students required to participate in a meal plan. Commuter point meal plan options are available for off-campus students.

Unused points from the fall semester may be rolled over to the spring semester adhering to the university policy. However, students must select a meal plan for the spring semester in order to receive the rollover. No refund of unused points will be given if the student does not return for the spring semester. Unused points do not roll over to the following fall semester.

Specific information concerning pricing and descriptions of each plan may be obtained by contacting the FSA office in Gregory Hall or calling (716) 673-3417, Ext. 6228, or by logging onto the FSA web page at <http://fsa.fredonia.edu>.

Miscellaneous Fees, Fines or Deposits

All of the major university expenses have been outlined. However, individual courses may require payment of a lab fee that will be reflected on the student's semester bill. Students should consult the *Course Offerings Bulletin* for specific courses and charges. Students majoring in Music Education, Music Applied Studies, Theory of Music, Performance, Music Composition, Sound Recording Technology, Music Therapy, Music History/Literature and Musical Theatre (B.F.A.) are assessed a \$225 Music Fee each semester.

In addition, the State University authorizes charges for such items as returned checks (\$20), late registration (\$40), orientation (\$65), late payment/administrative (\$30), and drop/add fees (\$20). Fines are authorized for parking violations, the late return or loss of library materials, and

200 State University of New York at Fredonia

failure to return physical education or infirmity equipment. All fees are subject to change.

State University Refund Policies

The Advance Admission Deposit of \$50 is refundable until April 30 (November 1 for spring enrollment) or 30 days after the day of acceptance, whichever is later. After this it may not be refunded except in cases of withdrawal for reasons beyond the control of the student and with approval of the University President or his/her designee.

The Advance Room Deposit of \$50 is refundable until July 1 (December 1 for spring enrollment). Refunds may not be made after this date except in cases of withdrawal for reasons beyond the control of the student and with approval of the University President or his/her designee.

Tuition. A student withdrawing from the university or individual courses during the fall or spring semester is eligible for the following tuition refunds:

100% for withdrawal during the first week of classes
70% for withdrawal during the second week of classes
50% for withdrawal during the third week of classes
30% for withdrawal during the fourth week of classes
0% for withdrawal beyond the fourth week of classes

A full refund of tuition may be granted if a student must withdraw for reasons beyond his/her control with the approval of the University President or his/her designee.

The *College Fee* is not refundable after registration.

Refunds for the *Student Services and Programs Charge* are granted based on the week of withdrawal following the same schedule listed above for tuition.

Residence Hall Room Rental. Once a student has registered for and occupied a room in a university-operated residence, no refund may be made except in cases of withdrawal beyond the control of the student and with approval of the University President or his/her designee. Rooms are contracted for the entire academic year and cannot be canceled during this period as long as the student is registered. There is a fee of \$350 for approved termination of the housing license.

Food Service is refundable on a pro-rated basis, less a small service charge, only upon withdrawal from the university.

Refund/Repayment of Financial Aid Due to Discontinuance of Study

When a student has received Title IV federal funds (such as: Subsidized/Unsubsidized Stafford loans, Perkins Loan, PLUS Loan, PELL grant, SEOG grant, Academic Competitiveness grant, National SMART grant) and discontinues study prior to the completion of the semester for which the Title IV funds were disbursed, a Title IV repayment calculation must be completed.

A student's charges will be reduced based on the SUNY policy stated above. The purpose of the repayment calculation is to determine the amount of Title IV federal aid the student is eligible for and insure that the student has not been over awarded federal financial aid due to the student's withdrawal. The initial step in the calculation is to identify all of the Title IV federal aid that the student was awarded in

the semester that the student withdrew. If a student is subject to the 30-day delayed disbursement, as a first time borrower, and withdraws during the first 30 days, the student is not eligible for the Stafford Loan, and it will not be included in the calculation.

The next step is to determine the number of days the student was enrolled for the semester and divide that by the total number of days in the semester to calculate the percentage of Title IV federal aid earned by the student. If this percentage is greater than 60 percent, the student is eligible for 100 percent of their Title IV federal funds. However, if the percentage of Title IV federal aid earned is less than or equal to 60 percent, the percentage is then multiplied by the amount of Title IV federal aid the student has been awarded for the semester. This determines the amount of Title IV federal aid that the student is eligible for and can be applied toward their charges for the semester they withdrew.

A comparison is done between the amount of Title IV aid that the student is eligible for and the amount that has already been disbursed into the account. If the disbursed amount is less than the eligible amount, any additional funds up to the eligible amount may be disbursed to the student's account and then to the student if any excess funds are available. If loan proceeds are to be utilized as a late disbursement, the student (or parent for a PLUS Loan) will be notified.

If the disbursed amount is greater than the eligible amount, the student has been over awarded due to their discontinuance of study. When a student has been over awarded, the amount of earned aid is subtracted from the amount of disbursed aid to determine the amount that the student is not eligible for. Any Title IV federal aid that the student is not eligible for must be returned to the appropriate federal program. Title IV federal aid is returned in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, PELL grant, Academic Competitiveness grant, National SMART grant, Federal SEOG grant, and other Title IV program aid excluding Federal Work-Study.

For additional information regarding the repayment of Title IV federal aid, persons should contact the Student Accounts Office at (716) 673-3236

BILLING PROCEDURES AND PAYMENT REQUIREMENTS

Billing Procedures

Students who have course selected prior to the start of a semester will receive a bill from the university approximately five weeks prior to the start of the semester. A student must send in the required payment prior to the billing due date. Failure to make payment by the due date will result in the assessment of a \$30 late payment/administrative fee. It is the responsibility of the student to notify the Student Affairs Office if they are not returning so that the charges may be removed and courses may be dropped.

Students are billed for each semester individually. The university bill lists the following mandatory charges: Tuition, College Fee, and Student Services and Programs Charge.

Charges for Residence Hall Room, Food Service, Orientation, Course and Music fees may also be included on the bill. A deduction from the total billed amount is made for the Advance Admission Deposit (\$50) and Advance Housing Deposit (\$50) when applicable. Deferments are granted only for authorized deferrable financial aid.

Deferment Policy

Deferment of university charges is not permitted except for approved, deferrable financial aid. Estimated financial aid awards may not be used as deferments. Financial aid awards that may be used as deferments against university charges include:

- Tuition Assistance Program (TAP Awards)
- Stafford Student Loans
- Veterans benefits
- PELL Awards
- Academic Competitiveness grant
- National SMART grant
- Supplemental Education Opportunity Grants (SEOG)
- Perkins Loan
- Aid for Part-Time Study (APTS)
- Private Scholarships (only when they are payable directly to the university)
- Academic Management Services (AMS)
- Parent Loans
- Alternative Student Loans

Work Study Awards and personal loans are not deferrable against university charges.

Payment Requirements and Distribution of Financial Aid

Full payment, less approved deferrable financial aid and pre-payments, must be made by the due date. Cash, personal checks, money orders, VISA and MasterCard are all acceptable forms of payment.

Students attending In-Person Registration will have a bill mailed to their home and local address at or near the end of the first week of classes. The due date for payment will be approximately two weeks later. A late payment/administrative fee of \$30 will be added to an account outstanding as of the close of business on the due date.

The majority of financial aid is distributed during the third and fourth week of classes. Tuition Assistance Program (TAP) funds are not distributed until after mid-semester. Students who file for their financial aid late will receive their aid later in the semester.

All financial aid received by the university is applied to student accounts on a first-received, first-applied basis after allowing for a pending Tuition Assistance Program (TAP) Award. Excess financial aid is generally returned to students within two business days. Checks that are not picked up in the Office of Student Accounts are mailed to home addresses.

Failure to Pay University Charges

Changes in a student's registration status, residence hall occupancy, food service selection or a reduction in financial aid may result in a balance due after the initial payment has been made. The Office of Student Accounts will bill students monthly throughout the semester. Students who fail to make timely payments will be assessed a \$30 late payment/administrative fee each time their account is billed.

A student who fails to pay any university related charges (this includes tuition, fees, library and parking fines and expenses for equipment and supplies) prior to the end of the current semester will be placed on "hold." A student on "hold" will not: receive his/her diploma at graduation, be permitted to register for additional semesters at SUNY Fredonia or receive a copy of his/her university transcript.

A student who fails to make payment to the university at the end of the semester will be referred for further collection efforts to the New York State Attorney General's Office in Albany or to a collection agency contracted by the university. Accounts transferred to these agencies will be subject to additional charges for interest and collection costs of up to 22 percent.



SCHOLARSHIP OPPORTUNITIES

Newly Accepted Students

SUNY Fredonia awards merit-based scholarships to academically qualified students who have been accepted to the university. Most scholarships are offered for the fall semester and do not require a separate application.

Competition is keen, and students are encouraged to apply early for admission. The student's grade point average, test scores, and Part II of the admissions application are used to award scholarships that match student achievement levels. High school activities, leadership and volunteer service are also considered in the selection process.

Awards are made on a rolling basis beginning Feb. 15. Applications are closed when all scholarships are awarded.

Scholarships awarded and minimum criteria for consideration (partial listing):

President's Award of Excellence:

- \$3,000 per year (residence required)
- 94 high school average (unweighted)
- SAT 1250 or ACT 28
- 3.25 GPA to retain award

Foundation Scholar Award:

- \$2,000 per year (residence required)
- 92 high school average (unweighted)
- SAT 1250 or ACT 28
- 3.25 GPA to retain award

Dean's Scholar Award:

- \$1,000 per year (residence required)
- 90 high school average (unweighted)
- SAT 1150 or ACT 25
- 3.25 GPA to retain award

SUNY Empire State Diversity Honors Scholarship:

- \$1,000 per year
- offered to students who will contribute to campus diversity
- minimum 87 high school average (unweighted)
- 2.75 GPA to retain award
- MUST be a U.S. Citizen and New York State Resident

Keeper of the Dream Scholarship (four awards):

- \$3,500 per year (residence required)
- involvement in multicultural activities, leadership, community service
- top 10 percent of graduating class or
- 87 high school average (unweighted) or
- 1100 SAT or 25 ACT
- commitment to pluralism
- MUST live in university residence hall
- 3.0 GPA to retain award

- separate application and essay required
For application, contact the Office of Multicultural Affairs at (716) 673-3398

Transfer Students

Fredonia Transfer Scholar Award (residence required)

A limited number of scholarships are available for transfer students who have demonstrated outstanding academic achievement (3.5 GPA and above) and who have earned an associate degree from a SUNY two-year college. Scholarships range from \$500 to \$1,500. There is no application required, students are evaluated based on their college transcript and notified in late spring.

International Students

President's International Scholar Award:

- \$3,000 per year
- 90 high school average for freshman
- 3.25 GPA for transfer students
- 1100 SAT or 24 ACT
- MUST live in university residence hall
- 3.0 GPA to retain award

Out-of-State Students

President's Out-of-State Scholar (freshman only):

- 3,000 per year
- 90 high school average
- 1100 SAT or 24 ACT
- MUST live in university residence hall
- 3.0 GPA to retain the award

Alumni Scholar Award for Out-of-State Students:

- \$5,000 renewable award (two awards); residence required
- 90 high school average (unweighted)
- SAT 1150 or ACT 25
- MUST be a child or grandchild of an alumnus/na
- 3.0 GPA to retain award
- Non-New York State Resident

Enrolled Students

In February of each year, returning students with a minimum 3.50 cumulative grade point average are automatically invited to apply for scholarships. The awards range from \$100 to \$1,500 and are based on academic achievement, credit hours earned and personal statement.

Alumni Scholarships

The Fredonia Alumni Association awards scholarships yearly to students who are children and grandchildren of Fredonia alumni. Interested persons should contact the Alumni Affairs office at (716) 673-3553 for more information.

For information on scholarships open to all majors, contact the University Scholarship Committee, Office of Student Affairs, sixth floor Maytum Hall, (716) 673-3271. For departmental scholarships for specific majors, persons should contact the appropriate department.

Fredonia College Foundation**Departmental Scholarships/Awards/Funds (as of 1/1/07)**

Following is a list of scholarships/funds that are awarded through the academic departments. The awards are based on academics, talent, financial need or other criteria established within the discipline. Interested persons should contact the department in their major directly to obtain specific requirements and application procedures for the awards.

Arts and Sciences

Arts and Sciences Fund

Athletics

Athletics Department
Blue Devil Boosters Club
Blue Devil Boosters Individual Funds
Blue Devil Director of Athletics
Corydon Crowell Memorial Fund
Depledge/Poummit Basketball Award
Sandra Haight Memorial Scholarship
Doris Newman Memorial Scholarship
Mary J. Phillips Memorial Fund
Greg and Linda Prechtl Scholarship

Biochemistry

Adele Maytum Hunter Scholarship
Mary J. Marletta Memorial Scholarship

Biology

1929 Graduate's Award - Bioethics
Constantine Barker Fund
Biology Department Fund
Biology Department Endowment
Archer and Mabel Fox Scholarship
Bruce and Nancy Garlapow Memorial Scholarship
Adele Maytum Hunter Scholarship
Medical Technology Program Fund
Merlin Biology Fund
Molecular Genetics and Recombinant Gene
Technology Scholarship
Alice M. Sam Biology Scholarship
Willard Stanley Memorial Scholarship
Dr. Robert Wettingfeld Scholarship

Business

Donald C. Brandt Memorial Scholarship
Business and Accounting Fund
Business Administration Alumni Fund
David H. Carnahan Scholarship
Dr. James Hurtgen Endowment
Raymond Lai Professional Development Fund for
International Business
M.R. Poummit Achievement Award
School of Business Fund
Students in Free Enterprise (SIFE) Endowment
Students in Free Enterprise (SIFE) Music Business
Award

Chemistry

Raffaele Borriello, M.D. and Suzanne T. Casden
Chemistry Department Endowment
Chemistry Department Fund

Frank J. Costanza's Greenhouse Memorial Fund
David Dingley Memorial Scholarship
Dr. Robert Maytum Scholarship
Carolyn Ruth Moos Scholarship
Gilbert and Ruth Moos Outstanding Senior Award
Dr. Jerome H. Supple Memorial Scholarship
Byron A. Thumm Scholarship

Communication

Louis C. and Dr. S. David Adler Scholarship
Dan Berggren Excellence in Audio/Radio (EAR)
Scholarship
Anne Bernstein Memorial Scholarship
Corydon Crowell Memorial Fund
Communication Department Endowment
Edward S. Edelman Scholarship
Arthur R. Maytum Scholarship
Arlie Muller Parks Award

Computer and Information Sciences

John Beck Memorial Scholarship
Feng Chiang Scholarship
Computer Science Fund
Computer Science Endowment
Arthur R. Maytum Scholarship

Cooperative Engineering

Herbert P. Carlyon Scholarship
Cooperative Engineering Scholarship
Dr. Robert Maytum Scholarship
Wendel Duchscherer Scholarship

Criminal Justice

Steven C. Croglio Endowment

Economics

Economics Department Fund
Hart-Gorman Economics Fund
Arthur R. Maytum Scholarship

Education

Baross-Clothier Scholarship
Fanny Bartlett Award
Jessica Mary Beal Scholarship
Thelma Brynolfson Scholarship
Helen Buderkin Award
Class of 1953 Dr. Neil Postman Memorial Award for
Education
Class of 1954 Scholarship
Class of 1955 Scholarship
Class of 1965 Scholarship
College of Education Fund
College of Education Endowment Scholarship
John and Eleanor A. Courts Memorial Scholarship
Anthony M. Deiulio Scholarship
Charles R. and Shirley Miller Erbsmehl Scholarship
Philip Kochman Scholarship
Helen Kelly Lillie Memorial Scholarship
Richard and Arlene LoGuidice Award
Lucille Ellis Mack Scholarship
Herbert Clark Mackie and Marion C. Mackie Award
Floyd and Mabel Smith Melvin Scholarship
Samuel F. Nixon Memorial Scholarship

204 State University of New York at Fredonia

Carol Scrace Pierce Award
Louis E. Rath's Scholarship
Margaret Sawkins-Hastie Award
Howard Herkimer and Hildegard Maytum Strong
Scholarship
Wolfenden Scholarship
Marjorie E. Woods Scholarship

Educational Development Program

Educational Development Program
Ralph Wilson Jr. EDP Book Award

English

1929 Graduate's Award - Nineteenth Century Literature
Crescence Ehmke Graham Scholarship
English Department
Henry F. Salerno Scholarship
Mary Louise White Fund

Environmental Science

Bruce and Nancy Garlapow Memorial Scholarship
Herbert Clark Mackie and Marion C. Mackie Award
Willard Stanley Memorial Scholarship

Geosciences

Award for Spatial Studies
Walther M. Barnard Scholarship
Florence M. Eikenburg Scholarship in Geosciences
Fahnestock Memorial Fund
Geographic Information Systems
Geosciences Alumni Scholarship Fund
Geosciences Department
Roy A. MacDiarmid Award
Susan J. Mara Scholarship
Dr. Robert Maytum Scholarship
Mark D. and April Hoefner Orgren Scholarship
Paul D. Willette Scholarship

Health, Wellness and Recreation

Health, Wellness and Recreation Fund

History

David H. Carnahan Scholarship
William and Helen Chazanof Award
History Department
History Department Cultural Fund
History Department Endowment
MacPhee Scholarship
John J. and Helen Mancuso Scholarship Endowment
Robert and Marilyn Maytum Scholarship

Library

Carnahan-Jackson Library Endowment
William and Helen Chazanof Award
Friends of Reed Library
Holland Land Company Project
Holocaust Library Fund
Nichols Fund
C. Malcolm and Jeanette Nichols Fund
Reed Library
Reed Library Endowment
Schaffer Family Library Fund
Zweig Collection

Mathematics

John Beck Memorial Scholarship
Feng Chiang Scholarship
Myron T. Dana Scholarship
Mathematics Department
Mathematics Endowment
Earl G. Mathewson Scholarship
Frank R. Olson Scholarship

Modern Languages and Literatures

Myron T. Dana Scholarship
Modern Languages and Literatures
Robert Rie Scholarship

Music

Carol Hepp Adragna Music Education Scholarship
Charles D. Arnold Scholarship
Lucia Gracia Bolton Scholarship
Bromeley Piano Scholarship
Lisa Nielsen Burkett Piano Scholarship
Elizabeth S. Carlyon Memorial Scholarship
Class of 1953 Award for Excellence
Class of 1954 Scholarship
Class of 1955 Scholarship
Class of 1965 Scholarship
Max and Anne Davis Piano Scholarship
John C. Dubnicki Jr. Scholarship
John C. Dubnicki Sr. Scholarship
Charles C. Eikenburg Scholarship in Opera/Vocal
Performance
Charles R. and Shirley Miller Erbsmehl Music
Scholarship
David Evans Voice Performance Scholarship
Frazier Percussion Scholarship
Friends of Music Fund
Lois V. and Herbert W. Harp Scholarship
Hillman Memorial Music Association
Hillman Music Association Endowment
Hillman Opera Fund
Iannuzzi-Pidherny Family Endowment
Mamie and Ira Jordan Minority Scholarship
Harry A. King Scholarship
Brigitte Larson Award for Excellence in Instrumental
Music Education
Lyric Arts International
John A. Maier Scholarship
Elizabeth Marsh Memorial Scholarship
Howard Marsh Memorial Scholarship
Robert W. Marvel Fund
Virginia Whipple Maytum Music Scholarship
Lauren Miller Memorial Scholarship
Monroe-Poummit Big Band Award
Vincent Morette Memorial Scholarship
New York State Federation of Home Bureaus/Elizabeth
Marsh Scholarship
Sid Olshein Memorial Scholarship
Percussion Fund
Poummit Concert Master Award
Poummit Faculty Recognition Award in Memory of
Vivian Robe and Catherine Lane

Juliet J. Rosch School of Music Endowment
Lawrence Schauffler Scholarship
School of Music
School of Music Scholarship
Greg Snow Music Technology Award
Isaac Stern String Scholarship
Anthony S. Strychalski Memorial Scholarship
A.L. Van Keuren Music Scholarship
Francella Pattyson Widmer Endowment
Constance Willeford Award for Music Therapy
Margaret Shuler Wyckoff Scholarship

School of Music Scholarships are awarded to qualified new and returning students. Factors considered in awarding scholarships are financial need, music talent, academic achievement and service to the School of Music. Students wishing to be considered for scholarship assistance must submit the Free Application for Federal Student Aid. Prospective students must also audition for fall semester scholarship consideration. Questions regarding music scholarships should be directed to the Director of the School of Music, Mason Hall.

Philosophy

Philosophy Department

Physics

Hack Arroe Memorial Scholarship
John J. Connelly Physics Scholarship
Dr. Robert Maytum Scholarship
Pendyala I
Pendyala II
Physics Department Endowment
Physics Development Fund

Political Science

David H. Carnahan Scholarship
Erna G. and J. Murdoch Dawley Memorial Scholarship
Fredonia Alumni Lawyers Scholarship
Robert and Marilyn Maytum Scholarship
Political Science Alumni Endowment
Political Science Department Fund
Political Science Faculty Endowment
John R. Quatroche Jr. Political Science Scholarship
J.R. Soukup Pi Sigma Alpha Scholarship

Psychology

Donald John Lehr Endowment
Psychology Department Fund
Psychology Endowment

Science

Dr. Robert Maytum Scholarship
Lawrence A. Patrie Science Scholarship
Phyllis and Lawrence Patrie Science Scholarship

Social Work

Social Work Fund

Sociology

Sociology Department Fund

Speech Pathology/Audiology

Constantine Barker Fund
Mitchell R. Burkowsky Memorial Award
Esau A. and Susan S. Sam Family Scholarship

Schaffer Family Endowment
Rebecca Snyder Memorial Scholarship
Speech Pathology Department Fund
Gustave and Geraldine Werner Scholarship
Lt. Gen. Louis E. Woods Scholarship
Henry C. and Ida H. Youngerman Scholarship

Theatre and Dance

1929 Graduate's Award - Classical Ballet
Alice Bartlett Memorial Award
Harry John Brown and Paul W. Mockovak Award in Musical Theatre
Jack L. Cogdill Scholarship
Keith Cronin Memorial Scholarship
Walter Gloor Scholarship
Trent Illig Memorial Scholarship
Tim Douglas Jensen Class of 1990 Scholarship Fund
Robert W. Marvel Fund
Gertrude Prushaw Maytum Scholarship
John S. Mintun Scholarship
New York State Federation of Home Bureaus/Sally Bulger Scholarship
President's Award
Carol Prevet Dance Scholarship
Mary and Steve Rees Rising Junior Award
Theatre and Dance Department Fund
Bea Ullman Scholarship
Dr. Georgiana von Tornow Endowment

Visual Arts and New Media

Alford Bjurlin Art Scholarship
George Booth Visual Arts Scholarship
Chautauqua Craft Alliance Award for Excellence in Art
Fredonia Potter's Co-op Scholarship
Graphic Arts Account
Graphic Computer Fund
Marano/Gnirke Scholarship
Robert W. Marvel Fund
Media Arts Fund
Visual Arts Department Fund
Wendel Duchscherer Scholarship

Women's Studies

Jeanette McVicker Scholarship for Women's Studies
Women's History/Studies Fund

Scholarships and awards listed below are awarded to incoming students and continuing students who demonstrate outstanding academic aptitude, financial need and/or personal qualifications, and who have been recommended by the University Scholarship Committee. Separate applications are not always required. In some cases qualified students are automatically considered for selected scholarships and awards based on pre-established criteria.

Alumax Scholarship
Alumni Scholarships
American Association of University Women (AAUW) Scholarship
Dallas K. and Elizabeth W. Beal Award
Beaver Club Scholarship
Bennett Endowment

206 State University of New York at Fredonia

Borzilleri-Gugino Scholarship
Dr. Roland C. Burton Scholarship
Ruth Tice Callahan Award
Carnahan-Jackson Scholarship
Mary B. and Joseph A. Caruso Memorial Scholarship
Class of 1939 Scholarship
Class of 1942 and 1943 Scholarship
Class of 1950 Scholarship
Class of 1952 Scholarship
Laura B. Cole Scholarship
Evelyn Lawson Coleman President's Scholarship
Robert E. Coon Recognition Award
Council for Women's Concerns/Marion Sonnenfeld Scholarship
Deming Family International Scholarship
L. Michael Dimitri Scholarship
Kelly Early Scholarship
Empire State Minority Scholarship
Faculty/Staff Scholarships
Faculty Student Association President's Scholarship
Foundation Freshman Scholarships
Fredonia Rotary Scholarship
Fredonia Scholar Endowment Fund
Malcolm J. French Memorial Scholarship
Maureen Fries Scholarship
Joseph T. Gallagher Memorial Scholarship
Steve and Parker Goldstein Endowment
Graduate Student Scholarship
Zola Graf Scholarship
Gregory Fund
Robert and Elinor Grennell Scholarship
Velyne and Lynn A. Hawkins Scholarship
Fanny A. Hayward Award
S.C.W. Hom Parent Scholarship
Harold Hopkins Memorial Scholarship
Manjiro Inoue Fund
International Student Assistance Fund
Franklin Nelson and Harriet Lyon Jewett Fund
Mamie and Ira Jordan Minority Scholarship
Keeper of the Dream
Keeper of the Dream - LeCesse Construction
George and Elane King Award
Raymond Lai Scholarship
Lake Shore Savings Scholarship
Charlotte Putnam Landers Scholarship
Lanford Presidential Prize from the Oscar and Esther Lanford Endowment
Horace O. Lanza Scholarship
Lundquist International Fellowship
M & T Keeper of the Dream Scholarship
Dorothy French Manley Scholarship
David E. Manly Scholarship
Maytum Family President's Scholarship
Vivian R. McCullor Scholarship
Jeanette Wheeler Mills Scholarship
Stephen Morse Memorial Fund
Al Newman Fund
Jenny Crecraft Olsen Award
Anthony Patti Memorial Scholarship
Patton/Kirkland Memorial Fund
Xylia Peterson '85 Memorial Fund
Barbara Rose Memorial Scholarship
Patricia M. Rushboldt Credit Union Scholarship
Barbara Saletta Memorial Fund

Betty Norr Saveth Scholarship
Kurt and Sibylla Sonnenfeld Scholarship
The Stavrides Award for Outdoor Interests
Steele Family Scholarships
Thomas Stocky Memorial Scholarship
John R. Symans Memorial Award
Undergraduate Alumni Council
Wal-Mart Scholarship
Wilma E. Watson Memorial Scholarship
Welch's/National Scholarship
Sons of Karen West Scholarship
William and Mary J. Whipple Keeper of the Dream
Louise E. Wilder Scholarship
Yvonne Wilensky Scholarship
Theresa Dubnicki and Lawrence Williams Scholarship
Winch Endowment Fund
Dr. Nelson C. Wood Scholarship
Woods and Earl Memorial Fund

Special Funds

The following funds are held by the Fredonia College Foundation and used for the enhancement of university programs:

25 Year Anniversary Gifts
Alumni House Fund
Dorothy L. Anderson Memorial Endowment
Art Gallery Fund
Jurgen P. Banse-Fay Production Management Internship Award
Dallas K. Beal Community Access Fund
Campus and Community Children's Center Endowment
Carnahan-Jackson Fund for the Humanities
Grant Cooper Endowment
Counseling Center Fund
Amy Elizabeth Everett Memorial Award
Jack T. Ericson Endowment
European Union Institute Fund
Excelco Developments, Inc. and Newbrook Machine Corporation Scholarship
William T. Hagan Young Scholar/Artist Award
Dennis and Jan Hefner Academic Enhancement Endowment
Health Services Administration
E. Louise Hoag Opera Fund
Holocaust Genocide Fund
Franklin Nelson and Harriet Lyon Jewett Fund
Leadership Program
Litchfield-French Local History Fund
Lodge Fund
Maytum Distinguished Lecture Endowment
Multicultural Affairs Fund
Native American Consortium
Phyllis W. and Lawrence A. Patrie - Endowment for the Sciences
Poumit Secretarial Award in Memory of Janet Marks
Public Safety Programs Fund
Recruitment Initiative Scholarship
Residence Life Fund
Rockefeller Arts Center Fund
Rockefeller Arts Center Endowment Fund
Juliet J. Rosch School of Music Endowment
Barbara Saletta Meritorious Service Award
John Saulitis Humanities Fund

W.N.Y. School Press Association Fund
 Leslie J. and Ethel H. Shaw Community Fund
 Roger C. Seager Presidential Scholarship
 Senior Challenge Endowments
 Greg Snow Music Technology Award
 Student Affairs Fund
 Turkish Student Fund
 V-Day Campaign
 Pearl B. Vallance Arts Center Fund
 WCVF Public Radio Fund
 Carol Ward Endowment
 Williams Visiting Professorship
 Winch Endowment Fund
 Henry C. Youngerman Center Equipment Fund

Unrestricted Endowments

For priority needs determined by the University President or Fredonia College Foundation Board of Directors:

Gertrude Maytum Garland Endowment
 Walter Gotowka Family Endowment
 Kathryn Hakes Endowment
 Mintun Family Fund
 George and Barbara Luke Weaver Fund

FINANCIAL AID

The primary objective of financial aid is to ensure that all eligible financial aid applicants benefit from federal, state, institutional and private financial assistance for higher education related expenses. Students are encouraged to go online at SUNY Fredonia’s financial aid website at www.fredonia.edu/finaid for current information.

How Do I Apply for Federal Financial Aid?

Most student financial aid comes from the federal government which the U.S. Department of Education’s Federal Student Aid Office administers. Applying for federal aid is free via the Free Application for Federal Student Aid. Approximately 80 percent of federal student applicants applied online at www.fafsa.ed.gov for federal student aid during the 2006-2007 award year. Federal student aid covers school expenses such as tuition and fees, room and board, books, supplies, and transportation. The aid can also help pay for computer and dependent child-care expenses.

For further instructions related to the federal student aid application process, please refer to the chart below.

How Do I Apply for Federal Aid?

STEP 1	Apply for a PIN (Personal Identification Number). A PIN lets you apply, 'sign' your online FAFSA, make corrections to your application information and more - all online. Go to www.pin.ed.gov to apply.
STEP 2	Collect the documents including income tax returns, W-2 forms, and other records of income to apply. A complete list of what you need can be found at www.fafsa.ed.gov . Tax return not completed at the time you apply? Estimate the tax information, apply, and correct the information later. Early Application is critical.
STEP 3	Complete the Free Application for Federal Student Aid (FAFSA) as early as possible, preferably in January, in order to meet school and state aid deadlines. Apply online at www.fafsa.ed.gov . SUNY Fredonia’s school code is 002844.
STEP 4	Review your Student Aid Report (SAR). This is the results of your FAFSA. If necessary make changes or corrections and resubmit your SAR for reprocessing. Your complete correct SAR will contain your Expected Family Contribution (EFC). This is the number that is used to determine your federal student aid eligibility.
STEP 5	If you are selected for verification, your school's financial aid office will ask you to submit tax returns and W-2 copies and any other necessary documents. Be sure to hand this information in in a timely manner as your federal financial aid will be on hold until verification is completed. Make sure the financial aid office has the information needed to process your financial aid.
STEP 6	Contact the Financial Aid Office at (716) 673-3253 with any questions. Review your award letter and make sure you accept/decline the aid you have been offered in a timely manner. Be sure to submit any requested materials as soon as possible.

How Do I Apply for the New York State Tuition Assistance Program (TAP)?

It is also recommended that you apply for TAP online at www.tapweb.org. As mentioned above, you should start the application process with the online Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The New York State Higher Education Services Corporation (HESC) will use the FAFSA data as part of your online TAP application. After completing your FAFSA, there will be a link to the online TAP application on your FAFSA Confirmation Page.

To apply for TAP online, you need a HESC PIN (Personal Identification Number). Use the HESC PIN to "sign" your TAP application, keep track of your application information, or make changes. Once you have the HESC PIN, complete your TAP application online and insert SUNY Fredonia's TAP School Code of (0915). Information from your FAFSA and your family's calculated New York State net taxable income are pre-filled on your online TAP application. If you don't apply for federal aid online, you must get a paper FAFSA from the high school guidance office, the public library, or your college's Financial Aid Office. Even if you use a paper FAFSA, you can still do the TAP application online. About three (3) weeks after mailing your FAFSA, HESC will send you a postcard or e-mail prompting you to get a HESC PIN, and complete your TAP application online. Follow the online instructions. You will be able to check the status of your TAP application online, at any time.

If you don't apply online, HESC will mail you an Express TAP Application (ETA). Information from your FAFSA and your family's calculated New York State net taxable income will be preprinted on your ETA. Review this information, change any wrong items, complete any missing items, then SIGN AND MAIL, USING THE RETURN ENVELOPE. If you provide an e-mail address on your FAFSA, HESC will notify you about your TAP application or award status, or ask you for information needed to complete your application. Please be alert to HESC e-mails and respond to any requests or instructions. If you received TAP the year before and your application information is unchanged, you may only need to file a FAFSA to get TAP. The TAP application deadline is May 1 of academic year for which aid is sought.

Early application is strongly encouraged for both federal and state financial aid. Applications cannot be submitted before January 1 prior to the award year, but you should be applying in January in order to meet SUNY Fredonia's FAFSA filing deadline. Since funds are limited, early applications are given first consideration.

When Will I Hear About My Financial Aid?

- Both new and returning students will receive an initial Financial Aid Award Letter in March that will list all federal, state, and institutional aid that the applicant is eligible to receive.
- If you have been awarded a Federal Work Study position, a Federal Perkins Loan and/or a Federal Subsidized/Unsubsidized Stafford Loan, you must go to www.fredonia.edu and log in to YOUR CONNECTION to accept, decline or accept partial amounts of these awards. Refer to your award letter wrapper or the *Financial Aid Guide* for instructions.

- To move federal awards to an authorized status for billing purposes, applicants may be required to go through the federally mandated verification process. If requested, federal tax returns and W-2 forms for the student and parents, as well as a verification worksheet, must be submitted. This information is needed in order to verify the accuracy of the data reported on the original FAFSA application (see below).
- Throughout the summer the financial aid office processes student aid paper work with the intention of making aid authorized for credit on the university bill by mid-July. Students must submit paperwork on a timely (as early as possible) basis.

How is Aid Awarded?

Applicants for aid are considered based on all of the following criteria:

- Funds available to the university from governmental, institutional and private sources.
- Financial eligibility as determined by the U.S. Department of Education's FAFSA processing.
- Date of receipt of FAFSA results from the Federal Central Processor.

Verification

Many financial aid applicants will be required to verify the information that is reported on the FAFSA/Renewal FAFSA. Financial data such as income, taxes paid, and non-financial data such as family size and dependency status will be verified. For this reason, it is extremely important that the figures you report when completing or correcting the FAFSA/Renewal FAFSA are accurate. If there are any discrepancies in the data that was submitted on the FAFSA/Renewal FAFSA, the aid originally awarded will be revised (either increased or decreased). Save copies of student and parent signed tax returns, and W-2 forms, since these documents will be requested. A verification worksheet will also be sent to you for completion. You should be aware that by not submitting the required tax forms, W-2 forms, and verification worksheet as requested, all aid is placed on hold, including loans. When you applied for federal aid, you signed a certification agreeing to give proof of all the information you have on the form, if asked. As such, if you don't give proof, you will not receive aid.

2007-2008 University Costs

	N.Y.S. Resident	Out-of-State Resident
Tuition	\$4,350	\$10,610
Fees	\$1,192	\$1,192
Room	\$5,050	\$5,050
Food	\$3,330	\$3,330
Totals	<u>\$13,922</u>	<u>\$20,182</u>

Although every effort is made to keep university costs as low as possible, the costs can change during the year. The above figures are subject to change but were accurate at the time of printing. Students should plan on other indirect

expenses (books, transportation, personal costs) which may range from \$1,500 to \$2,000 for an academic year.

Good Academic Standing and Receipt of Undergraduate Financial Aid

Requirements

State and federal regulations require that all financial aid recipients maintain program pursuit and make satisfactory academic progress toward completion of degree program requirements. The Financial Aid Office at SUNY Fredonia evaluates student aid academic progress according to state requirements for TAP and APTS at the completion of each semester and according to federal requirements for SEOG, PELL, Work Study, Perkins, Stafford and Parent loans at the completion of the academic year. All three criteria in the charts below must be met in order to retain financial aid for the following semester. If a student withdraws from a course, it may affect his/her aid for the next semester.

GOOD ACADEMIC STANDING CHART FOR STATE AID (TAP, APTS)

Before receiving this TAP payment you must meet all 3 criteria below	1	2	3	4	5	6	7	8	* 9	* 10
Receive passing/failing grade for this percent of credit hours attempted during last semester	0	50% ft=6 pt=3	50% ft=6 pt=3	75% ft=9 pt=6	75% ft=9 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6	100% ft=12 pt=6
Must have accrued at least this many total credits	0	3	9	21	33	45	60	75	90	105
Maintain at least this Grade Point Average	0	1.10	1.20	1.30	2.00	2.00	2.00	2.00	2.00	2.00

ft = full-time pt = part-time

* Only students in approved five-year programs (EOP and Medical Technology) are eligible for 10 semesters of undergraduate TAP. All other students are limited to eight semesters of undergraduate TAP.

Repeated Courses. Courses in which the student has already received a passing grade cannot be included in meeting full-time study requirements for state-sponsored financial aid. Repeated courses may be counted toward full-time study requirements if a student repeats a failed course, if a student repeats the course for additional credit, if a student has received a grade that is passing at the institution but is unacceptable in a particular curriculum, or when a student repeats a previously withdrawn course.

Examples of requirements at different TAP payment levels follow:

1. A student who has received seven payments of TAP must complete at least 12 credit hours during the fall semester, maintain at least a 2.00 cumulative GPA, and have accrued at least 75 total credit hours to receive his/her eighth TAP payment in the spring semester.
2. A student who has received four TAP payments must complete at least 9 credit hours during the fall semester, maintain at least a 2.00 cumulative GPA and have accrued at least 33 total credit hours to receive his/her fifth TAP payment in the spring semester.

3. A student who has received three TAP payments must complete at least 9 credit hours during the fall semester, maintain at least a 1.30 cumulative GPA, and accrue at least 21 total credit hours to receive his/her fourth TAP payment in the spring semester.

GOOD ACADEMIC STANDING CHART FOR FEDERAL AID

(PELL, Perkins, SEOG, Work Study, Stafford, Parent Loan)

Before receiving Federal aid at this grade level, you must meet all 3 criteria below	Grade Level 1	*Grade Level 2	Grade Level 3	Grade Level 4	Grade Level 5	Grade Level 6
Receive passing/failing grades for this percent of credit hours attempted during the last two semesters	0 ft=0 pt=0	50% ft=12 pt=6	75% ft=18 pt=9	100% ft=24 pt=12	100% ft=24 pt=12	
Must have accrued this many total credits	0	12	30	54	78	102
Maintain at least this cumulative Grade Point Average	0	1.00	1.60	1.80	1.90	2.00

ft = full-time pt = part-time

Receipt of federal aid is limited to 12 semesters (for students enrolled full-time), according to Federal Regulation 34CFR PART 668.16.

Example: A first semester sophomore this fall semester, must have completed a total of at least 12 credit hours during his/her first two semesters and have a total of at least 12 hours and have at least a 1.00 cumulative GPA to receive federal aid this semester. The student must also complete a total of 18 credit hours and have at least a 1.60 cumulative GPA at the end of the spring semester to continue receiving federal aid for the next fall semester.

Students should be aware that course repeats do not count as a completion in determining Good Academic Standing.

Example: Two years ago a student received a failing grade for a course and during the current semester repeated it as a junior. To meet progress standards, the student must complete 12 new credit hours during the current semester in addition to the repeated course credit hours.

Part-time students enrolled beyond 12 semesters (up to 24 semesters maximum) must continue to complete 100 percent of hours attempted and maintain a 2.0 GPA.

Notification Procedure

The Financial Aid Office will notify the student between two and four weeks after the conclusion of the fall semester if Good Academic Standing Standards were not met while the student received state aid and between two to four weeks after the spring semester if Good Academic Standing Standards were not met while the student received federal and/or state aid. The letter will inform the student of loss of aid for the semester *immediately following* the one in which program pursuit and satisfactory academic progress standards were not met and will also apprise the student of

210 State University of New York at Fredonia

the waiver procedure to follow if the student feels financial aid should be reinstated.

Good Academic Standing Waiver Procedure

A request to reinstate federal or state aid for the next semester at SUNY Fredonia will be evaluated and granted only if exceptional circumstances (i.e. family illness or death, personal illness, personal emotional disturbances, changes in education objective) can be documented by the student. Waivers of the criteria and reinstatement of aid are not automatic. They are approved *only* if in the best interest of the student and *only* if unusual circumstances prevented the student from meeting the expected criteria. A waiver to reinstate state aid is available *only* once during undergraduate study (with the exception of the "C" average waiver). The waiver request form is mailed with the notification of aid loss to the student by the Financial Aid Office. A student choosing to use the Waiver Process to reinstate aid the next semester at SUNY Fredonia should complete and submit the waiver form (with appropriate documentation) to the Office of Student Affairs for evaluation.



TYPES OF AID

Student Financial Aid Summary Chart

Federal Student Aid Program	Type of Aid	Program Details	Annual Award Limits	How to Apply
Federal PELL Grant	Grant: does not have to be repaid	Available almost exclusively to undergraduates; all eligible students will receive the Federal PELL Grant amount they qualify for	400 to \$4,310	Complete the FAFSA. Expected Family Contribution (EFC) must be \$4,110 or below.
Academic Competitiveness Grant (ACG)	Grant: does not have to be repaid	Available to PELL Grant recipients who meet the rigorous high school program component and for second year students who have a 3.0 GPA. High school graduation date must be 2005 or later.	First-year: \$750 Second-year: \$1,300	Complete the FAFSA. Students must be PELL eligible and meet all other requirements.
National Science and Math Access to Retain Talent (SMART) Grant	Grant: does not have to be repaid	Available for third and fourth year PELL Grant recipients who major in math, science, technology or certain critical languages. Must have a 3.0 GPA.	\$4,000	Complete the FAFSA. Students must be PELL eligible and meet all other requirements.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; priority is given to Federal PELL Grant recipients; funds depend on availability at school.	\$100 to \$4,000	Complete the FAFSA. Early application is critical.
Tuition Assistance Program (TAP)	Grant: does not have to be repaid	Awards are based on New York State net taxable income and tuition charges. Students can receive TAP for eight semesters.	\$75 to \$4,375	Complete the FAFSA and TAP application.

Student Financial Aid Summary Chart (cont.)

Federal Student Aid Program	Type of Aid	Program Details	Annual Award Limits	How to Apply
Aid for Part-Time Study (APTS)	Grant: does not have to be repaid	For undergraduate students who satisfy eligibility criteria	\$1,086 to \$2,000	Complete the FAFSA and the SUNY Fredonia APTS application
Federal Work Study	Money is earned while attending school; does not have to be repaid.	For undergraduate students; jobs can be on campus or off campus; students are paid at least N.Y.S. minimum wage.		Complete the FAFSA. Early application is critical.
Federal Perkins Loan	Loan: must be repaid Interest Rate: fixed 5%	Payment is owed to the school that made the loan	\$4,000 maximum for undergraduate students	Complete the FAFSA. Students must have unmet need.
Subsidized Direct or FFEL Stafford Loan	Loan: must be repaid Interest Rate: fixed 6.8 %	Subsidized: U.S. Department of Education pays interest while borrower is in school and during grace and deferment periods; you must be at least a half-time student	Freshman - \$3,500 Sophomore - \$4,500 Junior/Senior - \$5,500 Graduate - \$8,500	Complete the FAFSA. Students must have unmet need.
Unsubsidized Direct or FFEL Stafford Loan	Loan: must be repaid Interest Rate: fixed 6.8%	Unsubsidized: Borrower is responsible for interest during the life of the loan; you must be at least a half-time student; financial need is not a requirement	Freshman - \$3,500 Sophomore - \$4,500 Junior/Senior - \$5,500 Graduate - \$8,500 (includes any subsidized amounts for the same period)	Complete the FAFSA.
Alternative Loan	Loan: must be repaid Interest Rate: based on Prime or LIBOR and a credit check performed by the lender	Borrowers will be evaluated on credit history, debt to income ratio, and work history. A student can be approved when applying alone but will typically require a co-borrower.	Maximum amount is cost of attendance minus any other financial aid the student receives.	Go to www.fredonia.edu . Click on Financial Aid, Aid Programs, Alternative Loans. Apply online. Filing a FAFSA is not required to receive Alternative Loan funds. However, you should contact the Financial Aid Office if you wish to waive your right to federal aid.
Direct or FFEL PLUS Loan	Loan: must be repaid Interest Rate: fixed 8.5%	Available to parents of dependent undergraduate students who are enrolled at least half-time	Maximum amount is cost of attendance minus any other financial aid the student receives.	Go to www.fredonia.edu . Click on Financial Aid, Aid Programs, PLUS Loan. Apply online.

Student Financial Aid Summary Chart (cont.)

Federal Student Aid Program	Type of Aid	Program Details	Annual Award Limits	How to Apply
Grad PLUS Loan	Loan: Must be repaid Interest rate: fixed 8.5%	Available to graduate students who are enrolled at least half-time .	Maximum amount is cost of attendance minus any other financial aid the student receives	Go to www.fredonia.edu . Click on Financial Aid, Aid Programs, PLUS Loan. Apply online.
Scholarships		Refer to Scholarship section on page 202.		

Other Sources of Aid

New York State Regents Award for Children of Veterans

Eligibility: Students whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency (see www.hesc.com, 'Military Corner') and, as a result of service, died or suffered a 40 percent or more disability, is classified as missing in action, or was a prisoner of war. The veteran must currently be a New York State resident or have been a New York State resident at the time of death, if death occurred during or as a result of service.

Award Information: The award is \$450 per year and applications should be completed before May 1 of the academic year that payment is being requested for.

How to Apply: Students must establish eligibility by submitting a Child of Veteran Award Supplement form with the NYSHESC BEFORE applying for payment.

Veterans Tuition Awards

Eligibility: New York State residents discharged under other than dishonorable conditions for the U.S. Armed Forces and are:

- Vietnam Veterans who served in Indochina between December 22, 1961 and May 7, 1975
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001

Students must also:

- Establish eligibility by applying to HESC on or before September 1, 2008 through obtaining a Veterans Tuition Award (VTA) Supplement from HESC (1-888-687-4372)
- Be a New York State Resident and be matriculated either full- or part-time at an undergraduate or graduate degree-granting institution in New York State
- Have applied for TAP and the federal PELL Grant

Requesting Payment: Undergraduate and graduate full-time students need to complete a FAFSA and Express TAP application; undergraduate part-time students must complete a FAFSA and a VTA; graduate part-time students need only complete the VTA.

Military Service Recognition Scholarship (MSRS)

Eligibility: MSRS provides financial aid to children, spouses, and financial dependents of members of the armed forces of the U.S. or state organized militia who, at any time on or after August 2, 1990, while New York State residents died or became severely and permanently disabled while engaged in hostilities or training for hostilities.

Award Information: The award covers up to four years of full-time undergraduate study, including actual tuition and mandatory educational fees, actual room and board charged to the student for students living on campus or an allowance for room and board for commuter students and allowances for books, supplies, and transportation.

How to Apply: You must provide the information requested on the supplement provided by HESC. Submit the supplement and the necessary supporting documentation to HESC.

Requesting Payment: You must submit an application for payment by May 1 of each year you wish to receive a MSRS.

Recruitment Incentive and Retention Program (RIRP)

The RIRP is a New York State program designed to recruit and retain quality members of the State Military Forces (Army and Air National Guard and Naval Militia). This competitive program will pay the cost of tuition up to a maximum of \$4,350 per calendar year for eligible qualified applicants.

Eligibility:

- Be in good standing in the State Military Forces (attend and make-up all drills and actual training).
- Be enrolled in an undergraduate degree-granting institution for at least 6 credit hours per semester

- Maintain eligibility for the entire period of your application
- Be a resident of the State of New York for a period of 186 days prior to using the program for the first time

How to Apply: Obtain a letter of acceptance from the institution of higher education you are going to attend; complete the FAFSA and TAP application; complete the RIRP and the Memo of Understanding application in accordance with DMNA Regulation 621-1.

Veterans Administration Educational Benefits

Those veterans or dependents who are eligible for federal financial assistance through the Veterans Administration should contact the Coordinator, Veterans Affairs (Nixon Hall, 716 673-3423) or complete appropriate forms. Students are urged to begin their VA paperwork before the beginning of the school term in order to expedite processing. To further facilitate the start of benefits, the veteran, or children, spouses, and survivors of veterans whose deaths or permanent total disabilities were service-connected, should present pertinent data, such as the Social Security Number, VA claim number, dates of service, discharge papers, and any other VA claim information.

The Veterans Affairs office is staffed by the coordinator and two veteran students who provide routine certification of enrollments. The staff also monitors student progress, and is available for information and referral for problems that might arise. Policy among various administrative offices, as it relates to VA recipients, is also coordinated through the Veterans Affairs office. The coordinator is in liaison with the Regional Office in Buffalo, N.Y., for those situations that might need special attention.

State Aid To Native Americans

Application Procedures: Application forms can be obtained from the Native American Education Unit, New York State Education Department, Room 374 EBA, Albany, NY 12234 or call (518) 474-0537. Required application materials must be submitted to the above address before July 15 for the fall semester, Dec. 31 for the spring semester, and May 20 for the summer semester.

Selection of Recipients and Allocation of Awards: The applicant must be a New York State resident, and be on an official New York State tribal roll, or be the child of an enrolled member of a New York State tribe

Responsibilities of Recipients: Students are required to:

- (1) submit their grades at the end of each semester for which funding is received, indicating satisfactory progress toward degree or certificate requirements
- (2) notify the Native American Education Unit, in writing, of any change in student status, change in program, or institutional enrollment.

Funding Procedure: Eligible students may receive grant awards of up to \$2,000 per year for four years of full-time study (up to five years for approved five year programs). Part-time students will be funded on a pro-rated basis.

United States Bureau of Indian Affairs Higher Education Grant Program

Application Procedures: Application forms are available from the Education Office of the tribe in which you are affiliated or possess membership, and the Bureau of Indian Affairs (Education Line Officer). An application is required for each year of study. An official needs analysis (obtained from your university financial aid office) is also required. This analysis is provided after the student completes the Free Application for Federal Student Aid (FAFSA). Each first-time applicant must obtain tribal enrollment certification from the bureau agency which records enrollment for the tribe.

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

- (1) be a member of, or at least one-quarter degree Indian blood descendent of a member of an American Indian tribe which is eligible for the special programs and services provided by the United States through the Bureau of Indian Affairs
- (2) be accepted for admission to a nationally accredited institution of higher learning which provides a course of study conferring an associate or bachelor's degree
- (3) demonstrate financial need.

Responsibilities of Recipients: For subsequent grants, the applicant must make satisfactory progress towards a degree and demonstrate financial need. Depending on the availability of funds, grants may also be made to graduate students and summer session students. Eligible married students may also receive living expenses for dependents.

For additional information about any aspect of expenses or financial aid, please refer to the *SUNY Fredonia Financial Aid Guide*.

EDUCATIONAL COMMUNITY OUTREACH

The Native American SUNY: Western Consortium

SUNY Fredonia continues to support the endeavors of the Native American SUNY: Western Consortium, which focuses upon educational access, opportunity, and development for Native American students and communities. The consortium is comprised of representatives of four Native Nations and 11 SUNY campuses in the Western and Central New York area. For more information, students should contact the office at (716) 673-3170 or 1-800-851-5020.

Lifelong Learning

The Office of Lifelong Learning, headquartered in 2142 Fenton Hall, brings together a unique combination of university and community support services.

Sponsored and Non-sponsored Credit-free Conferences, Institutes, and Workshops. The office works with representatives from community groups and industrial organizations to identify and provide for the specialized educational needs of their memberships.

214 State University of New York at Fredonia

Lifelong Learning. The university, through this program, makes educational opportunities available to working adults and non-traditional students who wish to explore university study on a part-time basis. Students seeking admission through the Lifelong Learning program may apply using a simplified application procedure. No university entrance examinations are required; however, applicants must submit a high school transcript or GED score report. Applications for admission are available in the Lifelong Learning Office, 2142 Fenton Hall, or the Office of Admissions, 178 Central Ave. (Fenner House), Fredonia.

Qualified students are eligible to enroll in regular day or evening courses, including a number scheduled in the late afternoon and early evening. The Lifelong Learning program is especially appropriate for those who wish to pursue non-degree university studies on a part-time schedule - for personal growth, job advancement, or other reasons. Students will be assigned an academic advisor to assist with course selection.

The university awards a certificate to Lifelong Learning students who successfully complete 30 credit hours of course work. Students are encouraged to seek admission to a baccalaureate degree program at that time. Credit earned through Lifelong Learning course work will apply toward any degree program at the university.

A student with prior experience who is seeking degree study on a full-time or part-time basis should pursue admission as a transfer applicant (see Transfer Admissions, page 196).

Visiting Student Program. Students presently enrolled at another college or university who wish to pursue academic study at SUNY Fredonia for one or two semesters may apply for admission through the Visiting Student Program. Advantages of the program, in addition to expanding academic options, include getting to know other new students, faculty and geographic areas, as well as having an opportunity to see oneself, one's education, and future plans from a new perspective. To qualify for the program, students must receive approval for a proposed academic program from an appropriate official at their present college. Applications are reviewed following the procedures used in evaluating requests for admission from transfer applicants. Registration in specific courses is offered on a space-available basis.

For information on any of the above, students should call (716) 673-3177, or visit 2142 Fenton Hall.

College of Education

The College of Education has direct implications for change and innovation in teacher education. The campus-wide nature of the school involves the integration of early childhood, childhood, middle childhood and adolescence education components as well as the initiation of a comprehensive field-based approach to educational studies. In addition, the school assumes responsibility for supporting teaching effectiveness, educational research, child studies, development of grant proposals, and international education programs. A newly created Institute for Research in Science Teaching is currently focusing on the improvement of science education through research-based methods and instructional technology. The

further development of needed links and partnerships with the public schools in the SUNY Fredonia service area, the Fredonia-Hamburg Teacher Education Center, and the Office of Field Experiences is fostered and enhanced through the College of Education. The college offers international programs for education majors. Through cooperative efforts with the Swansea Institute of Higher Education in Wales, and the University of Plymouth, Rolle Faculty of Education in Exmouth, England, students are afforded the opportunity to engage in a five-week international teaching practicum. As a result of reciprocal agreements between SUNY Fredonia and these British institutions, students from England and Wales visit the Fredonia campus and area schools at selected times each year.

Henry C. Youngerman Center for Communication Disorders

The Henry C. Youngerman Center for Communication Disorders is located in Thompson Hall. The center, a major component of the Department of Speech Pathology and Audiology, contains an audiology clinic, a speech-language clinic, laboratories and classrooms. Speech, language, and hearing evaluations and treatment are provided to students and residents of the neighboring communities. Students in speech pathology participate as observers and as clinicians under the supervision of licensed and certified speech pathologists and audiologists.

The Fredonia College Foundation

The Fredonia College Foundation, Inc., a not-for-profit corporation, was formed in 1964 to encourage and accept gifts and endowments in support of the priority needs of the State University of New York at Fredonia, its faculty and students.

In order to maintain the quality of academic offerings at Fredonia and to realize the university's commitment to public service for western New York and the state, the university must look to non-state sources to assist in its development. The foundation seeks support for scholarships and those programs and events that enrich the university and community that cannot be supported by state funds.

Contributions from alumni, parents, friends, faculty/staff, emeriti, business and industry, the professions, foundations, and other public and private sources have strengthened many university programs. Gifts of cash, appreciated stock, real estate and insurance, gifts-in-kind, works of art, books, equipment, and teaching materials, as well as planned gifts such as bequests and gift annuities, have enabled the university to move forward, even in times of budgetary restraint.

Center for Rural Regional Development and Governance

The Center for Rural Regional Development and Governance promotes the university's service to the region through economic development and government efficiency projects.

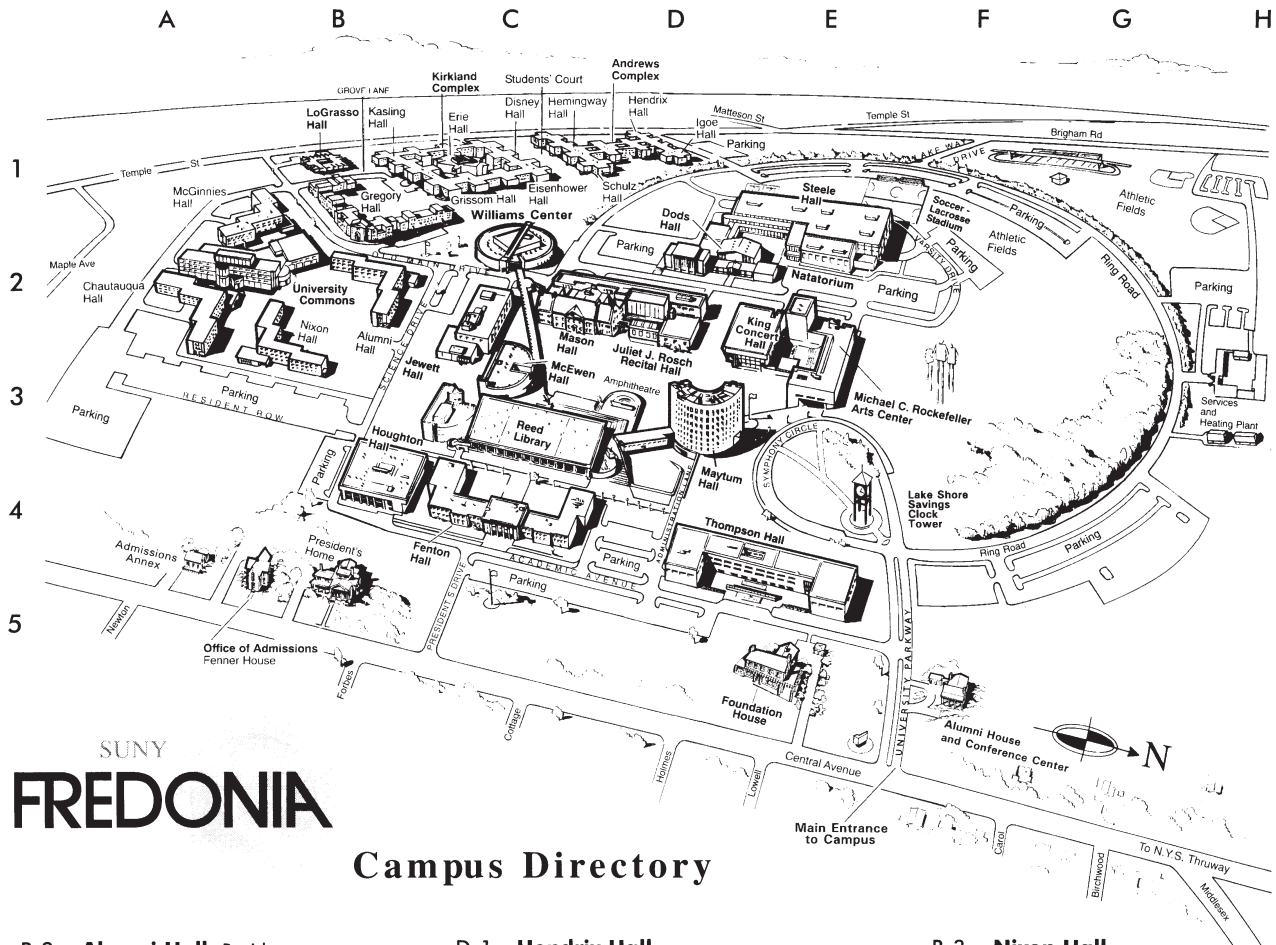
The center sponsors analytical research reports to assist government decision-makers in moving toward more

cost-effective and efficient service delivery in the region. Center Fellows, SUNY Fredonia faculty, and student researchers provide the expertise for these research projects. The center is sponsoring the development and building of a new SUNY Fredonia High Tech Business Incubator that will be located in the city of Dunkirk's central business district. The incubator will be a one-stop facility providing business development mentoring space for new start-up high tech companies. The incubator's goal is to provide job growth and business development opportunities for community entrepreneurs and existing businesses, as well as SUNY Fredonia graduates. Fredonia's degree programs in computer science, media arts, music, communication, business and natural sciences will provide a broad pool of talent for high tech startup businesses that determine to locate within Northern Chautauqua County and Western New York.

The center also sponsors a federal Department of Housing and Urban Development (HUD)-funded Community Outreach Partnership Centers (COPC) program. SUNY Fredonia's COPC program, SUNY Fredonia/Dunkirk Community Partnerships, forms partnership with Dunkirk-area government offices, neighborhood organizations, civic groups, churches, and non-profit organizations to revitalize the city of Dunkirk's economy and quality of life.

For more information about the center, located in the Stearns Building, 338 Central Ave., Suite 340, Dunkirk, NY 14048, interested persons should call (716) 363-6352.





SUNY
FREDONIA

Campus Directory

- | | | |
|--|--|---|
| B-2 Alumni Hall Residence | D-1 Hendrix Hall Residence
WNYF-TV | B-3 Nixon Hall Residence
ResNet |
| F-5 Alumni House and Conference Center | B-4 Houghton Hall Sciences | B-5 President's Home |
| D-1 Andrews Complex Residence | C-2 Jewett Hall Sciences | C-3 Reed Library Learning Center |
| A-2 Chautauqua Hall Residence | D-2 Juliet J. Rosch Recital Hall | H-3 Services Complex Central Receiving
Grounds
Heating Plant
Maintenance |
| B-2 Cranston Hall Dining | E-2 King Concert Hall | E-1 Steele Hall Fieldhouse |
| D-2 Dods Hall Physical Education | C-1 Kirkland Complex Residence | E-4 Thompson Hall College of Education
Media Center
School of Business
Social Sciences |
| C-1 Erie Hall Dining | E-4 Lake Shore Savings Clock Tower and Carillon | B-2 University Commons Bookstore
Convenience Store
Cranston Hall - Dining
Residence
Starbucks Coffee |
| A-5 Fenner House Office of Admissions | B-1 LoGrasso Hall Counseling Center
Health Center
International Education | C-2 Williams Center Café G
Campus Life Office |
| C-4 Fenton Hall Classrooms
Offices
Graduate Studies
President's Office | D-2 Mason Hall School of Music | |
| E-5 Foundation House Fredonia College
Foundation
Media Relations | D-3 Maytum Hall Administrative Offices | |
| B-1 Gregory Hall Career Development
Faculty Student Association
Residence Life
University Police | C-3 McEwen Hall Classrooms
Fredonia Radio Systems | |
| D-1 Igoe Hall Photography Lab
Residence | A-1 McGinnies Hall Residence | |
| | E-3 Michael C. Rockefeller Arts Center | |
| | E-2 Natorium | |

ACADEMIC POLICIES

Academic Policy and Procedures in Regard to Students With Disabilities

It is university policy that students with disabilities fulfill the same degree and program requirements as all students, and that reasonable accommodations may be used to assist students with disabilities in attaining those requirements. In addition, the university may offer non-accommodative services such as tutoring and counseling. Reasonable accommodations and other services are determined on a case-by-case, course-by-course, and semester-by-semester basis.

It is the responsibility of students with disabilities to identify themselves by notifying the Coordinator of Disability Support Services for Students. The student and coordinator will meet and discuss the student's needs, on the basis of the clinical diagnosis that has established the existence of the disability, and will decide on the kinds of assistance and/or reasonable accommodations the student will need to gain equal access to the university's programs, activities and services. It is advised that students self-identify upon admittance to the university in order to provide a seamless transition. Early self-identification can facilitate reasonable accommodations and other services that may be delayed by the process of obtaining appropriate documentation with later self-identification.

With the student's written request, the coordinator will inform the relevant professor(s) or office(s) of the student's accommodation needs for the particular class or service the accommodation is needed. The coordinator will be confirming the existence of a disability and the need for the accommodations requested. The student must then identify him/herself to the professor or office providing the accommodation, and where necessary, discuss the accommodations or alternative accommodations. In the event of a disagreement between the student and the professor or office about the need for the requested accommodation, the Coordinator of Disability Support Services for Students will act as mediator.

SUNY Fredonia is prepared to respond to the individual needs of students with disabilities. For specific information about services and facilities for students with disabilities, students should contact: Adam Hino, coordinator of Disability Support Services for Students, Reed Library (fourth floor), by telephone at (716) 673-3270, by TTY at (716) 673-4763, or by e-mail at disability.services@fredonia.edu. Students should see the website at www.fredonia.edu/tlc/DDS/dss.htm.

Declaration of a Major Program

In order to complete the university requirements for a baccalaureate degree, every student must complete an approved departmental or interdisciplinary major program by satisfactory performance in the courses specified by the program. Students may declare a major before earning 30 semester hours of credit, except in some professional programs, and must make the declaration of program prior to earning 60 semester hours of credit. Information on the declaration of major can be obtained at the Academic Advising Center, 2148 Fenton Hall.

Certain major programs have a minimum quality point average requirement for admission. Students should check with the department of their intended major for specific minimum GPA and/or course requirements.

The declaration of major program, as well as changes in the major, should be made well in advance of course selection. The appropriate form is available in the Office of the Registrar and in department offices. The chairperson responsible for departmental programs or the coordinator responsible for interdisciplinary programs will assign students an advisor and will certify at the appropriate time that all program requirements have been completed.

Declaration of a Dual Major

Students who are interested in completing more than one major program must obtain the appropriate form from the Office of the Registrar and secure written approval from the department chairperson or interdisciplinary coordinator of the intended second major.

Students are generally not permitted to earn multiple degrees, nor declare multiple majors, from the same academic department. Exceptions include the following: Biology with Biology Adolescence Education; Chemistry with Chemistry Adolescence Education; Communication (all majors); History/Social Studies; Geochemistry, Geology or Geophysics with Earth Sciences; Mathematics with Mathematics Adolescence Education; Music (all majors); Physics with Physics Adolescence Education.

Additional majors must be declared at least one semester prior to the date of graduation.

Declaration of a Minor

Students who are interested in declaring a minor must obtain the appropriate form from the Registrar's office, then contact the office of the department in which the minor is requested. Students who are interested in declaring more than one minor program are to follow the procedure outlined above for each one. Minors must be declared at least one semester prior to the date of graduation.

75-hour Audit

During the semester in which a student completes 75 cumulative semester hours, the Academic Advising Center will mail students preliminary degree audit materials that will help determine progress toward completing degree requirements. It is the student's responsibility to meet with his/her academic advisor to identify any degree deficiencies.

Early Registration

Early Registration is held during the latter part of the regular spring and fall semesters preceding the semester for which enrollment is sought. The exact dates of early registration will be announced by the Registrar through the mail and in campus publications.

Students wishing to register must obtain the necessary card from their advisors, who must approve the courses selected. Students will then register according to published guidelines.

Registration

In addition to participating in the Early Registration period, all students must confirm registration according to the directions issued by the offices of the Registrar and Student Accounts.

In compliance with the regulations of the Board of Trustees of the State University, students who have not satisfied their financial obligations to the university will not be permitted to register.

Registration must be completed by the end of the first week of classes. A service charge of \$30 is imposed for registrations taking place after the third day of classes.

Student Schedule Changes

Changes in student class schedules must be filed in the Office of the Registrar within the period prescribed by that office.

Note: Course Add/Drop/Withdrawal deadlines published in the university calendar are for full semester courses; deadlines are pro-rated for courses that meet less than a full semester.

Students may drop courses through the first week of the semester. Those courses dropped will be removed from the student's permanent record. After the drop deadline, students must withdraw, except for first semester freshmen, who may drop up to Monday following Early Registration advising for the following semester.

A fee of \$20 will be assessed for each course added after the second week of classes. This does not include transactions involving a switch from one section of a course to another.

Beginning with the second week and ending with the withdrawal date published by the Registrar each semester (generally, the seventh week), a student may withdraw from a course with advisor or department chairperson approval. A grade of "WC" is assigned. The withdrawal grade will be recorded on the student's permanent record but will not be counted in the student's quality point average.

Through the second week of the semester, an instructor of a course may petition the Registrar to have a student dropped from a course. This may be done because the student lacks the stated prerequisites, or because the student has not been attending classes, and there are other students wishing to add the course. When an instructor initiates such action, the Registrar will make an effort to contact the affected student, and, if the student wishes to remain in the course, the student will be allowed to do so, but will be urged to contact the instructor immediately.

A fee of \$20 will be assessed for each course drop or withdrawal that takes place after the drop deadline published by the Registrar's office.

Students will not be permitted to withdraw from courses after the withdrawal deadline published by the Registrar.

Exact dates for the add, drop and withdrawal periods are given in the university calendar and in the appropriate *Course Offerings Bulletin* and apply to all full-semester courses.

Significance of Course Numbers

Courses numbered from 100 to 499 are open to undergraduates. In general, courses numbered 100-199 are taken in the freshman year, courses 200-299 in the sophomore year, courses 300-399 in the junior year, and courses 400-499 in the senior year. There are, however, some variations in this placement according to curriculum and other factors.

Courses numbered from 500 to 599 are graduate courses open to qualified seniors for undergraduate credit by permission of the appropriate chairperson and the Associate Vice President for Graduate Studies and Research.

Permission to Take Graduate Courses While an Undergraduate

Undergraduates who have completed 90 credits and whose grade point average is 3.0 or better may be allowed to enroll in suitable graduate courses numbered 500-599. Permission is not automatic, however; in each instance, students must request approval of the department offering the course and of the Associate Vice President for Graduate Studies and Research. The forms for this purpose may be found in the Registrar's office. Students may use such graduate courses either to meet undergraduate degree requirements or to meet degree requirements in a SUNY Fredonia graduate program they enter at a later time. In the latter case, a student will be charged the difference between undergraduate and graduate tuition when the credit is applied to the graduate transcript. No course may be used for both purposes by the same person. In no case will an undergraduate be allowed to enroll in a course numbered 600 or above.

Unit of Academic Credit

The semester hour is the unit of academic credit and represents one hour of lecture or recitation or a minimum of three hours of laboratory work each week for one semester.

Course Load

For most undergraduate programs, the normal class load is 15 to 16 semester hours. A student who wishes to carry a class load of more than 18 semester hours must secure the approval of their academic dean. The minimum class load to be considered a full-time student is 12 semester hours.

Course Prerequisites

Many courses offered by the university are open to any interested student, space permitting. However, some courses have *prerequisites* - other courses a student must have had before taking the course in question, in order to understand it. For other courses there are recommendations regarding courses or experiences that might be beneficial, but not necessary, to have. A few courses have *corequisites*, which must either be taken before or together with the course in question. Information about *pre-* and *corequisites*, and recommendations, is given in the course description section in this catalog. Students are responsible for having fulfilled any prerequisites before enrolling for a course. Instructors may exclude students who have not done so.

Course Auditing

Subject to faculty and department approval, certain academic courses may be audited. The instructor is under no obligation to assess a course auditor's homework, class contributions, or examinations. The auditor receives no grade for the course, nor is any course transcript generated by the Registrar's office. Once enrolled, students may not change their enrollment status from audit to credit, or from credit to audit.

All persons who would like to audit a course must obtain and complete an Audit Form from the Registrar's office – whether a fee is required or not. The completed form must have the signatures of: the chair of the department offering the course, and the course instructor.

Currently-enrolled, full-time students, *currently* employed faculty and staff, and Fredonia emeriti faculty and staff, may audit courses without paying a registration fee. For all others, a non-refundable fee of \$50 will be charged. In addition, if a specific course has an additional course fee, that fee will be charged to all persons auditing a course.

Audit privileges are not available in non-credit courses offered through the Office of Lifelong Learning; nor in any internship, directed study, practicum, or foreign study program/course.

Class Attendance

At Fredonia students will experience a variety of educational styles and opportunities. Attendance is expected in all classes. Some courses will require attendance. Some courses will base a part of the grade on attendance and participation. Other courses will have no formal requirements concerning attendance. Instructors will indicate the attendance policy as a part of the course syllabus.

It is the student's responsibility, if absent, to find out what material was covered, what assignments were given, and what announcements were made in class during the period of absence.

Because the university is concerned about the welfare of its students and wishes to provide assistance in case of absence for valid reasons, students are encouraged to notify the Office of Student Affairs in the event of an unusual series (three or more consecutive days) of absences due to health or personal reasons. The office will then notify instructors.

Each instructor is responsible for establishing a policy concerning cases in which regularly scheduled graded work is missed and for determining whether the reason for having missed such work is valid. The instructor may make that determination based on discussion with the student or may request appropriate documentation. If the instructor determines that a student has a valid reason for missing the work, the instructor may choose to give the student an opportunity to make it up or may, in exceptional cases, base the grade for the course on other work. In the event of a disagreement over the validity of the absence, the student may appeal to the instructor's chairperson. When a student is directly participating in a university-sponsored program that takes him/her away from classes (e.g., athletics or research conference), the department sponsoring the program will provide the student with documentation indicating the activity

in which the student is involved and the date(s) and time(s) of that involvement. Such participation will be considered a valid reason for missing the work. Thus, instructors should offer the student an opportunity to make up the work or may base the grade for the course on other work. In the event of a disagreement over the validity of the absence, the student may appeal to the instructor's chairperson or supervisor. If a student anticipates having to miss regularly scheduled graded work, the student should contact the instructor ahead of time. The instructor may expect the student to complete the work before the scheduled time when that is feasible. If a student misses the final examination for a course because of illness or some other cogent reason, and a make-up cannot be scheduled in time, the student will receive a grade of incomplete.

If a student must be absent due to religious beliefs, he/she has the right to make up examinations, etc. For full details, see page 239.

Final Examinations

Final Exam Schedule – A tentative schedule of final examinations is published in the *Course Offerings Bulletin*. Requests from instructors for deviations from the schedule (group examinations, room changes, or time changes) must be approved by the Registrar. The Registrar's office will publish an updated schedule at least three weeks prior to finals week. Once this schedule has appeared, no changes can be made.

Final examination week is part of the regular semester and should be interpreted in that context. Students who are asked to take final examinations (variously interpreted as terminal, non-comprehensive, etc.) prior to the regular examination week are put at a decided disadvantage. Faculty members who do not give final examinations during the regular period scheduled for such examinations are expected to use that period for review or to utilize the time in some formal way in a classroom setting.

All students have the right to take their final examination at the time scheduled by the Registrar's office.

Three-Finals-In-One-Day Conflict – It is university policy that students not be required to take three final examinations in one day. However, the published final examination schedule may contain some three-finals-in-one-day conflicts. In this situation, a student has the right to take one of the examinations on a different day.

1. If the conflict arises due to an individual professor rescheduling his/her final examination from the time initially scheduled in the semester's *Course Offerings Bulletin*, it is the responsibility of that professor to arrange for an equivalent examination for the student at a suitable time during examination week. If a suitable time is not agreed to, the student may appeal to the chairperson of the department in which the course is taught.
2. If the conflict arises due to the scheduling of a group examination for several sections of the same course, the department scheduling the group examination must make equivalent examinations available to students for whom the scheduled group examination creates a three-finals-in-one-day conflict. When a student finds that a group examination creates such a conflict, he/she shall

220 State University of New York at Fredonia

meet with the chairperson of the department scheduling the group examination who will arrange for the equivalent examination to be given to the student at a suitable time during examination week. If a suitable time is not agreed to, the student may appeal to the dean responsible for the area in which the course is taught.

3. If a conflict arises from neither of the above reasons and if a student is taking one of the three courses in his/her major field, it is the responsibility of that instructor to arrange for an equivalent examination to be given to the student at a suitable time during examination week. If a suitable time is not agreed to, the student may appeal to the department chairperson.

Students should resolve any three-finals-in-one-day conflicts before the beginning of examination week.

Assessment Examinations or Questionnaires

SUNY Fredonia regularly assesses its academic programs as part of its constant effort to improve them. Program assessment often involves testing students to measure their accomplishments in relation to program goals, or questioning them about their experiences and reactions. Usually, the results of the tests and questionnaires do not become part of the student's record, but rather help the university measure the success of its teaching and course requirements. In other words, student views and outcomes provide information that is essential if the university is to help students learn more effectively. Accordingly, all students are expected to take assessment examinations or answer assessment questionnaires if they are chosen to do so.

Pass-Fail Option

The Pass-Fail Option permits a student, with the advisor's approval, to take certain courses and earn a grade of P (Passing) or F (Failing), rather than a traditional (A,B,C,D) grade. Quality points will not be used for pass-fail courses when the student receives a passing grade. However, a failing grade will carry the usual penalty for failure in a course.

The following courses may NOT be taken Pass-Fail:

- Courses at the 100-level
- Courses that are part of the professional semester
- Courses required for a major, a minor or the College Core Curriculum

Departments may designate other courses as not applicable to the pass-fail option; such courses are identified in the *Course Offerings Bulletin*.

Within the limitations given, students may enroll for courses as free electives on the pass-fail basis:

1. Completion of a minimum of 39 semester hours toward the bachelor's degree is required before enrollment in pass-fail courses.
2. No more than 16 semester hours may be taken on a pass-fail basis; no more than two such courses may be taken in any one semester. All courses taken as pass-fail are counted towards the 16 hour maximum whether the student receives a P or an F.
3. In the event a student transfers to a department in which he or she has taken a pass-fail course, the student may

petition the Registrar to rescind the pass/fail option for the course.

Pass-fail applications are available in the Office of the Registrar. A student who decides to enroll on a pass-fail basis is required to obtain his or her advisor's signature on the application within the three-week period following the beginning of the semester. He or she may not thereafter change status in the course(s).

Course Repeat Policy

A student may repeat a course, and have the first grade excluded from the calculation of their cumulative quality point average if the course is an exact equivalent of the previous course taken. A course originally taken for a grade cannot be re-taken on a pass-fail basis.

A student who wishes to take a course at another college and have the credit substitute for a course already taken at SUNY Fredonia must secure prior approval from the chairperson of his or her major program (or department of advisement) and have the chairperson certify that the course to be taken is the equivalent of the course the student wishes to repeat. For this option, transfer credit is accepted only if the student earns a "C" or better for the course being repeated and transferred. In that case, the credit (not the grade) will be noted on the transcript.

When courses are repeated, the initial grade will remain on the transcript, but an "E" will appear to the right of the initial grade earned, indicating that this grade is excluded from the grade point average calculation.

The Course Repeat Policy may not be utilized by students who have been required to withdraw, unless the student is subsequently readmitted and enrolled in courses leading to a degree program at SUNY Fredonia.

Course Challenge Option

Students may enter the university already possessing the skills or knowledge taught in a particular university course. If such a course is required or is a prerequisite for other courses, and if the students can prove to the satisfaction of the department offering the course that they indeed possess the skills or knowledge in question, the requirement will be waived or the students will be placed in the course for which they qualify, without receiving credit for the prerequisite or required course.

In unusual cases, academic departments may be willing to grant college credit for a given course to students who can demonstrate prior knowledge of the course materials or skills. The course in question will not be one in which the classroom process itself is an important focus, as it is in courses dependent on small group discussion or problem-solving, computer work, laboratory experiments, group projects, and the like. To "challenge" a suitable course by demonstrating that one can pass the course without taking it, a student must first apply to the chairperson of the department offering the course. The application should include a detailed description of the manner in which the student has already met the goals and objectives of the course. If the chairperson deems the course available for challenge and if he or she believes the student's application to have merit, the department will determine the manner in which the student is to demonstrate his or her knowledge and/or proficiency. If, in

the department's opinion, the student's performance is adequate, the chairperson will recommend to the Registrar that the student be awarded credit for the course. No grade will be given, and the student's quality point average will not be affected.

Credit by Examination

The university participates in three examination programs: the College Proficiency Examination Program of the New York State Education Department, Albany, N.Y.; the Regents College Examination Program; and the College Level Examination Program of the College Entrance Examination Board, Northeastern Regional Office, 475 Riverside Drive, New York, N.Y. Enrolled students must obtain prior approval before scheduling an examination. Students should contact the testing agency directly for more information.

Transfer Credit

Enrolled students must secure prior approval from the chairperson of their major program (or department of advisement), from the chair of their minor, if applicable, and from the Registrar, before credit taken at another college or university will be transferred to the student's record at Fredonia. Students applying for such approval should provide the chairperson and Registrar a copy of the course description from the other college catalog. Transfer Credit Approval forms are available in the Office of the Registrar.

Students who have been required to withdraw from the university may not complete degree requirements by taking courses at another college, unless they are subsequently readmitted and enrolled in courses leading to a degree program at SUNY Fredonia.

Credit for non-collegiate sponsored instruction will be awarded upon the recommendation of the appropriate dean, following consultation with department chairpersons as appropriate. Where applicable, the guidelines found in *College Credit Recommendations* (published by the Board of Regents/State Education Department) should be followed.

Credit will be subject to these limitations:

1. It is to be considered transfer credit.
2. It is elective credit.



3. A maximum of 12 credit hours may be counted toward graduation.

4. Consistent with university policy, physical education credit should be limited to 4 credit hours.

Student Classification

Students are given class designation according to the number of credit hours successfully completed, as follows:

Freshman	Less than 24 hours
Sophomore	24-56 hours
Junior	57-88 hours
Senior	89+ hours

Grading System

Each student's progress is evaluated and reported four times a year — at mid-semesters (October and March), and at the end of semesters (December and May). The symbols used to record achievement on the permanent record card of the student at the end of each semester are as follows:

- A Superior
- A-
- B+
- B Very Good
- B-
- C+
- C Fair
- C-
- D+
- D Passing
- D-
- F Failing
- I Incomplete, given when a student, because of illness or other cogent reasons, is unable to complete the requirements of the course. These requirements must be satisfied before the end of the next regular semester or an earlier date set by the instructor; otherwise the I becomes an F on the permanent record. A student wishing to be considered for an I grade in a course must contact the instructor before the end of the semester. If the instructor determines that an I grade is appropriate, then the instructor will consult with the student and determine the deadline for completing the work for the course. Once the work for the course has been completed, and received by the instructor, the instructor should submit the student's revised grade for the course to the Registrar's office within two weeks.
- P Satisfactory completion of courses under the Pass-Fail Option. "P" does not count as part of the cumulative quality point average or total; it does, however, count toward completion of total credit hours earned.
- E Indicates course has been repeated, and will appear on a student's transcript to the right of the original grade earned.
- S Satisfactory completion of requirements.

- U Unsatisfactory performance or failure. The letters S and U are used for student teaching and certain other courses, including some independent study and skill courses. The S does not count as part of the cumulative quality point average or total; the U, however, reflects hours carried with zero quality points. In contrast to Pass/Fail, Satisfactory/Unsatisfactory grades are given as departmental options for certain courses, and require that the instructor prepare an appropriate supplemental evaluation of each student's performance to be filed with the department.
- W Indicates withdrawal from the university.
- WC Withdrawal from a course.
- X Indicates continuing enrollment in a course that continues past the end of the semester. An X grade that has not been converted to a credit-bearing grade by the end of the second regular semester after the semester for which the X was given will change to an F grade.
- Y Indicates a passing grade in a course taken in a semester accepted for "academic bankruptcy."
- Z Indicates a failing grade in a course taken in a semester accepted for "academic bankruptcy."

Student Appeals of Grades

A student who feels that a final grade reported to him/her is incorrect has the right of appeal by the following procedure:

1. He or she first discusses the grade with the instructor.
2. If, after this discussion, the student is still unsatisfied, the student may take his or her case to the chairperson of the department. This appeal should be in writing, outlining the reasons why the student feels the initial grade was incorrect and supplying any relevant documentation (e.g. graded material, syllabi, etc.) in support of the grade change.
3. If the chairperson decides that the student's case merits further investigation, and after the chairperson has discussed the appeal with the instructor involved, the chairperson appoints an *ad hoc* committee composed of two members of the faculty in the department, other than the faculty member involved, and one student who is a major in the department.
4. If the chairperson decides that the student's case does not merit further investigation, the student may appeal this decision to the dean, supplying the same supporting materials as presented to the chairperson. If, after discussion with the chairperson, the dean decides that the student has a case that merits investigation, the dean may appoint an *ad hoc* committee of the same composition to that described above to investigate the student's case.
5. The committee reviews the case, interviews the student and the instructor separately, and reaches a judgment by majority vote. The judgment is communicated to the chairperson or the dean who, in turn, reports it to the affected parties.
6. If the committee recommends a change in grade, the instructor may initiate a change, or the committee's recommendation is forwarded to the appropriate dean or Vice President for Academic Affairs for their consideration.

In such cases, the Vice President for Academic Affairs may modify the grade if the committee so recommends.

7. At any time during this process prior to when a final decision is made, the student may withdraw his/her appeal, or the instructor may initiate a grade change consistent with the student's appeal. Either of these actions ends the appeal process.

A student or former student must initiate the appeal process within one semester after final grades are posted.

Plagiarism

To plagiarize is "to steal and pass off as one's own the ideas or words of another" (*Webster's Seventh New Collegiate Dictionary*). Examples of plagiarism include presenting the ideas of another in one's own words without crediting the source, copying sentences, paragraphs, or pages from a source without explicit reference to the pages from which the words were taken, and, of course, presenting another's entire work as one's own. If a student is not certain whether a particular practice may be considered plagiaristic, it is his/her responsibility to consult the instructor for whom he/she is writing the paper, exercise, or examination. SUNY Fredonia strongly condemns plagiarism and takes severe action against those who plagiarize. For procedures and a copy of the university's policy on Academic Integrity, see page 236.

Quality Point Average

The quality point system is used to indicate a student's overall academic average.

Each course grade of:

- | | |
|----|--|
| A | carries 4.0 quality points per semester hour |
| A- | carries 3.7 quality points per semester hour |
| B+ | carries 3.3 quality points per semester hour |
| B | carries 3.0 quality points per semester hour |
| B- | carries 2.7 quality points per semester hour |
| C+ | carries 2.3 quality points per semester hour |
| C | carries 2.0 quality points per semester hour |
| C- | carries 1.7 quality points per semester hour |
| D+ | carries 1.3 quality points per semester hour |
| D | carries 1.0 quality points per semester hour |
| D- | carries 0.7 quality points per semester hour |

Course grades of F, P, S, X, and U carry no quality points.

The quality point average for a semester is determined by dividing the total quality points earned by the number of hours carried that semester; the cumulative quality point average, by dividing the total quality points accumulated to this point in the student's university career by the total number of hours carried, including courses failed.

Hours earned for courses with P, X, and S grades are not included in figuring the semester or cumulative average; hours failed (grade of F and U) are.

Students should consult each individual department on its policy for calculating quality point average in the major or minor.

Dean's List

About one month after the end of each semester, the university announces the names of students who are recorded on the Dean's List. The list includes all students who have earned a quality point average of 3.30 or higher for that semester with a course load of at least 12 credit hours. (Courses with P or S grades are not included in the 12 hours.)

Academic Standing and Probation

The term "in good academic standing" means that a student is eligible or has been allowed to register for and undertake academic course work for the term in question. The mechanism of academic probation, including any accompanying constraints upon a student's activities, is intended merely as an educational device to encourage greater effort on the part of students who appear to be having difficulty in meeting certain academic standards. Placement on academic probation may precede denial of the right to register for academic course work if certain conditions are not met, but a student on academic probation is considered to be in good academic standing. Any question concerning whether or not an individual student is in good academic standing will be determined by the campus committee on academic standards.

The Academic Standings Committee has adopted the following regulations governing academic standing:

1. A student will be placed on probation if the cumulative quality point average falls below a 2.00.

A student on academic probation is required to meet with a probation advisor (generally the chairperson of the student's major department) a minimum of three times during the probationary semester.

2. Probationary status is determined in accordance with the above standards and is not dependent upon official notification.

3. "Good academic standing" is defined as maintaining a cumulative quality point average at or above the appropriate level in (1) above or being on probationary status. Students should also refer to the financial aid section (page 209) on academic standing and its relationship to financial aid eligibility.

4. A student normally will be required to withdraw if at the end of a semester of probation the cumulative quality point average is still below the level stated above.

5. Students whose record of achievement becomes academically irreparable may be dismissed without a semester of probation.

At the close of each semester the Academic Standings Committee reviews the record of each student whose cumulative quality point average places him/her within the range of Academic Dismissal or Probation. The Academic Standings Committee is comprised of the Vice President for Academic Affairs (or designee), the academic deans, the Vice President for Student Affairs (or designee), the Director of Academic Advising, and the Registrar. The chairpersons and directors of those departments and special programs whose students are being considered assist in this review. A student may appeal the decision of the Academic Standings Committee to the academic dean.

Leave of Absence Policy and Continuing Enrollment

A leave of absence may be obtained for the following reasons: medical, military service, or jury duty. A student must have a minimum 2.0 cumulative grade point average and at least a 2.0 average in his/her major.

A leave of absence form can be obtained from the Office of Student Affairs, sixth floor, Maytum Hall. Approval of a leave must be made by the appropriate department chairperson and the Office of Student Affairs.

Ordinarily, a leave is for one semester or one academic year. Students wishing to return after a leave of absence must contact the Registrar's office at least one month before the beginning of the semester in which they wish to enroll. Students wishing to course select should consult the Registrar's office for registration dates.

A student who voluntarily terminates enrollment from the university may return to the university through reinstatement or readmission. Reinstatement requires that a student have at least a 2.0 cumulative grade point average at the time he/she left school. Readmission is for students who have below a 2.0. Applications for reinstatement and readmission can be obtained from the Office of Student Affairs.

Withdrawal and Honorable Dismissal

A student who finds it necessary to leave the university before the end of a semester must withdraw officially through the Office of Student Affairs. Students may withdraw for any reason up to the period of three weeks prior to the end of the semester. **STUDENTS WILL BE PERMITTED TO WITHDRAW DURING THE FINAL THREE WEEKS OF THE SEMESTER ONLY DUE TO ILLNESS OR OTHER COGENT REASONS AS DETERMINED BY THE OFFICE OF STUDENT AFFAIRS.** Failure to follow the required procedure may prejudice the right to an honorable dismissal and to any refunds. Those enrolled in any federal program of veterans benefits must also notify the Veterans Affairs Office (Nixon Hall) of their withdrawal.

A student withdrawing during a term may be eligible for certain refunds as described on page 200.

Academic Bankruptcy

Prior to graduation, an undergraduate student may petition the Office of the Vice President for Academic Affairs for one semester of "academic bankruptcy." The student must have a minimum quality point average of 2.00 at the time the petition is filed and must have accumulated at least one semester after the semester for which academic bankruptcy is sought. If the petition to bankrupt a semester is granted, the student's grades for the chosen semester will be converted to "Y" for grades of D- or better, and to "Z" for F grades. This policy may be applied only to one semester of work completed at the university. Academic bankruptcy is intended to assist the student who normally maintains adequate academic standards and whose grades have suffered for one semester due to unusual or unfortunate circumstances. Although the Y grade does not carry any quality points, the credit hours for courses receiving Y grades will count toward the total needed for graduation and may apply toward the totals needed for the requirements for the major, minor or concentration. The

224 State University of New York at Fredonia

student is advised to consult with the appropriate department before requesting this option.

Readmission and Reinstatement

Students who have withdrawn from the university and wish to return may obtain an application for Readmission/Reinstatement from the Office of Student Affairs. Applications are reviewed by the appropriate academic dean, department chairperson, and the Vice President for Student Affairs or designee. Students who return to the university after an absence of one calendar year or less, and who left the university in good academic standing (defined by a GPA of 2.00 or higher, and not on academic probation) are eligible to be reinstated. A student who has been reinstated will keep the major(s), minor(s), and/or concentration he or she had at the time of separation from the university. However, such students may be given a one-semester probationary status within the major program, if the major requires a higher level of academic achievement to be considered "in good standing."

Students who have left the university either on probation or because of Academic Dismissal, or who have been absent from the university for more than one calendar year, will need to apply for readmission. The student's application for readmission will be reviewed by the appropriate dean and the department chairperson or program director of the major into which the student seeks readmission.

Students with a cumulative quality point average of less than 2.00 who have been readmitted to the university may request to be reinstated with their original cumulative academic record or with a readmission petition.

Under the readmission petition, a new quality point average is established from the time of readmission to graduation. The total academic record achieved from the time of initial enrollment at SUNY Fredonia will be entered on the transcript, but no credit will be awarded for "D" grades earned prior to readmission. The cumulative quality point average will reflect only the average since readmission, and a minimum number of additional credit hours of graded work must be completed at SUNY Fredonia prior to graduation and after readmission.



REGISTERED DEGREE PROGRAMS 225

Registered Degree Programs

Listed on the following chart are SUNY Fredonia's registered degree programs, consistent with the inventory of registered degree and certificate programs maintained by the New York State Education Department. The chart contains the official approved program title, degree and HEGIS code number. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Programs	HEGIS Code	Degree	Programs	HEGIS Code	Degree
Accounting	0502	B.S.	Molecular Genetics	0499	B.S.
Acting	1007	B.F.A.	Music-Applied	1004	B.A.
Biochemistry	0414	B.S.	Music:		Mus.B.
Biology	0401	B.S.	Composition	1004	
Business Administration	0506	B.S.	Performance	1004	
Business Admin.: Mgmt. Info. Systems	0506	B.S.	Music Education	0832	Mus.B.
Business Admin.: Finance	0506	B.S.	Music History and Literature	1006	B.A.
Business Admin.: Management	0506	B.S.	Music Theory	1004.10	B.A.
Business Admin.: Marketing	0506	B.S.	Music Therapy	1099	B.S.
Cooperative M.B.A.	0506		Musical Theatre	1004	B.F.A.
Chemistry	1905	B.S.	Philosophy	1509	B.A.
Childhood Education 1-6 7-9 Extension	0802	B.S.Ed.	Physics	1902	B.S.
Communication	0601	B.S.	Political Science	2207	B.A.
Communication: Audio/Radio Production	0603	B.S.	Production Design	1007	B.F.A.
Communication: Communication Studies	0601	B.S.	Psychology	2001	B.A.
Communication: Media Management	0699	B.S.	Social Work	2104	B.S.
Communication: Public Relations	0604	B.S.	Sociology	2208	B.A.
Communication: TV/Digital Film Production	0605	B.S.	Sound Recording Technology	1099	B.S.
Communication Disorders and Sciences	1220	B.A.	Spanish	1105	B.A.
Computer Science	0701	B.S.	Speech and Language Disabilities	0815	B.S.Ed.
Computer Information Systems	0702	B.S.	Teacher Certification Areas in Adolescence Education:		
Computer Sound Production	1099	B.F.A.	Biology	0401.01	B.S.
Cooperative Agriculture			Chemistry	1905.01	B.S.
Cooperative Engineering			Earth Science	1917.01	B.S.
Cooperative Special Educ.	0808		English	1501.01	B.A.
Criminal Justice	2105	B.A.	French	1102.01	B.A.
Early Childhood Education Birth-2	0823	B.S.Ed.	Mathematics	1701.01	B.S.
Earth Science	1917	B.A.	Middle Childhood 5-9	0804.03	B.S.
Economics	2204	B.A.	Physics	1902.01	B.S.
English	1501	B.A.	Social Studies	2201.01	B.A.
French	1102	B.A.	Spanish	1105.01	B.A.
Geochemistry	1915	B.S.	Theatre Arts:	1007	B.A.
Geology	1914	B.S.	Acting	1007	B.F.A.
Geophysics	1916	B.S.	Production Design	1007	B.F.A.
Health Services Admin.	1202	B.S.	Visual Arts	1002	B.A.
History	2205	B.A.	Visual Arts and New Media	1002	B.A.
Industrial Management	0599	B.S.	Visual Arts and New Media: Animation and Illustration	1009	B.F.A.
Interdisciplinary Studies:	4901	B.A.	Ceramics	1009	B.F.A.
	4901	B.S.	Drawing and Painting	1002	B.F.A.
Mathematics	1701	B.S.	Graphic Design	1009	B.F.A.
Mathematics-Physics	1799	B.S.	Media Arts	1099	B.F.A.
Media Arts:	1099	B.A.	Photography	1011	B.F.A.
	1099	B.F.A.	Sculpture	1002	B.F.A.
	1099	B.S.	Visual Arts: Art History	1003	B.A.
Medical Technology	1223	B.S.	Visual Arts: Ceramics	1009	B.A./B.F.A.
Middle Childhood Specialist- Mathematics	0804	B.S.	Visual Arts: Drawing	1002	B.A./B.F.A.
			Visual Arts: Graphic Design	1009	B.A./B.F.A.
			Visual Arts: Illustration	1009	B.A./B.F.A.
			Visual Arts: Painting	1002	B.A./B.F.A.
			Visual Arts: Photography	1011	B.A./B.F.A.
			Visual Arts: Sculpture	1002	B.A./B.F.A.

Requirements for the Bachelor's Degree

Students are responsible for ensuring that they have met all degree requirements, including general education requirements and requirements for majors, minors and concentrations.

Graduation from the university with the award of the appropriate degree (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Fine Arts, or Bachelor of Music) will be granted to students who fulfill the following requirements.

1. They must earn a minimum of 120 unduplicated credit hours.
2. They must complete all required courses in a particular major program, the general education requirements of the College Core Curriculum, and sufficient elective credits to make up the total required credit hours, with a minimum cumulative quality point average of 2.00. The student must also have a minimum cumulative quality point average of 2.00 in courses required for his/her major, minor, and concentration. Students should see department sections for any variation from this requirement.
3. Except for certain programs, students pursuing the B.A. degree must earn a minimum of 75 hours in credits from disciplines other than their major discipline. For the B.S. degree, the minimum is 66 hours. For either the B.A. or B.S., students in multi-discipline major programs may not apply more than 45 hours in any one discipline toward credits needed for graduation.
4. All students must take a minimum of 45 semester hours at SUNY Fredonia. In order to count towards this requirement, a course must be taught by a SUNY Fredonia faculty member. This shall include courses taught by SUNY Fredonia faculty via distance education (e.g., SUNY Learning Network) and up to 15 credits earned through study abroad under the INED subject code.
5. Under ordinary circumstances, students will have 10 consecutive years during which to complete the requirements for the undergraduate degrees in effect at the time they began their studies. If they wish to complete the degree after 10 years, their record of studies will be reviewed by the chairperson of the academic department in which their major falls, and by their academic dean, to determine how much of their earlier credit is still applicable. This rule applies not only to credit earned at SUNY Fredonia, but also to credit transferred to Fredonia from other colleges or universities. In addition, after 10 years, students will generally be required to complete the current College Core Curriculum requirements. The CCC Director will review the student's record of studies to determine how much of his/her earlier general education credit is still applicable.

This policy notwithstanding, to the extent that certifying agencies change the requirements for a particular degree within the student's original 10-year period or later, students will be bound by the new requirements of the agency.
6. Candidates in a program leading to certification to teach in New York State must satisfactorily complete all student teaching requirements. No grade less than S gives credit in student teaching.

7. Music students must meet certain accompanying and performance standards, and secondary instrument competencies. Details on these requirements may be secured from the School of Music.

8. Students must meet all their financial obligations to the university and any or all of its supporting agencies.

9. A student who expects to graduate at a given date must make application through the Registrar's office, not later than the third full week of classes of the final semester of attendance.

Notes:

Only 4 credit hours of physical education activities courses (100-level courses) may count toward the total number of credit hours needed for graduation.

Not more than 6 credit hours of arts ensemble courses (e.g., MUS 021-047, DANC 110) may be counted toward the total number of credit hours needed for graduation, unless this rule is overridden by a requirement/limit stipulated by the student's major.

A maximum of 24 credit hours of internship credit may count toward the number of credit hours needed for graduation.

Credit for a course may not be counted more than once, unless the course has been designated by the department as an exception to this rule.

Requirements for a Second Baccalaureate Degree

1. SUNY Fredonia students wishing to earn two degrees concurrently must complete a minimum of 150 semester hours and complete the requirements for the two degrees during the semester in which they have applied for graduation. The two degrees may not be of the same type as registered by the New York State Education Department. For example: a B.A. and a B.S. would be appropriate, but two B.A. degrees would not, as the latter can be accomplished in the declaration of a second major.
2. SUNY Fredonia graduates seeking an additional bachelor's degree must take a minimum of 30 semester hours at the university and must successfully complete the requirements of their additional major or program.
3. New students seeking an additional bachelor's degree must take a minimum of 45 semester hours at SUNY Fredonia and must successfully complete the requirements of their additional major or program.
4. A minimum of 15 credit hours must be successfully completed in the discipline of the second degree program. Of these 15 credit hours, no more than 3 credit hours may be taken as an independent study or internship. The department chairperson of the proposed degree program will prepare a written contract outlining the required courses, prior to admission to the program.
5. The student must have a minimum cumulative quality point average of 2.00 in all courses required for the second degree and in courses required for the second major or program. See the department sections for any variation from this requirement.
6. Students must meet all their financial obligations to the university and any or all of its supporting agencies.

7. A student who expects to graduate at a given date must make application through the Registrar's office, not later than the third full week of classes of the final semester of attendance.

Graduation With Honors

Students whose cumulative quality point average indicates high scholastic attainment will be awarded the degree as follows:

1. *Summa Cum Laude* - Quality Point Average 3.7 or higher.
2. *Magna Cum Laude* - Quality Point Average between 3.50 and 3.69.
3. *Cum Laude* - Quality Point Average between 3.30 and 3.49.

Students may graduate with honors only when they have completed at least 45 hours of graded work at SUNY Fredonia. Graded work includes all courses which carry quality points and excludes courses which are graded "satisfactory-unsatisfactory" or "pass-fail."

Only those credits earned at SUNY Fredonia will be computed in the final average.

Transcripts of Record

Upon written request from the student, the Registrar will provide an official transcript. Students are urged to request transcripts well before the date they are needed. (For information on changes to transcripts, see Student Appeals of Grades, page 222.)

Name Changes

A student whose name is changed should report the change in writing to the Registrar.

Observance of Regulations and Standards

All students are expected to observe the regulations and standards governing student life, both in and out of the classroom. Failure to do so may be considered grounds for suspension or dismissal. Each student should read with care the full statement on Student Rights and Responsibilities beginning on this page.

Liability

The university is not responsible for loss or damage to personal property by fire, theft, or any other cause on university property or in any off-campus housing facility.

Student Retention

It is important to recognize that students withdraw from the university for various reasons; academic, medical, personal, social and financial problems are among those reasons. Completion of degree requirements in more than four years does not necessarily mean continuous enrollment during this interval, but rather reflects the time span measured from the student's initial entering date to graduation and, where appropriate, includes interruptions in attendance. SUNY Fredonia has undertaken retention studies to determine entering freshmen cohort return and graduation rates. At the end of the first year, 84 percent of the freshmen remained enrolled for the second year. Most

recent data reflect the proportion of freshmen completing their baccalaureate degree at SUNY Fredonia to be 46 percent within four years, 61 percent within five years, and 64 percent within six years from initial date of entrance.

Approximately 33 percent of transfer students entering the university at the upper division level (junior year) completed their bachelor's degree requirements on time, within two years after entering.

These percentages are accurate as of publication date. Detailed outcomes are available from the Office of Institutional Research and Planning, Room 203, Maytum Hall.

Program Registration

SUNY Fredonia's baccalaureate and graduate programs are registered by the New York State Education Department. For information, contact the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, or call (518) 474-5851.

STUDENT RIGHTS AND RESPONSIBILITIES

Regulations Governing Student Conduct and Community Standards of Behavior

Pursuant to the Resolution of the Board of Trustees of the State University of New York, dated May 11, 1967, and Section 356 of the State Education Law, and after consultation with the President, representatives of the faculty, and students, the Council of the State University of New York at Fredonia established and promulgates the following regulations covering the conduct and behavior of students. The following rules and regulations were amended in December 2004 and were agreed upon by the President of the University, the College Council, the Student Affairs Committee, and the University Senate.

Attendance at this university is a privilege afforded the student by the State of New York and not a legal right. The determination of a student's fitness to be admitted to the university and to continue as a student has been entrusted by the Board of Trustees of the State University to the President and his/her staff. The term student or students include all persons taking or auditing classes at SUNY Fredonia, both full-time and part-time, pursuing undergraduate, graduate, or professional studies; matriculated in any university program. Persons who are not officially enrolled for a particular term, but who have a continuing student relationship with the university are considered "students."

General Policy

Students seeking knowledge and understanding also need freedom to inquire, to exchange ideas through discussion, publication and public presentations. These opportunities are basic to education in and for a democratic society. To insure these freedoms the university requires a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures;

and dedicated to the rational and orderly approach to the resolution of human problems. In exercising freedoms and in discharging the rights and obligations of citizenship, students must also recognize their responsibilities to other individuals, to the university, to the state and the nation, and to society in general. Orderly and dignified expression and conduct are expected.

In protection of these freedoms the university must establish certain standards of personal and group conduct. The university may apply sanctions or take other appropriate action when the conduct of individuals or groups on or off campus directly or significantly interferes with the freedom to teach and learn, the safety and health of persons in the community, the maintenance or protection of property, the provision of living accommodations and other services, and the sponsoring of non-classroom activities such as lectures, concerts, athletic events, and social functions.

Counseling, guidance, and rehabilitation are the preferred means for resolving behavior problems. Although disciplinary proceedings play a secondary role in resolving such problems, violation of the Standards of Behavior listed below may result in privilege restriction, suspension, or dismissal.

In the legitimate interest of the university in protecting property and the safety and welfare of specific individuals or the general public, the University President or his/her designee may temporarily suspend an individual, change a student's residence hall location or remove a student from the residence halls pending a decision by the Coordinator of Judicial Affairs, the judicial board or the administrative board.

Statement of Jurisdiction

The Standards of Behavior and University Policies apply to all undergraduate students, graduate students, and student organizations of SUNY Fredonia. The Standards of Behavior primarily prohibits misconduct on Fredonia property, but may address off-campus conduct when the behavior or the continued presence of the individual, in the university's sole judgment, impairs, obstructs, or interferes with the mission, processes, or functions of SUNY Fredonia. Students should be aware that SUNY Fredonia reserves the right to review and take disciplinary actions based on conduct occurring off campus and/or between academic periods.

A student's action may violate civil or criminal laws as well as being deemed a violation of the University Standards of Behavior or University Policies. In such situations, that student may be held accountable by both civil authorities and face university sanction. The university may at its sole discretion, elect to pursue disciplinary action against a student even if criminal charges involving the same incident are pending, have been dismissed, or were reduced.

Students that elect to Study Abroad through the International Education Center will assume dual status as a SUNY Fredonia student and as a student of the host institution. SUNY Fredonia's Rights and Responsibilities are applicable while the student is studying abroad.

Students who witness serious violations of SUNY Fredonia policy, procedures, or Rights and Responsibilities that are

potentially harmful to the safety and well-being of other students may be charged with a violation or violations if they fail to remove themselves from such situations and/or report the incident to proper authorities.

Specific Standards of Behavior (Code of Conduct)

Listed below are the Specific Standards of Behavior (Code of Conduct). The Code of Conduct is broken into four sections: Personal Identification and Representation; Interference with the Health, Safety, or Rights of Other Persons; Care of University or Personal Property; and Demonstration of Other Groups or Individual Action.

Alleged violation of any of the following may result in charges being filed against a student or organization.

1. Personal Identification and Representation

Failure to act in accordance with these standards must be treated as a major failure to accept responsibility as a student and make one subject to separation from the community. Prohibited are:

- (a) Furnishing false or incomplete information to university offices, officials, or judicial boards.
- (b) Failing to appear before a university official or judicial board when directed to appear.
- (c) Making, forging, printing, reproducing, copying, or altering any record, document, writing, or identification used or maintained by the university that results in injury, defrauding, or misrepresentation.
- (d) Refusing to identify one's self when directed by an authorized university official. Students are expected to carry their FREDCard at all times.
- (e) Transferring one's own FREDCard to another for the purpose of that other individual obtaining university services or privileges.
- (f) Attempting to obtain or obtaining a university privilege or service to which the student is not entitled.
- (g) Providing erroneous information concerning a change in status concerning financial refunds or financial independence from parents or legal guardian.

2. Interference with the Health, Safety, or Rights of Other Persons

All members of the university community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons. Students are required to obey the statutes and laws of the nation and the state, as well as the ordinances and laws of the village of Fredonia, city of Dunkirk, and the towns of Pomfret and Dunkirk. Conviction of a violation of such laws, statutes, or ordinances may be grounds for suspension or dismissal. The following conduct is prohibited:

- (a) Failing to comply with directions of university or town officials (this includes, but is not limited to, faculty, staff, Residence Hall Director, Resident Assistant, security, safety or fire officials carrying out properly assigned responsibilities).
- (b) Failing to comply with the final decision of a judicial board or administrative action.

(c) Misusing safety equipment including but not limited to tampering with fire equipment, fire alarms, exit lights, refusal to obey a fire alarm, initiating a false fire alarm, submitting a bomb threat, activating emergency phones, sprinkler systems, or propping doors open.

(d) 1) Fighting and threats to, physical abuse of, or harassment and any other action which threatens to or does endanger the health, safety, or welfare of a fellow student and/or member of the university community.

2) Engages or threatens to engage in behavior which poses imminent danger of causing substantial harm to self or others.

3) Obstructing or disrupting teaching, administrative or public service functions of the university.

4) Obstructing or disrupting disciplinary proceedings or authorized university activities.

(e) 1) Engaging in any action or situation which endangers the mental or physical health of a member of the university or local community.

2) Creating a situation that results in harassment of a member of the university or local community.

3) Engaging in any form of hazing, which endangers the mental or physical health or involves the forced consumption of alcohol or drugs for the purpose of initiation or affiliation with any organization. This is more particularly described in the *University Policy on Hazing*.

(f) Participation in any form of non-consensual sexual intimacy and unwanted physical sexual conduct. This is more particularly described in the *University Policy on Sexual Assault*.

(g) Possessing firearms, explosives (including firecrackers), weapons, bb guns, knives (4 inches or longer or switchblade), paintball guns, potato guns, or blow guns.

(h) Illegally using, possessing, selling, or distributing narcotics, stimulants, depressants, hallucinogens, marijuana or its derivatives, or drug paraphernalia. This is more particularly described in the *University Policy on Drugs and Alcohol*.

(i) Illegally using alcohol, possessing alcohol, selling or distributing alcohol; distributing alcohol to minors. This is more particularly described in the *University Policy on Drugs and Alcohol*.

(j) Use of speakers or other sound amplifying equipment without clearance as to time and place from the Office of Student Affairs.

(k) (1) Posting of posters, handbills, or notices without permission of the appropriate university official. The Office of Campus Life must approve all postings.

(2) Solicitation or vending or any kind is not permitted on campus or in residence halls, unless permission is given by the Office of Residence Life or the Office of Campus Life.

(l) Smoking in non-smoking areas so designated by the University President or his/her designee.

(m) Ignoring reasonable standards of appropriate behavior.

(n) Engaging in cheating, plagiarism, or collusion on any examination or on assigned work. This is more particularly described in the *University Policy on Academic Integrity*.

(o) Refusing to accept financial obligations incurred as a student enrolled at the university. (The university is empowered to refuse to register, graduate, or release records of any student who is delinquent in his/her obligations to the university.)

(p) Viewing, possessing, or distributing child pornography.

(q) Counterfeiting or violating copyright laws.

(r) Illegal or inappropriate use of SUNY Fredonia's network or computers. This is more particularly described in the *Computer and Network Usage Policy*.

(s) Engaging in unlawful gambling activities under conditions that are contrary to the provisions of state law or any applicable university policy.

3. Care of University and Personal Property

Maintaining and preserving university grounds, academic buildings, and other associated structures is an obligation of all members of the university community. Similarly, maintaining and preserving personal property is also an obligation. Prohibited are:

(a) 1) Theft, unauthorized possession of, property belonging to the university, a member of the university community, a campus guest, or community member.

2) Vandalism, destruction of, damage to, or inappropriate use of property belonging to the university, a member of the university community, a campus guest, or community member.

(b) Destruction, mutilation, and defacement of or tampering with books, magazines, library materials or equipment, or computer services or equipment.

(c) Unauthorized occupancy of or trespassing on university property or facilities.

4. Demonstration of Other Groups or Individual Action

The campus must be open to a free exchange of ideas and individuals and groups have protected Constitutional rights; therefore, all members of the community are expected to conduct dialogues with mutual respect and courtesy. Prohibited are:

(a) Denying to other students, officials, employees, or invited guests of the university lawful freedom of movement on the campus, lawful use of the property or facilities of the university, or the right of lawful entrance to and exit from any of the university's facilities.

(b) Impeding the staff or faculty of the university in the performance of their duties, or impeding any student of the university in the pursuit of his or her legitimate educational or social activities, through the use of restraint, coercion, or intimidation, or when force and violence are presented or threatened.

(c) Engaging in any intentional overt activity resulting in the obstruction to, disruption of, or interference with any of the

230 State University of New York at Fredonia

legitimate missions, processes, procedures, or functions of the university.

(d) Refusing to vacate a building, street, sidewalk, driveway, or other facility of the university when directed to do so by an authorized official.

(e) Making unnecessary noise or causing noise to be made with objects and instruments, which disturb university functions or community living.

University Policies

Listed below are policies the university has adopted to ensure the health, safety and well-being of the university community.

Bias Crimes Prevention

It is a State University of New York at Fredonia policy mandate to protect all members of the Fredonia community by preventing and prosecuting bias or hate crimes that occur within the campus' jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their age, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the Federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York law are available from the Office of University Police.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Perpetrators who are students will also be subject to campus disciplinary procedures where sanctions including dismissal are possible.

In addition to preventing and prosecuting hate/bias crimes, State University of New York at Fredonia Police also assist in addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents and defined by the university as acts of bigotry, harassment or intimidation directed at a member or group within the Fredonia community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed or marital status, may be addressed through the State University's Discrimination Complaint Procedure or the campus conduct code. Bias incidents can be reported to University Police as well as to the Office of Student Affairs.

Anyone who is a victim of, or witness to, a hate/bias crime on campus should report it to the University Police by calling 911 in an emergency, using a Blue Light or other campus emergency telephone, calling 673-3333, or stopping by the University Police Office located on the second floor in Gregory Hall. University Police will investigate and follow the appropriate adjudication procedures.

Victims of bias crime or bias incidents are urged to contact the following offices for assistance:

University Police	673-3333
Office of Student Affairs	673-3271
Affirmative Action	673-3358
Counseling Center	673-3424
Multicultural Affairs	673-3398

For general information on Fredonia security procedures, see the University Police website at <http://www.fredonia.edu/UPD/upd.htm> or call 673-3333.

More information about bias-related and bias crimes, including up-to-date statistics on bias crimes, is available from the Chief of University Police at 673-3333 or the University Police website at <http://www.fredonia.edu/UPD/upd.htm>.

Crime Statistics

A copy of the State University of New York at Fredonia campus crime statistics as reported annually to the U.S. Department of Education will be provided upon request by the Personal Safety and Campus Security Committee. Persons should direct all such requests to the Office of University Police at (716) 673-3333. Information can also be obtained from the U.S. Department of Education website at <http://ope.ed.gov/security/> and the State University of New York at Fredonia University Police website at: <http://www.fredonia.edu/upd/campussafety.htm>.

Personal Safety and Campus Security Committee

Pursuant to the N.Y.S. Education Law Article 129-A, section 6431, the Personal Safety and Campus Security Committee reviews current campus security policies and procedures and makes recommendations for their improvement. The committee specifically reviews current policies for:

- Educating the campus community, including security personnel and those persons who advise or supervise students, about sexual assault.
- Educating the campus community about personal safety and crime prevention.
- Reporting sexual assaults and dealing with victims during investigations.
- Referring complaints to appropriate authorities.
- Counseling victims.
- Responding to inquiries from persons concerned about campus safety.

The committee consists of a minimum of six members, at least half of whom shall be female. The committee consists of two students appointed by the Student Association, two faculty members appointed by the University Senate, and two individuals appointed by the University President.

The committee reports, in writing, to the University President or chief administrative officer on its findings and recommendations at least once each academic year, and such reports shall be available upon request.

For more information regarding the Personal Safety and Campus Security Committee, persons should contact the Chief of University Police at 673-3333 or the Office of Student Affairs at 673-3271.

Permanent Transcript Notation (Hazing or Other Serious Violations)

Students that are found responsible and suspended or expelled for serious violations of the Students Rights and Responsibilities will receive a permanent notation on his/her academic transcript. This includes but is not restricted to sexual assault, hazing, and conduct which leads to the death or serious physical injury to another person.

Students found responsible for such violations shall not receive credit for the semester in which they are suspended or expelled. Also, the student will remain liable for all tuition and fees for that semester.

Investigation of Violent Felony Offenses/Missing Students

Chapter 22 of the Laws of 1999 of the State of New York establishes certain requirements for investigation of violent felonies and reporting of missing students on college/university campuses in New York State.

(a) "Missing Student" means any student of the university subject to the provisions of Section 355(17) of the New York State Education Law, who resides in a facility owned or operated by the university and who is reported to the university as missing from his or her residence.

(b) "Violent Felony Offense" means a violent felony offense as defined in Section 70.02(1) of the Penal Law of the State of New York.

Response and Investigation:

(a) *Missing Student*. When a report of a missing student is received by the university or the municipal police department, the receiving department will conduct a preliminary investigation in order to verify the complaint and to determine the circumstances which exist relating to the reported missing student. If the student's absence is verified, the incident will be reported and shared between departments. Both departments will continue the investigation to locate the missing student. If, after further investigation, the missing student is not located, both departments will determine the most efficient manner of continuing the investigation. In any event, information relating to any report of a missing student shall be shared by both parties no later than twelve (12) hours from the time of the initial report. If the missing student is located or returns to the university at any time after the matter has been reported, each party shall notify the other immediately.

(b) *Violent Felony Offenses*: When any report of an on-campus violent felony offense is received by the university or when a report of a violent offense involving a university student is received by the municipal police department, the recipient shall notify the other police department as soon as possible. The police departments will carry out appropriate investigative procedures, will determine the most efficient manner of continuing the investigation and shall provide mutual assistance when requested.

Policy on Hazing and Initiation or Affiliation with any Organization

The purpose of this policy is to specifically clarify those behaviors and activities which constitute violations of university regulations and New York State laws pertaining

to hazing, and to provide guidance to student organizations in designing new member programs and activities, which serve to protect the human dignity and safety of all persons which will be permitted. This policy applies to all members of a student organization including alumni members. No organization may engage in any form of hazing. A student found responsible for hazing may receive a Permanent Transcript Notation on his or her transcript. This is more particularly described in the *Permanent Transcript Notation Policy*.

Hazing is defined as engaging in any action or creating a situation intentionally or unintentionally designed to produce mental or physical discomfort, harassment, or excessive ridicule in the course of another person's initiation into or affiliation with any organization. Such activities and situations may constitute hazing but are not limited to the following:

- (1) Disfiguration to include branding or self-mutilation
- (2) Paddling in any form
- (3) Creation of excessive fatigue
- (4) Physical and psychological shocks
- (5) Activities such as quests, treasure hunts, drinking games, scavenger hunts, road trips, etc. which are conducted in an illegal, demeaning, or dangerous manner
- (6) Public wearing of apparel which is conspicuous and not normally in good taste
- (7) Engaging in public stunts and buffoonery
- (8) Morally degrading or humiliating games and activities
- (9) Any activities which interfere with class attendance, class preparation or scholastic activities or activities which are disruptive to any university department or office or classroom
- (10) Verbal abuse which leads to public embarrassment or humiliation
- (11) Implication that an act of hazing could be pre-initiatory
- (12) Any other activities that are not consistent with fraternal law, ritual or policy, or the policies and regulations of SUNY Fredonia.

SUNY Fredonia reserves the right to revoke recognition of any student organization or club that is found to have violated these rules. Appropriate review of alleged violations may include review by the Vice President for Student Affairs and the Coordinator of Judicial Affairs. Member organizations of Inter-Greek Council and Panhellenic Council may also be reviewed by their respective Judicial Boards. Revocation of recognition may not preclude the imposition of the University Judicial Board; but when considered by the Vice President for Student Affairs to be serious in nature, could result in immediate suspension of organizational recognition until such time as the allegations have been appropriately adjudicated.

Policy on Sexual Assault

The Fredonia campus will not tolerate sexual assault in any form, including acquaintance rape. Where there is reasonable cause to believe that the university regulations prohibiting sexual assault have been violated, the campus

will pursue strong disciplinary action through its own channels. This discipline includes the possibility of suspension or dismissal from the university.

A student charged with sexual assault can be prosecuted under New York State criminal statutes and disciplined under the campus code of student conduct. Even if the criminal justice authorities choose not to prosecute, the campus can pursue disciplinary action. A student may be charged under Section 2(f) of the *Standards of Behavior*.

In addressing cases of sexual assault SUNY Fredonia works to ensure fairness and to provide support for all persons involved, especially the victims. Students who have questions about the procedures and protections provided in these cases are encouraged to contact the Office of Student Affairs and/or University Police. Students are also encouraged to take advantage of the Counseling Center and Health Center for further assistance.

SUNY Fredonia recognizes the following definition of consent: voluntary, non-coerced and clear communication indicating a willingness to engage in a particular act. Consent is defined in the following manner; consent or lack of consent may be expressed or implied. Acquiescence does not necessarily constitute consent, further consent cannot be construed if: (1) It is given by a person who is legally incompetent to authorize the conduct charged to constitute the offense and such incompetence is manifest or known to the actor; or (2) It is given by a person who by reason of youth, mental disease or defect, or intoxication, is manifestly unable or known to the actor to be unable to make a reasonable judgment as to the nature or harmfulness of the conduct charged to constitute the offense; or (3) It is induced by force, duress or deception.

Good Samaritan Policy

The welfare of students is the highest importance to SUNY Fredonia. There will be times when individual students, both on and off campus, may be in critical need of assistance from medical or other professional personnel. SUNY Fredonia expects that these students will seek help and that other students will respond to obtain the help that their fellow student needs. SUNY Fredonia wants to minimize any hesitation that students might have in obtaining help due to concern that their own behavior might be a violation of university policy.

While policy violations cannot be overlooked, the Office of Judicial Affairs will take into consideration the positive impact of reporting an incident on the welfare of students when determining the appropriate response for policy violations by the reporter of the incident. Any possible negative consequences for the reporter of the problem should be weighed against the possible negative consequences for the student who needs intervention. At minimum, SUNY Fredonia expects that a student would make a report that would put the student in need in touch with professional helpers.

Alcohol and Drug Policy

The inappropriate use of alcohol and drugs can interfere with student development and seriously threaten the health and safety of the university community. Members of the university community will be held accountable for their behavior while under the influence of alcohol and/or drugs.

These alcohol and drug related sanctioning guidelines focus on student development and early intervention for minor violations and first offenses and on a more disciplinary approach for major violations and repeat or multiple offenses.

Drugs

The following are prohibited:

1. The use, possession, sale, or distribution of illegal drugs, controlled substances, and drug paraphernalia.

Alcohol

The following are prohibited:

1. Using or possessing alcohol (persons under 21 years of age).
2. Distributing or selling alcohol to minors, on or off campus.
3. Misstating or misrepresenting age through the presentation of false documents.
4. Distributing or selling alcohol without a license

Students and guests who are of legal purchase age or older may possess alcoholic beverages in quantities for personal use only in their private rooms, subject to all regulations that may be established by the Office of Residence Life.

Typical Alcohol/Drug Sanction(s)

Listed below are possible sanction(s) for those who violate the drug and alcohol policy. The sanctions listed may be used alone, or in combination, and additional sanctions not listed here may also be applied.

First Offense: The first alcohol or drug related offense would typically result in a Disciplinary Warning and a requirement to complete Alcohol.Edu, a computer-based alcohol and drug education program, or complete DrugEdu, a reflective essay regarding drug use. The student will be charged a fee to cover the cost of these programs.

Second Offense: The second alcohol or drug related violation would typically result in Disciplinary Probation and a referral to the Fredonia C.A.R.E.S. program, an in-depth alcohol and drug prevention counseling program. The student will be charged a fee to offset some of the cost of this counseling program.

Third Offense: The third offense would typically result in some sort of Disciplinary Suspension. The duration of the suspension would depend on the student's educational and disciplinary record.

If any of the above mentioned offenses are deemed minor, the Resident Director or Coordinator of Judicial Affairs would have the option to issue a lesser sanction. If any of these offenses are major violations of campus policy, the sanctions may be more severe. Major violations typically result in police involvement, criminal charges, hospitalization of participants, or involve the illegal sale or distribution of drugs or provision of alcohol to students who are underage.

AlcoholEDU

AlcoholEDU is an online science-based course that provides detailed information about alcohol and its effects on the body and mind. Students are required to complete this program as a sanction for a first time violation of

university alcohol policies. A fee will be charged to cover the cost of the program.

DrugEDU

Students are required to write a 1,000 word reflective essay as a sanction for a first time violation of university drug policies. A fee will be charged to cover the cost of the program.

Fredonia C.A.R.E.S.

The Fredonia C.A.R.E.S. (Commitment to Alcohol Responsibility and Education for Students) Workshop is a six-hour course led by the Alcohol and Substance Abuse Counselor at SUNY Fredonia. This workshop has been designed for students who have violated any alcohol/other drug-related university regulation or other university policies while under the influence. Additionally, students who would benefit from examining their alcohol/other drug (AOD) use or are interested in AOD education may also participate in this workshop. A fee will be charged to cover the cost of the program.

Other Types of Sanctions

If a student is found responsible for misconduct on or off campus, the following sanctions may be imposed singly or in combination. The sanction(s) imposed will be commensurate with the offending conduct, and may take into account the student's educational record and any previous conduct record.

Verbal Warning – A verbal reprimand which expresses university dissatisfaction with the student's conduct and which clarifies expected behavior in the future. Such a warning is noted in the student's conduct file.

Disciplinary Warning - A written reprimand which expresses university dissatisfaction with the student's conduct and which clarifies expected behavior in the future.

Disciplinary Probation - Written notification that any further violations within the probationary period shall result in more severe disciplinary action. The probationary period will be for a specific period of time and/or until the completion of any specified requirements or conditions that are part of the probation.

Disciplinary Suspension in Abeyance - The student remains enrolled. However, any violation of conduct regulations during the period of suspension in abeyance will, after determination of guilt, result in a minimum sanction of automatic suspension.

Disciplinary Suspension - A decision that removes the student from the university for a specific period of time, usually no more than two years. The suspension might be immediate or begin after the end of the semester. In either case, the student is eligible for consideration for readmission at the end of the specified period. Students that are suspended will not be eligible for a refund. This includes tuition and the cost of on-campus housing. This is more particularly described in the Administrative Policy 057.1 section 1. (B) 2.

Disciplinary Expulsion - A decision that removes the student permanently from the university. Normally, the penalty shall also include the student being barred from the premises of the university.

Other Sanctions - Other sanctions may include a variety of restrictions and educational related activities. These include but are not limited to:

- prohibition from engaging in any extra-curricular activity
- prohibition from running or holding an office in any student group or organization
- prohibition from participation in sports-related activities
- restricting students from serving on any university committees
- limiting student employment
- removal from on-campus housing
- restriction from specific buildings or residence halls
- changing student room or residence hall assignment
- restriction from campus
- placing holds on records
- service charges or restitution
- required counseling
- required community service
- required class attendance
- required Internet research
- writing a paper
- required apology

Complaints

A complaint of misconduct is usually written by a complainant and includes specific allegations or charges of misconduct. The complaint will be discussed with the complainant and the accused during separate interviews. If there appears to be grounds for disciplinary action, it will be addressed through the appropriate procedures. If the complaint is found to be unwarranted or if there is not enough evidence to proceed, the complainant will be so advised. The complaint, relevant evidence and related charges are shared with the accused so that the accused can prepare a defense in the event of a conduct hearing. Faculty, staff, students and community members are encouraged to report incidents of misconduct. Police reports and residence hall incident reports are also used to report violations of university conduct standards.

Zero Tolerance Policy

As part of a Zero Tolerance Policy, Fredonia will take disciplinary action for every alcohol and drug related violation on campus. Fredonia will also take disciplinary action for violations reported off campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community.

Parental Notification Policy

In October 1998, Congress passed the Higher Education Amendment which permits post-secondary institutions to disclose to parents or legal guardians of students under 21, without their consent, information regarding the student's violation of any federal, state, or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance. The Office of Student

Affairs normally informs parents of any alcohol or drug violation involving students under 21.

University Judicial System

The *University Standard of Behavior and University Policies* are intended to promote student development and ensure an atmosphere of learning necessary to the well being of all university community members on and off-campus. *Violation of university policy off campus may be subject to disciplinary action by the university judicial process.* The Office of Student Affairs implements the standards and procedures of the Judicial Board.

Any member of the university community may bring a complaint directly to the Office of Student Affairs. The complaint must be written and signed and dated. A review by the Office of Student Affairs will be initiated and if appropriate, charges will be filed. Specific procedures will be followed if a case is referred to the Judicial Board.

If a student is charged with a violation of the rules and regulations the following options exist: a student may choose an Administrative Hearing, a university judicial board hearing, or any administrative action in which a student chooses to plead guilty to the charges and waives the right to a hearing. The Office of Student Affairs will impose a sanction.

If a student, club, or organization fails to respond to the letter of charge(s) by the deadline by either pleading responsible or not responsible, SUNY Fredonia will assume a plea of not responsible. The case will be sent to an Administrative Hearing and the student, club or organization will be notified of the hearing date and time at least two weeks in advance of the hearing. A hold will be placed on the student's record pending the outcome of the hearing. A student hold restricts a student from registering from classes, dropping or adding classes, and obtaining an official transcript. The club or organization in question will have all privileges suspended pending the outcome of the hearing.

Administrative Sanction Hearing

In an administrative sanction hearing, the Coordinator of Judicial Affairs meets with the accused student to hear the case. This option is usually chosen if a student pleads responsible to the charges and accepts the appropriate sanction. This option requires that the student waive his/her right to another hearing and to the right to appeal the decision.

Administrative Hearing

The Administrative Hearing body consists of three university faculty/administrators. The Administrative Hearing board hears the case, weighs the evidence and testimony of witnesses, determines responsibility or non-responsibility of the accused and makes a sanction recommendation to the Vice President for Student Affairs. The accused student will be determined responsible or non-responsible by the preponderance of the evidence. Preponderance of evidence means evidence that would lead a reasonable person to conclude that it is more likely than not that the act in question did occur or that the fact or proposition is true.

Judicial Board Hearing

The University Judicial Board is comprised of twelve (12) members. Approximately six students and six faculty/staff members are appointed for a term of one year. Members

are nominated by the Student Affairs Committee or a subcommittee of the Student Affairs Committee and appointed by the University President. The Judicial Board hears the case, weighs the evidence and testimony of witnesses, determines responsibility or non-responsibility of the accused and makes a sanction recommendation to the Vice President for Student Affairs. The accused student will be determined responsible or non-responsible by the preponderance of the evidence. Preponderance of evidence means evidence that would lead a reasonable person to conclude that it is more likely than not that the act in question did occur or that the fact or proposition is true. To proceed with a hearing, a minimum of five Judicial Board members must be present. If less than five members are present the accused must agree in writing in order to have the hearing.

Procedures for the University Judicial Board:

Step 1: A charge for violation may be placed against any student by any other student or by a member of the university community by giving written notice of the charge signed by the complainant to the Office of Student Affairs.

Step 2: The Office of Student Affairs shall give notice of the specific charges against the student, in writing. The notice shall clearly indicate the offense with specific reference to the violated regulation and shall indicate the time and place of the initial meeting with the Coordinator of Judicial Affairs. If the student/organization requests a hearing, a separate notice shall be presented to the accused at least five (5) days prior to the hearing. In extreme cases, the five-day notification period may be waived if deemed necessary by the Vice President for Student Affairs.

A student may waive, in writing, the requirement of a hearing. In such cases, the hearing body will consider the evidence. If the student does not waive the requirements of a hearing and does not appear for such a hearing, his/her case will be considered by the hearing body and decision will be rendered in his/her absence.

Step 3: The Office of Student Affairs shall insure that any student charged with violating university rules or regulations has, prior to appearing before the Judicial Board, been presented with a statement defining the composition and authority of the Judicial Board.

Step 4: The Judicial Board shall examine all relevant facts and circumstances presented at the hearing. A record of the hearing shall be kept to enable review and every reasonable attempt shall be made to keep the matter appropriately confidential. All hearings are tape-recorded; however, in the event of equipment failure a board member(s) will take notes to ensure accurate recording of the hearing. SUNY Fredonia will not be responsible for turning tape recorded records into written transcript form. Grounds for appeal will also not be considered due to equipment failure.

Step 5: At the hearing, the student shall have a full opportunity to explain the circumstances surrounding the incident and shall be able to present pertinent evidence and testimony of witnesses. In addition, the student shall have the opportunity to ask questions of any witnesses, respond to written statements submitted against him/her and to respond to questions. The Judicial Board shall also have the right to call witnesses, and to review materials. The

student shall have the right to be assisted by an advisor and/or attorney of his/her choice. The advisor or attorney may not participate in the hearing.

Step 6: All student judicial history will be withheld from the board members until a finding of responsibility has been made. If a student is found responsible for violating university policy, judicial history will be shared with the board members prior to sanction deliberation.

Step 7: The Judicial Board shall notify the student in writing of its final decision.

Should the final decision of a Judicial Board involve Disciplinary Warning or Disciplinary Probation, the decision made by the Judicial Board shall be final unless a timely appeal has been made to the University President or his/her designee. The student shall have the right to appeal to the University President or his/her designee in writing within five (5) days from the mailing of such notification. An appeal will be considered if there is significant new information or material relevant to the case that was not presented during the hearing, or for a claimed violation of the student's due process rights.

In cases involving suspension or dismissal, the Judicial Board shall recommend such action to the President of the university or his/her designee, in which case the University President's decision shall be final.

Policies of the Judicial Board

(a) The Judicial Board shall not discuss or review matters under consideration outside of the hearing. Failure of a Judicial Board member to uphold this provision renders such member subject to impeachment procedures by the Student Affairs Committee. Impeachment shall be by a two-thirds vote of that committee. Any violation of this section shall not affect the proceedings of the Judicial Board in a determination of the case.

(b) No member of the Judicial Board shall be either a witness before the court or a person previously engaged in formulating the charge or in presenting materials relating to the case.

(c) Judicial Board records shall be filed with the Office of Student Affairs and released only with the permission of the Judicial Board, the Coordinator of Judicial Affairs or the alleged violator. Records shall be kept for seven years.

(d) The Judicial Board may adopt bylaws not inconsistent with these rules and regulations upon the affirmative vote of not less than five members.

(e) The Judicial Board shall be composed of twelve (12) members. Approximately six students and six faculty/staff members are appointed for a term of one year. Members are nominated by the Student Affairs Committee or a subcommittee of the Student Affairs Committee and appointed by the University President.

(f) In order to be nominated, a student must have attained sophomore status (24 credit hours). All members of the Judicial Board must have been a member of the university community for at least one semester before taking office. No student may serve if he or she is on probation at the time of the appointment. No member of the Judicial Board may be a voting member of the Student Association, University Senate, or the Student Affairs Committee.

Policy for Involuntary Leave for Medical/Psychological Reasons

Standards for Involuntary Leave

(a) Authority for the policy: "In the legitimate interest of the university in protecting property and the safety and welfare of specific individuals or the general public, the University President or his/her designee may temporarily suspend an individual pending a decision by a university hearing board" (Student Rights and Responsibilities, *Undergraduate Catalog*).

(b) Proscribed Behavior: Any student who:

1. Engages, or threatens to engage, in behavior which poses imminent danger of causing substantial harm to self and/or others, or

2. Engages, or threatens to engage, in behavior which would cause significant property damage, or directly and substantially impede the lawful activities of others, shall be subject to involuntary withdrawal in accordance with the procedures set forth below.

Procedure for Leave

(a) Upon preliminary investigation, the student may be required to leave the university for a period of time. If the student is required to leave, it is expected that in that time, the student will seek a psychological evaluation. This evaluation will be shared with the Office of Student Affairs and the Director of Counseling.

(b) In order to return and/or remain in school the student must be evaluated by the Director of Counseling or his/her designee. The student will need to meet with the Vice President of Student Affairs or his/her designee. The Vice President of Student Affairs or his/her designee, in consultation with the Director of Counseling or his/her designee, the Chief of University Police or his/her designee, and, if applicable, the Director of Residence Life or his/her designee, will decide if the student is cleared to return to school. If cleared to return to school, a contract will be developed which prescribes responsibilities of the student. These responsibilities may include: ongoing counseling, removal from or relocation within residence life, refraining from alcohol and/or drug use, etc. Failure to comply with this contract would result in immediate suspension from the university.

Ex-Offenders Review Board

If a student has answered "yes" to question 19a or b on the SUNY Application for Admissions or has a pending charge of a felony or has been convicted of a felony, additional information will be needed in order to process the admission/reinstatement application.

It is the policy of the university (Fredonia) to require supplemental information from applicants who have been convicted of a felony or who have been dismissed from other colleges due to disciplinary misconduct. This information will be reviewed by the Admissions Review Committee.

The Admissions Review Committee may deny admission to applicants based on an individual's prior conduct or conviction where the admission "would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public" (Corrections Law, section 752). The committee may also recommend the

applicant be admitted with or without special conditions relating to major selection, course scheduling, involvement in campus activities or campus housing.

Consensual Relationships (Faculty/Staff and Students)

The university does not encourage intimate consensual relationships between faculty/staff and students, and has a policy prohibiting intimate relationships between faculty and students in their classes, and faculty/staff and students they are directly supervising. The *Faculty Handbook* provides guidelines regarding this type of relationship and states the following:

“It is the sense of faculty through its University Senate that intimate consensual relationships between university personnel and students create the potential for abuses of authority and for both actual and apparent conflicts of interest.”

Students should be aware that if they enter into this type of relationship with university personnel, there may be consequences that impact on their educational experience. This may mean a student thus involved would be unable to take a course from this person or in any way be subject to their supervision authority.

Students with concerns in this matter are encouraged to contact the Office of Student Affairs, Sixth Floor, Maytum Hall, 673-3271 or the Office of Academic Affairs, Eighth Floor, Maytum Hall, 673-3335.

Academic Integrity Policy

I. Opening Statement

The State University of New York at Fredonia holds that the life of the mind and personal integrity go hand in hand, and are inseparable. Adherence to this philosophy is essential if we are to facilitate and promote the free and open exchange of ideas upon which our university mission relies. An essential component of the academic experience at SUNY Fredonia is the conviction that academic goals must be achieved by honorable means. It is expected, therefore, that all students attending the State University of New York at Fredonia will support and abide by all provisions of the following Academic Integrity Policy. It is further understood that by enrolling in courses, students are agreeing to the rules and regulations set forth below.

In order to protect the value of the work accomplished by each student and instructor, our academic community depends upon certain honorable standards of behavior from all its members. SUNY Fredonia trusts all students will refrain from participating in any behavior that will inhibit the pursuit of honest academic advancement. To help students avoid activities that can be construed as dishonest or as violations of academic integrity, a partial list of prohibited behaviors and activities is outlined below. This policy is not intended to limit decisions of faculty of professional programs that operate under more restrictive policies and/or have externally monitored procedures for addressing violations of academic integrity.

II. Violations of Academic Integrity

Violations of academic integrity are described within four broad, overlapping categories: Fraud, Plagiarism, Cheating,

and Collusion. Examples of violations of academic integrity include, but are not limited to, those described herein:

A. Fraud

Behaving deceptively, misrepresenting oneself or another person, and falsifying official print and/or electronic documents are actions that seriously undermine the integrity of any social institution and may result in criminal prosecution. In a university setting, fraudulent behavior includes but is not limited to:

1. Forging or altering official school documents, whether in print or electronic form, such as grade reports or transcripts, enrollment documents, transfer credit approvals, etc.
2. Forging or tampering with any university correspondence or medical excuses.
3. Tampering with attendance records, such as one student signing for another student.
4. Tampering with or interfering with grading procedures.
5. Misreporting or misrepresenting earned credentials, including academic status, class standing, and GPA.
6. Taking an exam in place of another student.
7. Failing to disclose necessary information on official university forms.

B. Plagiarism

Plagiarism consists of presenting the work of others as one's own. It is unethical to copy directly the words or work of other authors or artists without giving them credit. It is also unethical to rearrange or add a few words to another author's text while leaving the majority unaltered or to take an author's unique idea or discovery and to represent it as one's own. Specific examples of plagiarism include, but are not restricted to, the following examples:

1. Copying the work of another author and/or artist without giving proper credit in the text or reference to the artwork, presentation or performance; neglecting to cite the original in a footnote; and/or failing to identify full and proper documentation in the list of works cited or sampled for presentation or performance.
2. Implying that another author's words, works, or ideas are one's own. Quoting without the use of quotation marks falsely implies originality and is, therefore, an act of plagiarism.
3. Incorporating into a paper or assignment without acknowledgement verbatim corrections or other suggestions that were made by someone other than oneself, the instructor, or an assigned editor.
4. Taking information from one source (such as the Internet) and citing it as coming from another source (such as a required text or article).

C. Cheating

In all academic situations, any behavior that subverts the purpose of an academic assignment constitutes cheating, whether one actively commits the act of dishonesty on one's own behalf or enables someone else to do so.

Examples of cheating include but are not limited to the following:

1. Copying someone else's work or permitting one's own work to be copied. Whether involvement in the copying process is active or passive, these acts constitute violations of academic integrity if a student is at all complicit.
2. Using unsanctioned materials, notes, software, and or equipment (such as a programmable calculator).
3. Intentionally providing or seeking questions to an exam that will be given in a later section or used as a make-up exam.
4. Communicating or sharing information during an exam obviously constitutes cheating, as does taking an exam for someone else.

D. Collusion

Most colleges and universities support some opportunities for collaborative learning, but unauthorized collaboration is considered collusion. Unless collaboration is expressly permitted by the instructor, students should work alone. Even when an instructor authorizes collaboration, collusion may still occur. In all cases, work submitted should reflect an individual's own effort. Examples of collusion include, but are not limited to, the following situations:

1. A pair or larger group of students studies a problem, one of the students formally writes and/or types the results, the other members of the group copy the results, and each individual submits the work as his/her own.
2. A pair or larger group of students work on a series of problems or tasks, each student completes a portion of the problem set or task, the students combine their work, and each student submits the entire problem set or task as his/her own.
3. A course instructor assigns a task or problem to be completed outside of class and explicitly instructs students not to discuss the task or problem with one another. A part or larger group of students discuss or work together on the task or problem, and each individual submits the results as his/her own.

III. Judicial Procedures for Violations of Academic Integrity

A. Stage One: Departmental Level

1. An instructor who suspects a violation of the academic integrity policy will collect all information and materials related to the offense.
2. The instructor will meet with the student to present his/her charge, and the student will be given an opportunity to answer and explain. If the instructor and the student then agree that no violation has occurred, the matter is resolved and the process ends at this point. If, however, the instructor finds that a violation has occurred, whether the student admits or does not admit guilt, the matter must be communicated to the department chairperson (see No. 3 directly following). A student will not be allowed to drop a course to avoid a course sanction or to suspend judicial procedures.
3. For all cases in which the instructor determines that the student has plagiarized, cheated, colluded, or

committed any act of academic dishonesty, the instructor will briefly summarize the offense in writing to his/her departmental chairperson. Copies of all information and materials related to the offense shall accompany this correspondence.

4. After appropriate consultation, the chairperson and the instructor will jointly notify the student in writing about the charge and the resulting sanctions. At this stage, some possible departmental sanctions include but are not limited to the following: a formal warning, a grade of zero being assigned to the particular performance, and/or a failing grade being given for the course. The letter from the chairperson and the instructor may also recommend that the Academic Integrity Review Board hear the case and consider, among several options, placing the student on disciplinary probation, temporarily suspending the student, or permanently expelling the student from the university.

5. Because a student may plagiarize and/or violate provisions of academic integrity in more than one department, the chairperson is required to submit a copy of all correspondence and relevant materials to the appropriate dean of the department in which the offense occurred. For undergraduate students, these materials will be delivered to the Dean of the College of Arts and Humanities, Dean of the College of Natural and Social Sciences, or the Dean of the College of Education; for graduate students, materials will be delivered to the Associate Vice President for Graduate Studies and Research. The dean/associate vice president will then prepare a full packet of copies for the Vice President for Student Affairs in whose office the packet will be filed as part of the required maintenance of student disciplinary records.

B. Stage Two: Appeal

1. Within 14 calendar days after the chairperson has mailed the letter, the student may decide to appeal the departmental decision. If so, she/he must send a letter of intent to the Vice President for Academic Affairs, with copies sent at the same time to the chairperson in whose department the charge originated, the appropriate dean/associate vice president, and the Vice President for Student Affairs. Upon receipt of such communication and in a timely manner, the Vice President of Academic Affairs will contact the Chair of the Academic Integrity Review Board who will call together the members of the board for a formal hearing. Throughout the appeal process, the charged student is assumed not guilty, and in most circumstances, she/he has the right to remain in class.

2. After the same 14 days, if the student has not appealed, the university will act upon the assumption that the student has accepted the departmental decisions and any sanctions therein. Enforcement of these sanctions hereafter rests with the Office of the Vice President for Student Affairs.

3. If the department has recommended additional sanctions outside its academic purview (probation, suspension, etc.), the Academic Integrity Review Board will be convened to determine if a hearing should be held. If a hearing is scheduled, the Chair of the Academic Integrity Review Board will contact the accused student at least five days in advance.

4. Even if a student does not file a formal appeal within the above time limit, the Vice President for Student Affairs must notify the Chair of the Academic Integrity Review Board whenever a second or subsequent violation is submitted to a student's disciplinary record. The Academic Integrity Review Board will then be convened to review all charges filed and may impose additional sanctions. The Academic Integrity Review Board will consider repeated violations of any or all of the provisions in the *Academic Integrity Policy* as grievous.

C. Stage Three: Academic Integrity Review Board

1. Whether the student who has been charged decides to appeal the departmental decision, or the Academic Integrity Review Board votes to initiate formal proceedings as the result of other circumstances (see above), the Academic Integrity Review Board will hear and rule on the case. A charged student has the right to select a willing student, faculty member, or an administrative staff member of the university to advise him/her throughout the review process. This non-legal adviser must be a current member of the SUNY Fredonia community (faculty, staff, student), and the adviser may accompany the charged student and advise him/her at any meetings. To avoid conflicts of interest, this adviser may not be selected from the members of the Academic Integrity Review Board.

2. At least one member from each category below is required. A quorum of six members including at least one student representative will be selected from the following categories:

(a) The Chair of the Academic Integrity Review Board who is a full-time tenured faculty member jointly appointed by the President of the university and the Vice President for Academic Affairs and subsequently approved by the University Senate. The chair's term will be two years with the option of renewal, pending reappointment and re-approval.

(b) Either the Vice President for Student Affairs or the Associate Vice President for Student Affairs will provide board access to pertinent Student Disciplinary records and will participate as an *ex officio* member (see No. 4 below). Before witnesses speak or before questions are asked, this representative of Student Affairs will present a summary of the case.

(c) At least one, but preferably two, undergraduate (or graduate, if pertinent) student representatives selected by the university deans/associate vice president and after nominations by the Joint Chairs and Directors which includes directors and chairpersons of all schools and departments. No two students majoring in a single department will be invited to serve concurrently. To insure that perspectives from a diverse student population are fairly and freely heard, one student will major in an Arts and Humanities department and one will major in a Natural and Social Sciences department, and/or one in Education.

(d) The appropriate dean/associate vice president preferred, but one of the other three deans/associate vice president may act in his/her stead whenever necessary.

(e) Two chairs of departments, one from Arts and Humanities, one from Natural and Social Sciences, and a designee from the College of Education.

(f) An additional faculty member from a department not represented by individuals in (a) and (e) above.

3. The Chair of the Academic Integrity Review Board, after prior consultation with the assembled board, may call witnesses, and the student who has been charged may also call witnesses. At the conclusion, the charged student will be asked to address the allegation by pleading guilty or not guilty, and she/he then has the right to speak on his or her behalf. All participants in this hearing will be informed that deliberations are to remain strictly confidential. Hearings of the judicial review board will be tape recorded to provide a record of the proceedings.

4. After the hearing, the Academic Integrity Review Board will deliberate and make a formal decision. In the final determination, each of the members of the board, including the Chair of the board, will cast a single and equally weighted vote. In the event of a tie vote concluding a case, the Chair of the board will cast an additional vote. Voting will be conducted by written ballot, and the results will be disclosed to board members. Board members are not to disclose either the board's determination or any specifics related to the voting.

5. In a timely manner, the Chair of the Academic Integrity Review Board will complete the hearing report and will deliver copies to the chairperson in whose department the charge originated, the Vice President for Academic Affairs, and the Vice President for Student Affairs. The final report of the Academic Integrity Review Board will include the following:

(a) A determination of Not Guilty (no violation of academic integrity has been found) or Guilty (the student has been found responsible for the charged violation on the basis of the evidence submitted or has admitted guilt).

(b) If the student had been found guilty of violating the *Academic Integrity Policy*, the penalty must also be identified. Sanctions or penalties imposed should be commensurate with the offense and will take into account the student disciplinary records on file.

6. On the same day the board's decision is delivered to the three individuals above (No. 5), the student will be informed of the board's decision in a meeting with the Vice President for Student Affairs and the Chair of the Academic Integrity Review Board. The student will then be given a copy of the hearing report prepared by the Chair of the Academic Integrity Review Board.

7. Should the student decide to appeal the Academic Integrity Review Board's decision, he or she may do so in a written justification to the President of the university but only if/when the substance of the presented case has changed (i.e., additional and significant evidence is discovered).

IV. Maintenance of Student Disciplinary Records

Individual files on all students who are formally charged with violations of the *Academic Integrity Policy* will be prepared at the time of the student's initial offense and maintained for 10 years thereafter in the Office of the Vice President for Student Affairs. Instructors and chairpersons will initiate this process by submitting, to their dean/associate vice president, a copy of the information and materials related to the offense and a copy of the departmental letter which identifies the charge and which

has been mailed to the student. All subsequent materials related to the charge will be copied in the dean's/associate vice president's office and delivered to the Vice President for Student Affairs for the student's disciplinary file.

Statement Regarding SUNY Fredonia's Celebration of Diversity

The university welcomes the experience, talent, and surge of energy that comes from a culturally diverse campus. It has pledged to ensure that everyone is treated fairly, without degradation of race, religion, ethnicity, gender, affection orientation, physical/mental challenge, or any other characteristic not germane to a person's rights or human worth. Campus specifically prohibits:

Fighting and threats to, physical abuse of, or harassment that threatens to or does endanger the health, safety, or welfare of a member of the university.

Engaging in any action or situation that which recklessly or intentionally dangers the mental or physical health of a member of the university community; creating in a situation that results in the discomfort of, or harassment or excessive ridicule of a member of the university community.

All members of the campus community are expected to live, learn and work with a foundation of understanding and appreciation of differences. Faculty and staff, as mentors and educators, are encouraged to support this policy through personal interactions with students, classroom discussion, and careful selection of curricular materials and content.

Policy Statement on Religious Absences

The Education Law of New York says, in part:

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/she is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he/she may have missed because of such absence on any day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements 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, registration, examinations, study, or work requirements held on other days.

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

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his/her rights under this section. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements for which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

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

Policies on Motor Vehicles

All members of the university community (students, faculty, and staff) who park cars or other motor vehicles on campus between the hours of 7 a.m. and 5 p.m. must register their vehicle each semester within seven days after classes begin.

When a new or borrowed vehicle is brought on campus, University Police (673-3333) must be notified immediately in order to avoid unnecessary ticketing. Any vehicle obtained during the semester must be registered within 48 hours at the Office of Student Accounts.

Regulations Governing Motor Vehicle Use and Campus Parking Facilities is available online at www.fredonia.edu/UPD/parkingregulations.htm.

Students, faculty and staff shall comply with all traffic and parking regulations in all campus areas and shall comply with all published regulations or be subject to fines. Failure to comply can result in the loss of campus driving, parking and vehicle registration privileges.

Computer and Network Usage Policy

I. Introduction

Access to modern information technology is essential to the State University of New York's mission of providing the students, faculty and staff of SUNY Fredonia with educational services of the highest quality. The pursuit and achievement of the SUNY mission of education, research, and public service require that the privilege of using computing systems and software, internal and external data networks, as well as access to the World Wide Web, be made available to the SUNY community. The preservation of that privilege for the full community requires that each faculty and staff member, student, and other authorized user comply with institutional and external standards for appropriate use.

To assist and ensure such compliance, SUNY Fredonia establishes the following policy which supplements all applicable SUNY policies, including sexual harassment, patent and copyright, and student and employee disciplinary policies, as well as applicable federal and state laws.

II. Definitions

Authentication Credentials - Assigned User ID/Username and PIN/Password (changed by users) that, used in conjunction, authenticates users to privileged computing facilities and resources.

Computing Facilities - All software applications, mainframes, desktop and mobile computers, networks and computer peripherals licensed, owned or operated by SUNY Fredonia.

Course List - Refers to special purpose list created (when requested) for communication between students enrolled in a specific course and section and the faculty member teaching the course.

Departmental (Majors) List - Refers to a list created (when requested) for a department to communicate with students in their major.

DSL - Digital Subscriber Line (DSL) is a form of high-speed Internet access competing with cable modems. DSL works over standard phone lines and supports data speeds of over 2 Mbps downstream (to the user) and slower speeds upstream (to the Internet).

e-Services - SUNY Fredonia terminology relating to electronic services such as e-mail, ANGEL learning Management System, and electronic library resources.

Internet - All networks external to SUNY Fredonia.

Intranet - All networks internal to SUNY Fredonia.

List Conduct - Refers to the behavior of a list subscriber in the context of the list as reflected by the subscriber's postings.

List Content - Refers to the theme, topic, or purpose of the list as declared on the list application and/or the theme, topic, or purpose of list postings.

LISTSERV Manager - The Information Technology Services' designated manager of the LISTSERV service.

List Owner - Refers to a person (other than the LISTSERV manager) who has administrative rights to the list. This may or may not be the list sponsor.

List Sponsor - The LISTSERV list applicant (the person who submits the application as designated in item 2) who assumes overall responsibility for and ownership of the list.

Managed - Software and anti-virus upgrades being controlled by a server and "pushed" to the desktop.

Remote Access - Any access to SUNY Fredonia's administrative network through a non-SUNY Fredonia controlled network, device or medium.

Un-managed - A computing device that does not have anti-virus definitions or upgrades implemented automatically. The computer user installs all upgrades manually.

Users - Individuals who make use of SUNY Fredonia computing facilities. Most users are students, faculty and staff members of SUNY Fredonia. Some users are non-campus personnel authorized by the campus to make use of computing facilities, including volunteers for local non-profit agencies, scholars visiting from other SUNY institutions, and the like.

VPN - Virtual Private Network, a way to extend the corporate/production (trusted) network using authentication and encryption.

III. Authorization and Use

A. Authorized Activities

SUNY Fredonia computer facilities are a resource for members of the campus community (faculty, staff, students and other affiliated individuals or organizations authorized by SUNY Fredonia), to be utilized for work consistent with the instructional, research, and administrative goals of the university as defined in the SUNY Fredonia "Missions and Goals" statement and the *SUNY Policy Manual*, Item 007-1.

Use by non-affiliated institutions and organizations shall be in accordance with *SUNY Administrative Procedures Manual Policy 007-1: Use of Computer Equipment or Services by Non-affiliated Institutions and Organizations*. All who use SUNY Fredonia computer facilities have the responsibility to do so in an effective, efficient, ethical, and legal manner, as outlined below.

B. User Accounts

The university grants access to particular computer systems with the assignment of specific user accounts based on educational and business need for access. Every computer user account issued by SUNY Fredonia is the responsibility of the person in whose name it is issued.

University-recognized clubs and student organizations may be issued a user account. Faculty advisors shall designate a particular person or persons authorized to act on behalf of the club or organization. This person(s) is responsible for all activity on the account and will be subject to university disciplinary procedures for misuse. The following include, but are not limited to, examples of theft of services, and subject to penalties described in Section IV.

- (1) Acquiring a username in another person's name.

(2) Using a username without the explicit permission of the owner and of Information Technology Services.

(3) Allowing one's username to be used by another person without explicit permission from Information Technology Services.

C. Password Security

It is mandatory that user accounts be kept secure by using strong passwords, keeping passwords secret, and changing the passwords often. Users must set a password which will protect their account from unauthorized use, and which will not be guessed easily. Avoid selecting easily guessable passwords, for example, nicknames, birthdates, and telephone numbers. Users must report to Information Technology Services any use of a user account without the explicit permissions of the owner and Information Technology Services.

D. User Privacy

Users shall respect the privacy of others. Users shall not intentionally view information of other users, modify or obtain copies of other users' files, or modify other users' passwords without their permission. Fredonia computers and networks are designed to protect user privacy; users shall not attempt to circumvent these protections.

E. System Integrity and Denial of Service

Users shall respect the system integrity of campus computing facilities. For example, users shall not intentionally develop or use programs that infiltrate a computing system, or damage or alter the software components of a computing or network system.

F. Resource Accounting

Users shall not develop or use procedures to alter or avoid the accounting and monitoring of the use of computing facilities. For example, users may not utilize facilities anonymously or by means of an alias, and may not send messages, e-mail, or print files that do not show the correct username of the user performing the operation.

G. Resource Usage

Office computer equipment is provided by the institution for academic and business use. All equipment is tagged with SUNY Fredonia asset tags and inventoried on a yearly basis. Any information stored, processed, or transmitted by this computer may be monitored, used, or disclosed by authorized personnel, including law enforcement.

Office and lab computing facilities must be used in a responsible and efficient manner. Users shall not develop or use procedures that obstruct authorized use by others. Users shall not interfere with computer setups which are intended to keep computer software current and legal, and shall not install personal software. Users shall not use applications that utilize an unusually high portion of the network bandwidth. Users shall avoid wasting computing resources by excessive game playing or other trivial applications; by sending chain letters or other frivolous or excessive messages locally or over the network; or by printing excessive copies of documents, files, images or data. Campus printing must pertain to academic work, personal intellectual growth or administrative business.

H. Copyrights and Licenses

Users shall not violate the legal protection provided by copyrights and licenses held by SUNY Fredonia. Users shall not make copies of any licensed or copyrighted computer program found on any SUNY Fredonia computer or storage device without the written authorization of Information Technology Services. U.S. federal copyright law grants authors certain exclusive rights of reproduction, adaptation, distribution, performance, display, attribution, and integrity to their creations. Works of literature, photographs, music, software, film, and video works can all be copyrighted. Examples of probable violations of copyright laws include, but are not limited to: making unauthorized copies of any copyrighted material (such as commercial software, text, graphic images, audio, and video recordings); distributing copyrighted materials over computer networks or through other means; resale of data or programs, or the use of them for non-educational purposes or for financial gain; or public disclosure of information about programs (e.g., source code) without the owner's authorization.

I. Restricted Access Systems

Access to selected administrative computers and programs is restricted on a "need-to-know" basis conforming to SUNY policy guidelines. Unauthorized access or attempted access to these machines or data will constitute theft of services and will be subject to the penalties described in Section IV. Authorization for use of these systems is granted solely by Information Technology Services, on behalf of the institution, and reviewed by the campus Security Administrator.

J. Recreational Use

Recreational use of computing facilities, including computer games and social network communication, is allowed only when no other instructional, research, or administrative function requires the use of resources. Persons using a computer for recreational purposes are required to relinquish the computer immediately to someone needing it for academic or administrative purposes.

K. Termination of Access to Fredonia Computing Facilities

Intentional violation of policies contained in this document will result in immediate termination of access. Access will be terminated for:

- Complete withdrawal by student from university courses
- Current students, 90 days after graduation
- Faculty/staff, 30 days after termination of employment

Emeritus faculty and staff retain eligibility for use of Fredonia computing facilities

IV. Limitations on Users' Rights

The issuance of a password or other means of access is to assure appropriate confidentiality of Fredonia files and information and does not guarantee privacy for personal or improper use of university equipment or facilities.

SUNY Fredonia provides reasonable security against intrusion and damage to files stored on the central facilities. Fredonia also provides some facilities for archiving and

retrieving files specified by users, and for recovering files after accidental loss of data. However, the university is not responsible for unauthorized access by other users or for loss due to power failure, fire, floods, etc. Fredonia makes no warranties with respect to Internet services, and it specifically assumes no responsibilities for the content of any advice or information received by a user through the use of Fredonia's computer network.

Users should be aware that SUNY Fredonia computer systems and networks may be subject to unauthorized access or tampering. In addition, computer records, including e-mail, are considered "records" which may be accessible to the public under the provisions of the New York State Freedom of Information Law.

V. Services

A. Academic/Administrative and Residential (ResNet) Network

1. Anti-virus Protection

Every computer connected to the campus network will be required to run current anti-virus protection software. Campus-provided "managed" anti-virus protection will be placed on the majority of campus-owned personal computers. The campus provides anti-virus protection software for students to utilize. ResNet students may utilize a "managed" or "unmanaged" mode, as owners prefer and as operating systems allow. Non-ResNet student anti-virus protection is un-managed.

It will be the responsibility of "un-managed" clients wishing to use the campus network connectivity to keep anti-virus protection up-to-date. This "un-managed" client group would include:

- Campus-owned Macintosh, Linux, and UNIX-based machines
- Non-campus owned computers
- Student-owned computers for those not wishing to utilize the managed anti-virus protection provided by the campus

In addition, outbound ResNet e-mail will be filtered through a server that will scan and detect viruses.

Information Technology Services and ResNet have the authority to disconnect computers from the network that have been detected as infected. The computer will remain disconnected until the user demonstrates the following: that the machine has been cleaned of viruses/worms, that an appropriate anti-virus product has been licensed for the machine through at least the end of the current academic year, and that the product has been installed and set up to automatically check for and install virus detection updates.

Second and subsequent infractions which result from a lack of an installed, licensed anti-virus product may result in additional penalties.

2. Desktop Upgrades

Every state-owned computer connected to the campus network will have Windows or Macintosh operating systems upgraded or patched by a managed service as applicable.

It will be the responsibility of the "un-managed" clients wishing to use the campus network connectivity to keep all operating systems up-to-date.

3. Network Use

Users shall not utilize the campus network to provide Internet access to any outside source, be it commercial or private.

Actions detrimental or inappropriate when accessing the university and Internet resources include but are not limited to the following:

- *Network naming conventions:* All student users must use the username assigned by the university ("abcd1234") for the computer name that will be displayed on the network. The description field is required to be left blank.
- *Shared connections:* A network connection supplied by the university is solely for the use of the individual subscriber assigned to that connection. Connections may not be shared among multiple users. All network subscribers cannot use any mechanisms (either hardware or software) to provide network connectivity to non-subscribers. Users shall not utilize the campus network to provide Internet access to any outside source, be it commercial or private. Users are personally responsible for all use of their computers and network connections and will be held accountable for any violations that occur involving their computer or network connections.
- *Network infrastructure:* All adds, moves, and changes of network infrastructure electronics including but not limited to products such as repeaters, hubs, concentrators, bridges, routers, and switches must be coordinated and installed by university personnel. This includes all cabling that is patched into these devices that provide connectivity. Users are prohibited from connecting any device such as a hub, router, switch, or wireless access point to the provided Ethernet jacks in the room to extend connectivity. For example, a user may not use a hub in their room or office to allow them to connect more than two devices to the network at a time.
- *Assigned IP address:* Alterations of any kind to the assigned IP address or related settings, including using an unauthorized IP address, is prohibited. ResNet IP addresses are assigned dynamically and users are not permitted to configure static IP addresses, DNS addresses, etc.
- *File Sharing:* Users are responsible for the security of the system. All student shared files must be password protected. If a user mis-configures the file sharing, others may be able to affect and alter the user's computer. Users are responsible for the content of files that they distribute. Current laws may permit users to be sued for libel, invasion of privacy, software piracy, pornography, and other such crimes. SUNY Fredonia is not responsible for any loss of data that may occur if users choose to activate file sharing.
- *Copyright:* Distribution of copyrighted materials such as computer software and music is normally

prohibited, except where a portion of copyrighted material may be part of the public domain. Providing copyrighted materials, including copyrighted music in mp3 format, is a violation of Federal Copyright Laws (U.S.C. Title 17).

- *Monetary gain:* Network access for monetary gain or for business activities of groups or organizations is prohibited. Re-sale of access or services is prohibited.
- *Domain registration:* The registration of commercial hostnames to a Network IP address is prohibited.
- *Servers:* Establishing a server or providing a service that over-utilizes the shared bandwidth is prohibited. FTP, Web servers, e-mail servers, and Peer-to-peer are examples of server programs.
- *Port Scanning:* Scanning for computers on any network using port scanners or network probing software including packet sniffers, is prohibited.

4. *Wireless Network*

The wireless network is not meant as a replacement for the wired network and is not to be used as a primary network connection. The wireless network is meant to extend the wired network for simple uses in areas where wired network access is unavailable. Users are expected to avoid using applications that will use large amounts of network bandwidth. These include servers and file-sharing applications. There are other electronic devices that use the same 2.4GHz frequency as the Fredonia wireless network. Devices include 2.4GHz cordless phones, microwave ovens, X10 wireless cameras, Bluetooth devices and other wireless LAN equipment. Devices using this technology can cause intermittent failure and loss of service.

The following policies are in addition to the SUNY Fredonia campus network usage policies. Actions detrimental or inappropriate when accessing the university and Internet resources include but are not limited to those listed below.

- Users may not extend or modify the network in any way. This includes adding access points and installing bridges, switches, hubs, or repeaters. The university reserves the right to remove or disable any unauthorized access points.
- Users will be responsible for all costs associated with purchase, installation, operation, and support of wireless adapters in client computers.
- Any attempt to break into or gain unauthorized access to any computers or systems from a wireless connection is prohibited.
- Running any unauthorized data packet collection programs on the wireless network is prohibited. Such practices are a violation of privacy and constitute theft of user data.
- The institution has the right to limit bandwidth on a per connection basis on the wireless network, as necessary, to ensure network reliability and fair sharing of network resources for all wireless users.
- Any effort to circumvent the security systems designed to prevent unauthorized access to any SUNY Fredonia wireless network may result in the

suspension of all access and an appearance before the appropriate disciplinary board.

B. *Electronic Mail*

1. *University Use of Electronic Mail*

Electronic mail (e-mail) is a mechanism for official communication for SUNY Fredonia. The university expects that such communications will be received and read in a timely fashion.

2. *Official University E-Mail Accounts*

An official university e-mail account is one in which the address ends with "fredonia.edu." All students, faculty and staff are assigned an e-mail address and account. The e-mail address is directory information. As with other directory information, in compliance with federal Family Educational Rights and Privacy Act (FERPA) regulations, any student may request that his or her official e-mail address be restricted in its access.

3. *Expectations for Use of E-mail*

Students, faculty, and staff have the responsibility to use this e-mail in an efficient, effective, respectful, ethical and lawful manner. Students, faculty, and staff are expected to check their e-mail on a frequent and consistent basis in order to stay current with university-related communications. Unit heads that have exempted employees from the requirement of having an official e-mail account must make arrangements for alternative methods of access to official communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my e-mail," error in forwarding mail, or e-mail returned to the university with "Mailbox Full" or "User Unknown," are not acceptable excuses for missing official university communications via e-mail.

4. *Redirecting of E-mail*

If a student, faculty or staff member wishes to redirect e-mail from their official @fredonia.edu address to another e-mail address (e.g., @aol.com, @hotmail.com), they may do so, but at their own initiative and risk. The university will not be responsible for the handling of e-mail by non-SUNY providers. Redirecting e-mail does not absolve students, faculty, or staff from the responsibilities associated with official communication sent to their @fredonia.edu account.

5. *Authentication for Confidential Information*

It is a violation of university policies, including the Student Code of Conduct, for any user of official e-mail addresses to impersonate a university office, faculty/staff member, or student. To minimize this risk, some confidential information may be made available only through Your Connection which is password protected. In these cases, students will receive e-mail correspondence directing them to Your Connection, where they can access the confidential information by supplying their FredoniaID and PIN. The confidential information will not be available in the e-mail message.

6. *Privacy*

Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters, and should

not assume that e-mail is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply" command during e-mail correspondence.

7. Educational and Administrative Uses of E-mail

Faculty will determine how electronic forms of communication (e.g., e-mail, discussion boards, etc.) will be used in their classes, and will specify their requirements in the course syllabus. The official e-mail policy ensures that all students will be able to comply with e-mail based course requirements specified by faculty. Faculty can therefore make the assumption that students' official @fredonia.edu accounts are being accessed and faculty can use e-mail for their classes accordingly.

Administrative offices will determine how e-mail communications will be used for administrative purposes.

8. University Announcements

Approval and transmission of e-mail containing essential university announcements to students, faculty and staff must be obtained from the appropriate authority. Only the offices of vice presidents or the University President can authorize the sending of broadcast messages to a wide audience of students, faculty and staff. Mass mailing communications to external fredonia.edu audiences must be accomplished utilizing an appropriately identified third-party service to mitigate the placement of fredonia.edu e-mail servers on spam blacklists.

9. Ownership/Administration

SUNY Fredonia owns all e-mail accounts run on its system. Under certain circumstances it may be necessary for the Information Technology Services staff or other appropriate university officials to access e-mail files to maintain the system, and to investigate security or abuse incidents or violations of other institutional policies. Such access will be on an as-needed basis and any e-mail accessed will be disclosed only to those individuals with a need to know or as required by law. While incidental non-business personal use of e-mail is acceptable, conducting business for profit using university resources is forbidden. Quota, maximum message size, message retention settings, time-out settings, maintenance times, and other e-mail guidelines will be set as appropriate for the anticipated volume and platform scaling. The need to revise settings will be monitored with recommended changes as appropriate. (See e-mail guidelines at <http://www.fredonia.edu/helpdesk/email>)

10. Termination

E-mail accounts are provided to students, faculty and staff as a component of electronic services while enrolled or employed. See Section III K. of this policy. In certain cases, employee e-mail accounts may be continued for a longer period or forwarded for appropriate business conclusions.

11. Violations/Abuses

Violation or abuse of the policy may result in restriction of access to SUNY Fredonia's e-mail system and/or other appropriate disciplinary action.

C. LISTSERVS

1. Establishing a LISTSERV List

- List content must reasonably reflect the responsibilities, field of expertise, research, or study of the list sponsor as it relates to his/her function at the university.
- List sponsors and owners are expected to abide by all computing resource usage policies put forth by SUNY Fredonia.

2. List Sponsorship/Ownership

- Only permanent faculty/staff of the university may sponsor a list.
- List owners are responsible for adequately communicating to the list membership (usually in the form of a charter/welcome message sent to all new subscribers) the guidelines for list posting. Owners should also ensure that their subscribers are aware of certain important list configuration settings (e.g., who can post, who can subscribe, etc.)
- List owners are responsible for ensuring appropriate membership, as related to university functions.
- List owners are responsible for updating the subscriber list and removing or suspending invalid or problematic addresses.
- Institutional lists (i.e., announcements, news, proftalk) will be maintained by the Information Technology Services LISTSERV manager.

3. List Content and Copyright

- List subscribers, owners and all others with list posting privileges are expected to observe all applicable copyright restrictions when posting any material that is not their own. The use of a mailing list to distribute any material (including binary files) in violation of copyright or licensing is strictly prohibited.

4. List Expiration and Renewal

- All lists, except for class lists, expire on a yearly basis at the end of each spring semester (the week after the end of final exams). Class lists expire at the end of each semester (the week after the end of final exams). Lists that are less than three (3) months old at the time of expiration will not expire until the end of the following semester or academic year, whichever applies.
- All list owners will be notified by e-mail at least four weeks prior to the expiration date. In order to renew a list, the list owner must reply to the notification stating his/her intent to renew the list.
- If after two expiration notices the list owner has not declared intent to renew, the list will be deleted.

5. List Removal and Deletion

- A list may be deleted at any time by the LISTSERV manager at the request of the list sponsor.
- Information Technology Services reserves the right to delete lists that: (1) are mis-used; (2) do not comply with established policy; (3) pose a threat to system security or integrity. In such cases, the LISTSERV manager will attempt to notify the list sponsor and/or primary owner prior to the deletion of the list.

6. *Information Technology Services' Rights*

- Information Technology Services provides LISTSERV mailing lists as a service to the university community. As such, Information Technology Services reserves the right to make alterations in the service at any time for the sake of the common good of all users.
- The LISTSERV manager reserves the right to make changes to any list's configuration without notice in the following cases (not exhaustive): (1) to correct errors; (2) to make preferred changes or improvements; (3) where the list owner has been negligent or lax in conducting required list maintenance.
- The LISTSERV manager reserves the right to restrict or deny any user's access to or privileges on LISTSERV with due cause. The LISTSERV software may automatically and selectively deny service to users based on bounced or excessive e-mail or other detected problems.

D. *The University Website*

1. *The University Website and Use of the Web Servers*

- The SUNY Fredonia website, which begins at the home page www.fredonia.edu is a volume of documents on several servers created by diverse authors which, as linked, represents the university as an official publication.
- All departmental or student group web pages are part of the official university website, and are screened, monitored, coordinated, supervised, and controlled by the university webmaster, who retains the right to edit the pages.
- All official university web pages must be designed to meet standards of technology or content set by the university webmaster or any overriding authority such as SUNY or New York State.
- All authorized users of the web servers (for official or personal pages) will be restricted to 7 megabytes of hard drive space per folder, and all space is to be dedicated to web page use only. The university may allow authorized individuals more than 7 megabytes of space if a legitimate academic need is described to the webmaster. No personal file storage or other file activity is permitted on the web servers.
- When notified that they are exceeding the 7-megabyte limit, authorized users must delete a necessary amount of material in a time period specified by the webmaster or risk deletion of all files.
- Except that access is gained by request, web server and website user responsibilities and access policies are the same as those under section III, IV and VI of this document.
- All personal and official web pages will be free of content articulated in sections I and II of this document, in addition to pornography, hate speech, and non-university sponsored e-commerce.
- Any official or personal web pages that employ technological features beyond HTML, Java, JavaScript, client-side VBScript and CSS must be

submitted for review and approval to the university webmaster.

- Web pages using applications such as ASP must be submitted for review and approval by the university webmaster.
- World-wide write access is prohibited on any personal or official page.
- When a violation of these policies occurs, SUNY Fredonia reserves the right to remove any and all contents in any files or folders on the web server without advance notice or consultation, and to revoke server permissions to any authorized user.
- Incidences of violations found by the webmaster may be reported to appropriate university authorities.

All university-based groups (including student groups) who select external web developers will be responsible for overseeing and maintaining quality control procedures and meeting the standards of technology and content set by the university webmaster or any overriding authority such as SUNY or New York State. External developers, with no current, formal or direct affiliation with the university, will not be authorized to possess individual accounts on the university's web servers. All departments or student groups who choose to have an external developer work on their web pages must contact the Help Desk prior to commencing work.

All web pages, images or files that are located on the university web servers must be maintained and updated to reflect current and accurate content. In no instances should the web servers be utilized for storage or archiving purposes. Files that are no longer active or current must be removed from the university web servers periodically, upon the request of the university webmaster, or risk removal as deemed appropriate by the webmaster. The webmaster will periodically remind the campus community to purge its web server directories of all inappropriate or out-of-date files.

Web publishers are responsible for the content of the pages they publish on the university web server and are expected to abide by the highest standards of quality and responsibility. Content must be relevant to the university. Web authors and publishers are required to comply with all SUNY Fredonia university policies, as well as all local, state, and federal laws concerning appropriate use of computers and the Internet. Departmental web pages must conform to the design standards set forth by the university. See Guidelines for Developing and Publishing New Web Pages at: www.fredonia.edu/Webservices/guidelines.asp

The purpose of the web page is to provide information to students and colleagues and must contain the following as a minimum:

- All TITLE tags located within HTML files must use the following format to foster consistency, clear page identification, and increase rankings in search engines:
TITLE FORMAT: Page Title – Departmental Name, SUNY Fredonia
Example: <TITLE>Electronic Journals, Daniel A. Reed Library, SUNY Fredonia</TITLE>
- All web pages must include the university name "SUNY Fredonia." *Rationale:* This will help identify

the location if the user has entered the website without going through the home page.

- All pages must include a link back to the SUNY Fredonia home page (<http://www.fredonia.edu>).

In no instances should file names include spaces. Hyphens (-), underscores (_), alpha and numbers 0-9 are permissible.

- *Correct Examples:* FileName.HTML
File-Name.HTML
File_Name.HTML
- *Incorrect Example:* File Name.HTML

All web pages must meet the minimum web accessibility requirements as set forth under Section 508 of the Rehabilitation Act, and mandated by the *New York State Office for Technology Policy* 99-3. The policy requires that all New York State agencies' websites provide universal accessibility to persons with disabilities.

All pages must include the following Meta tags for searching and identification purposes. If assistance is required, the following code example should be used (copy and paste the code below) and all underlined information replaced with keyword and a description that are specific to the web page being created.

```
<HEAD>
```

```
<META NAME="keywords" CONTENT="
"Include important keywords from your web page here (i.e.,
SUNY, public, higher education, Fredonia, America's Best
Colleges, Blue Devils, music, liberal arts, Chautauqua
County)"><META NAME="description" CONTENT="Include
a brief description of your web page here (i.e., SUNY
Fredonia is a four-year comprehensive, public, liberal arts
university in the Northern U.S., known for bachelor's degree
programs in music and education, and named one of
America's Best Colleges)">
```

```
</HEAD>
```

The university will host websites for non-university, non-profit organizations as long as their function is relevant to the overall university mission, and as long as there is an active member of the Fredonia campus community (faculty or staff holding a current appointment) who will serve as the *sponsor* for that website. *Sponsors* will be issued a special group account that may be used by the web developer, and *sponsors* will be responsible for maintaining and monitoring the organization's web pages. All new websites or web pages must be submitted by the *sponsor* for review and approval to the university webmaster prior to uploading to the university servers. *Sponsors* must also notify the university webmaster any time the content on any of the pages has been modified. These non-campus, hosted websites must comply with all the policies that are required of official university web pages. The university webmaster reserves the right to edit content and revoke server permissions to any authorized user who does not abide by the policies set forth by SUNY Fredonia.

2. Personal Web Pages

Users may create their own homepages. Faculty and students will have FTP (File Transfer Protocol) access to a personal directory on the university server where they can

maintain their own homepage files. Under no circumstances should personal space and/or files be shared with other users. In designing a personal homepage, persons should keep in mind that homepages may not be used for personal profit, nor to violate copyright, pornography or any other state or federal laws. The university reserves the right to monitor all work on the server and remove any personal homepage or files it determines have violated any of the policies. In addition, failure to comply with computing policies could, in some cases, lead to disciplinary action or criminal prosecution.

3. Blog and Forum Standards on SUNY Fredonia's Website

SUNY Fredonia Website Services provides server space and forum and web log or blog services in support of scholarly, academic, extra-curricular and professional communications conducted by members of the university community who have network accounts. Standards for posting behavior:

- Content should be free of vulgar, racist, sexist, homophobic, or otherwise objectionable matter, including personal attacks against named individuals.
- Posts should stay on-topic and be faithful to the theme or purpose of the blog or forum.
- The following statement must appear on all blog and forum pages: "The views and opinions expressed in this page are strictly those of the page author(s). The contents of this page have not been reviewed or approved by SUNY Fredonia."
- SUNY Fredonia reserves the right to require blog and forum administrators to use university-approved templates for all hosted pages.
- When blog and forum content violates university website policy or local, state or federal law, SUNY Fredonia reserves the right to remove such content or the blog or forum itself. SUNY Fredonia also reserves the right to do the same at its sole discretion when it is indeed appropriate to do so.

E. ANGEL Learning Management System

- ANGEL policy will address items not already covered by another policy or regulation.
- Access defaults should mirror Banner data accessibility rules:
 - Faculty can see profile data (address, phone number) for students in their classes.
 - Students can see profile for faculty.
 - Directory information will be available to authenticated users.
 - Students who request confidentiality of directory information via the Registrar will be granted confidentiality in ANGEL and indicated as confidential to faculty.
- Banner data determines ANGEL course enrollments with a nightly add/drop. Accounts and Roster entries are added nightly. Drops and withdrawals are marked as "disabled" in the ANGEL course roster. There will be no self-enrollment for students in courses. Faculty may allow access to others at their discretion. Courses are searchable and accessible to students upon creation.

- Undergraduate students are not authorized to access the ANGEL gradebook. This item is currently under review and will be audited until a final decision is made.
- Students will be allowed the role of Group Leader and will be able to request a group be made for online collaboration from any SUNY Fredonia employee who agrees to sponsor their online group. Student Group Leaders can add members to the group if they know the Fredonia e-mail address of the potential member. They will not be able to list ANGEL accounts or educational records. They will only see directory information.
- Librarians will have access to courses for those who request reserve materials. Reserve readings will be published to ANGEL courses regardless of whether the instructor uses ANGEL for the class. Permission is granted to library staff by the instructor via the reserve request form.
- Campus members may submit public items (news, events, forums, polls, surveys) to the ANGEL Administrator to post in Public Areas of ANGEL. Items will be selected based on their academic nature and relevance to a general student audience. Policy for increased access to public components is being developed.
- Fredonia ID photos will be added to ANGEL to allow instructors to view photos of students enrolled in their classes. (Target: Spring 2007.)
- Campus members may request guest ANGEL accounts by e-mailing the ANGEL Administrator. This item is being reviewed by the Electronic Services Group.
- At this time, there are no plans to delete ANGEL accounts. When students graduate, their accounts will be disabled and categorized as ALUMNI. These accounts may be activated as part of the Eportfolio implementation. Employees who leave and students who don't return will also be disabled and categorized as EX.
- Groups will automatically be created for Departments and Advisors based on Banner data. (Target: Spring 2007).
- Data purge policies are under development.
- It is their responsibility to select, coordinate installation of, and pay associated fees for high-speed connectivity (DSL) through an Internet Service Provider (ISP).
- It is their responsibility to ensure that unauthorized users are not allowed access to SUNY Fredonia internal networks via their VPN.
- VPN use is controlled using password authentication.
- VPN gateways will be set up and managed by SUNY Fredonia ITS, and only ITS-approved VPN clients may be used.
- By using VPN technology with personal equipment, users understand that their machines are a de facto extension of SUNY Fredonia's network, and as such are subject to the same rules and regulations that apply to SUNY Fredonia-owned equipment, i.e., their machines must be configured to comply with all SUNY Fredonia Security Policies, including the latest operation system security patches and anti-virus software definitions.
- Desktop support and connectivity issues related to VPN access are provided by Information Technology Services on state-owned equipment only.

VI. Unauthorized Use

Violation of these regulations is unethical and may constitute a criminal offense.

Offenses will be dealt with according to any or all of the following: applicable federal laws, Chapters 156 and 165.15 of the New York State Penal Law; the SUNY Fredonia *Student Rights and Responsibilities*; other laws, regulations, and policies of the campus, the State University of New York, the State of New York and the United States of America. Offenses may result in the suspension or permanent closing of usernames, campus disciplinary action, legal action and/or other action.

When Information Technology Services or the Residential Network (ResNet) Office becomes aware of a possible violation, the university will initiate an investigation in conjunction with the campus Security Administrator and/or relevant campus offices including the Office of Student Affairs, Human Resources Office, and University Police. Users are expected to cooperate fully in such investigations when requested.

In order to prevent further unauthorized activity during the course of such an investigation, Information Technology Services may suspend authorization for use of all computing facilities for the user(s) involved in the violation. ResNet reserves the right to temporarily suspend a user's Internet connection pending the outcome of any required Administrative Sanction Hearing.

The following include, but are not limited to, examples of unauthorized use:

A. Academic Dishonesty

Practicing any form of dishonesty through use of computing facilities (for example, cheating, plagiarism, or fraud) is prohibited.

F. Virtual Private Network

SUNY Fredonia Information Technology Services provides a Virtual Private Network (VPN) primarily for Information Technology Services staff to remotely and securely monitor and administer systems as necessary. The following standards are designed to minimize the potential exposure to SUNY Fredonia from damages, which may result from unauthorized use of SUNY Fredonia resources. Damages include the loss of sensitive or university confidential data, intellectual property, damage to public image, damage to critical SUNY Fredonia internal systems, etc.

Limited VPN use is provided for employee administrative access to confidential databases when remote work-related business is absolutely necessary, and when the employee has Cabinet-level approval for such access. Employees with VPN privileges understand and agree to the following:

B. Harassment

Using computers or networks to harass, abuse or intimidate another person is prohibited. Users shall not develop or use programs that harass other users. Users shall be sensitive to the public nature of shared facilities, and take care not to display on screens in such locations images, sounds or messages that could create an atmosphere of discomfort or harassment for others.

C. Obscenity

Obscene language in electronic mail, messages, process names, file names, file data, and other publicly visible forms is prohibited.

D. Child Pornography

Federal Child Pornography Law makes it illegal to create, possess, or distribute graphic depiction of minors engaged in sexual activity, including computer graphics. Computers storing such information can be seized as evidence.

E. Pornography

Pornography in electronic mail, file data, web sites, and other publicly visible forms, is prohibited.

Revised policy approved by President's Cabinet August 2006.

SEXUAL DISCRIMINATION AND SEXUAL HARASSMENT

The University Policy

Sexual discrimination in the form of sexual harassment, defined as the use of one's authority and power to coerce another individual into sexual acts or relations or to punish the other for his/her refusal, shall be a violation of the policy of SUNY Fredonia.

What Is Sexual Discrimination?

"No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance." Title IX of the Educational Amendments of 1972.

What Is Sexual Harassment?

Sexual harassment may include repeated unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature carried out by someone in the workplace or educational setting. Such behavior may offend the recipient, cause discomfort or humiliation and interfere with job or school performance.

Peer Harassment - Students have a right to an environment free from sexual harassment, not only by persons in positions of power, but by any member of the university community. Sexual harassment constitutes a serious threat to the free interaction and exchange necessary for educational and personal development.

Sexual harassment may range from inappropriate sexual innuendos to coerced sexual relations. It can happen to both men and women, but a woman is more often the victim.

What Can Be Done About Sexual Discrimination/Harassment?

What can a student do when he/she believes that. . .

- course material ignores or depreciates a student because of his/her sex?
- an adviser does not take a student's career and educational goals seriously because she/he appears to believe them inappropriate for members of his/her sex?
- a student is denied resources, such as financial aid, teaching assistantships, or admission to a program for sexist reasons?
- a student is pressured by a professor or staff person to participate with him/her in social and/or sexual activities?

Students often feel powerless in such situations but there are people on campus who are willing to talk to them about those problems without any obligation on the part of either party. Such situations as those described above are not condoned by SUNY Fredonia nor the teaching profession. In some instances they occur out of ignorance and misunderstanding and need only to be brought to the attention of the professor. In other instances they can be considered unethical and subject to professional reprimand.

Actions A Student Can Take

(In suggested order)

1. The student can talk to the professor or staff person, carefully explaining why he/she views the particular comment, joke, course reading, action taken, etc. as sexist. The student should regard the meeting as a kind of consciousness-raising session where he/she can help him/her understand how he/she feels. Sometimes people aren't aware of how their remarks or actions affect someone else, and communicating their feelings to the professor might be the most helpful to him/her in avoiding such actions in the future. The student is to be sure to prepare for the meeting ahead of time with documentation (e.g., class notes, tapes, specific comments he/she made and a logical presentation). Sometimes people don't understand how sexist remarks can hurt; it might help the student to draw the analogy of racist or anti-ethnic remarks - "Would you make fun of a person's skin color or ethnic background? Then why do so with sex?" To get support the student should consider going to see the professor with several other people from class. If he/she can't find others in the class (and discussing the issues with other students in itself may help raise consciousness), he/she should take friends along who aren't in the class. The student might also seek help from those listed below.
2. The student should contact university people and groups who are concerned about sexual discrimination. These people are willing to listen, discuss specific incidents, and provide help and advice if wanted:

Sandra A. Lewis, Affirmative Action (ext. 3358)

Ann McCarron Burns, University Police (ext. 3465)

David E. Herman, Student Affairs (ext. 3271)

Leanna White, Counseling Center (ext. 3424)

Monica White, Student Affairs (ext. 3271)

Averl Otis, Multicultural Affairs (ext. 3398)

3. If a student has talked to the professor or staff person and sexual discrimination continues, the student should write a letter to him/her documenting the incidents and explaining why they are offensive. The student should state that he/she has not obtained results from previous discussion(s) and note the date(s) of the discussion(s). The student should send a carbon copy to the head of his/her department or unit and to one of the above-listed people. Students who fail to receive a satisfactory answer from the staff members and/or head, should request a meeting with the two of them and take along an objective third party (another professor or perhaps one of the people in the above list).

4. Students should not enroll in classes that are sexually discriminatory, and should let the professor know why they haven't enrolled. In filling out course evaluation forms, a student should make it known why he/she has been offended by such discriminatory comments or actions. If the professor has responded to earlier complaints and has made efforts to change, support those efforts in the evaluation. Students are asked to remember to always give full support to professors who are fair and who treat students as human beings regardless of sex.

5. It may be necessary to file a formal grievance or complaint. This is a very serious step and should not be undertaken without discussion and counsel with a staff member who understands established grievance procedures at SUNY Fredonia. Once again, students are asked to consult with one of the people on the above list.

Credit for the above is readily given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C., and the Utah State University Committee on the Status of Women.



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements designed to protect the privacy of parents and students. The statute governs the access to records maintained by educational institutions, and the release of such records.

The Family Educational Rights and Privacy Act permits current or former students to inspect and review their education records. Students are also accorded a right to a hearing in order to question the contents of their education records.

Written consent from students may be required before personally identifiable information about them will be released from their education records, as provided by law.

Specifically, institutions are permitted to release directory information on students unless the students have notified the institution to withhold this information. Directory information is "public" information, which may be released without the student's consent to persons making inquiry. Personally identifiable information designated as directory information includes: the student's name; local address and local telephone number; university-assigned e-mail address; student's home address and home telephone number; parent's name, address and telephone number; class schedule; date and place of birth; major field of study; class standing; participation in officially recognized sports and activities; weight and height (athletes); electronic images (photographs); dates of attendance at university; degrees and awards received; and the most recent previous educational institution attended.

Inquiries or complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-5901.

Copies of the SUNY Fredonia compliance policy and the Family Educational Rights and Privacy Act are available at the Office of Student Affairs.

RULES AND REGULATIONS FOR MAINTENANCE OF PUBLIC ORDER ON CAMPUS

The materials below consist of regulations of the State University of New York Board of Trustees. However, it is not the Official Compilation of the Codes, Rules, and Regulations of the State of New York. Readers are advised to refer to the Official Compilation (8 NYCRR Part 535 et seq) in case of questions.

Part 535

1. *Statement of Purpose.* The following rules are adopted in compliance with Section 6450 of the Education Law and shall be filed with the Commissioner of Education and the Board of Regents on or before July 20, 1969, as required by that section. Said rules shall be subject to amendment or revision and any amendments or revisions thereof shall be filed with the Commissioner of Education and Board of Regents within 10 days after adoption. Nothing herein is intended, nor shall it be construed, to limit or restrict the freedom of speech or peaceful assembly. Free inquiry and free expression are indispensable to the objectives of a higher educational institution. Similarly, experience has demonstrated that the traditional autonomy of the educational institution (and the accompanying institutional responsibility for the maintenance of order) is best suited to achieve these objectives. These rules shall not be construed to prevent or limit communication between and among faculty, students, and administration, or to relieve the institution of its special responsibility for self-regulation in the preservation of public

250 State University of New York at Fredonia

- order. Their purpose is not to prevent or restrain controversy and dissent but to prevent abuse of the rights of others and to maintain that public order appropriate to a college or university campus without which there can be no intellectual freedom and they shall be interpreted and applied to that end.
2. *Application of Rules.* These rules shall apply to all state-operated institutions of the State University except as provided in Part 550 as applicable to the State University Maritime College. These rules may be supplemented by additional rules for the maintenance of public order heretofore or hereafter adopted for any individual institution, approved and adopted by the State University trustees and filed with the Commissioner of Education and Board of Regents, but only to the extent that such additional rules are not inconsistent herewith. The rules hereby adopted shall govern the conduct of students, faculty, and other staff, licensees, invitees, and all other persons, whether or not their presence is authorized, upon the campus of any institution to which such rules are applicable and also upon or with respect to any other premises or property, under the control of such institution, used in its teaching, research, administrative, service, cultural, recreational, athletic, and other programs and activities; provided however, that charges against any student for violation of these rules upon the premises of any such institution other than the one at which he/she is in attendance shall be heard and determined at the institution in which he/she is enrolled as a student.
 3. *Prohibited conduct.* No person, either singly or in concert with others, shall:
 - (a) willfully cause physical injury to any other person, nor threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he/she has a lawful right to do or to do any act which he/she has a lawful right not to do;
 - (b) physically restrain or detain any other person, nor remove such person from any place where he/she is authorized to remain;
 - (c) willfully damage or destroy property of the institution or under its jurisdiction, nor remove or use such property without authorization;
 - (d) without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
 - (e) enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
 - (f) without authorization, remain in any building or facility after it is normally closed;
 - (g) refuse to leave any building or facility after being required to do so by an authorized administrative officer;
 - (h) obstruct the free movement of persons and vehicles in any place to which these rules apply;
 - (i) deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers;
 - (j) knowingly have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the chief administrative officer; whether or not a license to possess the same has been issued to such person;
 - (k) willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; or
 - (l) take any action, create, or participate in the creation of, any situation which recklessly or intentionally endangers mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.
 4. *Freedom of Speech and Assembly: Picketing and Demonstrations.*
 - (a) No student, faculty, or other staff member or authorized visitor shall be subject to any limitation or penalty solely for the expression of his/her views nor for having assembled with others for such purpose. Peaceful picketing and other orderly demonstrations in public areas of ground and building will not be interfered with. Those involved in picketing and demonstrations may not, however, engage in specific conduct in violation of the provisions of the preceding section.
 - (b) In order to afford maximum protection to the participants and to the institutional community, each state-operated institution of the State University shall promptly adopt and promulgate, and thereafter continue in effect as revised from time to time, procedures appropriate to such institution for the giving of reasonable advance notice to such institution of any planned assembly, picketing, or demonstration upon the grounds of such institution, its proposed locale and intended purpose; provided, however, that the giving of such notice shall not be made a condition precedent to any such assembly, picketing, or demonstration and provided, further, that this provision shall not supersede nor preclude the procedures in effect at such institution for obtaining permission to use the facilities thereof.
 5. *Penalties.* A person who shall violate any of the provisions of these rules (or of the rules of any individual institution) shall:
 - (a) If he/she is a licensee or invitee, have his/her authorization to remain upon the campus or other property withdrawn and shall be directed to leave the premises. In the event of his/her failure to do so he/she shall be subject to ejection.
 - (b) If he/she is a trespasser or visitor without specific license or invitation, be subject to ejection.
 - (c) If he/she is a student, be subject to expulsion or such lesser disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges, reprimand, or warning.
 - (d) If he/she is a faculty member having a term or continuing appointment, be guilty of misconduct and be subject to dismissal or termination of his/her employment or such lesser disciplinary action as the facts may warrant including suspension without pay or censure.
 - (e) If he/she is a staff member in the classified service of the civil service, described in Section 75 of the Civil Service Law, be guilty of misconduct, and be subject to the penalties prescribed in said section.
 - (f) If he/she is a staff member other than one described in subdivisions (d) and (e) of this section, be subject to dismissal, suspension without pay, or censure.
 6. *Procedure.*
 - (a) The chief administrative officer or his/her designee shall inform any licensee or invitee who shall violate any provisions of these rules (or of the rules of any individual institution supplementing or implementing these rules) that his/her license or invitation is withdrawn and shall direct him/her to leave the campus or other property of the institution. In the event of his/her failure or refusal to do so such officer shall cause his/her ejection from such campus or property.
 - (b) In the case of any other violator, who is neither a student nor faculty or other staff member, the chief administrative officer or his/her designee shall inform him/her that he/she is not authorized to remain on the campus or other property of the institution and direct him/her to leave such premises. In the event of his/her failure or refusal to do so such officer shall cause his/her ejection from such campus or property. Nothing in this subdivision shall be construed to authorize the presence of any such person at any time prior to such violation nor to affect his/her liability to prosecution for trespass or loitering as prescribed in the Penal Law.
 - (c) In the case of a student, charges for violation of any of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be presented and shall be heard and determined in the manner hereinafter provided in Section 535.9 of this Part.
 - (d) In the case of a faculty member having a continuing or term appointment, charges of misconduct in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be made, heard and determined in accordance with Title D of Part 338 of the policies of the Board of Trustees.
 - (e) In the case of any staff member who holds a position in the classified civil service, described in Section 75 of the Civil Service Law, charges of misconduct in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be made, heard and determined as prescribed in that section.
 - (f) Any other faculty or staff member who shall violate any provision of these rules (or of the rules of any individual institution supplementing or implementing these rules) shall be dismissed, suspended, or censured by the appointing authority prescribed in the policies of the Board of Trustees.
 7. *Enforcement Program.*
 - (a) The chief administrative officer shall be responsible for the enforcement of these rules (or of the rules of any individual institution supplementing or implementing these rules) and shall designate the other administrative officers who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.
 - (b) It is not intended by any provision herein to curtail the right of students, faculty, or staff to be heard upon any matter affecting them in

RULES AND REGULATIONS FOR MAINTENANCE OF PUBLIC ORDER 251

their relations with the institution. In the case of any apparent violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) by such persons, which, in the judgment of the chief administrative officer or his/her designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any premises of the institution where their continued presence and conduct is in violation of these rules (or of the rules of any individual institution supplementing or implementing these rules).

(c) In any case where violation of these rules (or of the rules of any individual institution supplementing or implementing these rules) does not cease after such warning and in other cases of willful violation of such rules, the chief administrative officer or his/her designee shall cause the ejection of the violator from any premises which he/she occupies in such violation and shall initiate disciplinary action as hereinbefore provided.

(d) The chief administrative officer or his/her designee may apply to the public authorities for any aid which he/she deems necessary in causing the ejection of any violator of these rules (or of the rules of any individual institution supplementing or implementing these rules) and he/she may request the State University counsel to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of such rules.

8. *Communication.* In matters of the sort to which these rules are addressed, full and prompt communication among all components of the institutional community, faculty, students, and administration, is highly desirable. To the extent that time and circumstances permit, such communication should precede the exercise of the authority, discretion, and responsibilities granted and imposed in these rules. To these ends each state-operated institution of the State University shall employ such procedures and means, formal and informal, as will promote such communication.

9. *Notice, Hearing and Determination of Charges Against Students.**

(a) The term chief administrative officer, as used in these rules, shall be deemed to mean and include any person authorized to exercise the powers of that office during a vacancy therein or during the absence or disability of the incumbent and for purposes of this section shall also include any designee appointed by said officer.

(b) Whenever a complaint is made to the chief administrative officer of any state-operated institution of the university of a violation by a student or students of the rules prescribed in this Part (or of any rules adopted by an individual institution supplementing or implementing such rules) or whenever he/she has knowledge that such a violation may have occurred, he/she shall cause an investigation to be made and the statements of the complainants, if any, and of other persons having knowledge of the facts reduced to writing. If he/she is satisfied from such investigation and statements that there is reasonable ground to believe that there has been such a violation, he/she shall prepare or cause to be prepared charges against the student or students alleged to have committed such violation which shall state the provision prescribing the offense and shall specify the ultimate facts alleged to constitute such offense.

(c) Such charges shall be in writing and shall be served on the student or students named therein by delivering the same to him/her or them personally, if possible, or, if not, by mailing a copy of such charges by registered mail to such student or students at his/her or their usual place or places of abode while attending college and also to his/her or their home address or addresses, if different.

(d) The notice of charges so served shall fix a date for hearing thereon not less than 10 nor more than 15 days from the date of service which shall be the date of mailing where necessary to effect service by mail. Failure to appear in response to the charges on the date fixed for hearing, unless there has been a continuance for good cause shown, shall be deemed to be an admission of the facts stated in such charges and shall warrant such action as may then be appropriate thereon. Before taking such action the hearing committee, hereinafter referred to, shall give notice to any student, who has failed to appear, in the manner prescribed in subdivision (c), of its proposed findings and recommendations to be submitted to the chief administrative officer and shall so submit such findings and recommendations 10 days thereafter unless the student has meanwhile shown good cause for his/her failure to appear, in which case a date for hearing shall be fixed.

(e) Upon demand at any time before or at the hearing, the student charged or his/her representative, duly designated, shall be furnished a

copy of the statements taken by the chief administrative officer in relation to such charges and with the names of any other witnesses who will be produced at the hearing in support of the charges; provided, however, that this shall not preclude the testimony of witnesses who were unknown at the time of such demand.

(f) The chief administrative officer may, upon the service of charges, suspend the student named therein, from all or any part of the institution's premises or facilities, pending the hearing and determination thereof, whenever, in his/her judgment, the continued presence of such student would constitute a clear danger to himself/herself or to the safety of persons or property on the premises of the institution or would pose an immediate threat of disruptive interference with the normal conduct of the institution's activities and functions; provided, however, that the chief administrative officer shall grant an immediate hearing on request of any student so suspended with respect to the basis for such suspension.

(g) There shall be constituted at each state-operated institution a hearing committee to hear charges against students of violation of the rules for maintenance of public order prescribed by or referred to in this Part. Such committee shall consist of three members of the administrative staff and three members of the faculty, designated by the chief administrative officer, and three students who shall be designated by the members named by the chief administrative officer. Each such member shall serve until his/her successor or replacement has been designated. No member of the committee shall serve in any case where he/she is a witness or is or has been directly involved in the events upon which the charges are based. In order to provide for cases where there may be such a disqualification and for cases of absence or disability, the chief administrative officer shall designate an alternate member of the administrative staff and an alternate member of the faculty, and his/her principal designees shall designate an alternate student member, to serve in such cases. Any five members of the committee may conduct hearings and make findings and recommendations as hereinafter provided. At any institution where the chief administrative officer determines that the number of hearings which will be required to be held is, or may be, so great that they cannot otherwise be disposed of with reasonable speed, he/she may determine that the hearing committee shall consist of six members of the administrative staff and six members of the faculty to be designated by him/her and of six students who shall be designated by the members so designated by him/her. In such event the chief administrative officer shall designate one of such members as chairperson who may divide the membership of the committee into three divisions each to consist of two members of the administrative staff, two faculty members, and two students and may assign charges among such divisions for hearing. Any four members of each such division may conduct hearings and make recommendations as hereinafter provided.

(h) The hearing committee shall not be bound by the technical rules of evidence but may hear or receive any testimony or evidence which is relevant and material to the issues presented by the charges and which will contribute to a full and fair consideration thereof and determination thereon. A student against whom the charges are made may appear by and with representatives of his/her choice. He/she may confront and examine witnesses against him/her and may produce witnesses and documentary evidence in his/her own behalf. There may be present at the hearing: the student charged and his/her representatives and witnesses; other witnesses; representatives of the institutional administration; and, unless the student shall request a closed hearing, such other members of the institutional community or other persons, or both, as may be admitted by the hearing committee. A transcript of the proceedings shall be made.

(i) Within 20 days after the close of a hearing the hearing committee shall submit a report of its findings of fact and recommendations for disposition of the charges to the chief administrative officer, together with a transcript of the proceedings, and shall at the same time transmit a copy of its report to the student concerned or his/her representative. Within 10 days thereafter the chief administrative officer shall make his/her determination thereon. Final authority to dismiss the charges or to determine the guilt of those against whom they are made and to expel, suspend, or otherwise discipline them shall be vested in the chief administrative officer. If he/she shall reject the findings of the hearing committee in whole or in part, he/she shall make new findings which must be based on substantial evidence in the record and shall include them in the notice of his/her final determination which shall be served upon the student or students with respect to whom it is made.

*Applies to charges for violation of the rules prescribed by or referred to in this Part heretofore served which have not been finally determined within 60 days after the adoption hereof, which charges shall be referred to the committee constituted pursuant to said Section 535.9 for determination in accordance therewith, and said section shall apply to

all charges for violation of such rules hereafter made, whether for violations heretofore or hereafter committed.

10. *Rules for Organizations.*

(a) *Organizations.* Organizations which operate upon the campus of any state-operated institution or upon the property of any state-operated institution used for educational purposes shall be prohibited from authorizing the conduct described in subdivision (l) of section 535.3 of this Part.

(b) *Procedure.* The chief administrative officer at each state-operated institution shall be responsible for the enforcement of this section, and, as used herein, the term chief administrative officer shall include any designee appointed by said officer.

(1) Whenever the chief administrative officer has determined on the basis of a complaint or personal knowledge that there is reasonable ground to believe that there has been a violation of this section by any organization, the chief administrative officer shall prepare or cause to be prepared written charges against the organization which shall state the provision proscribing the conduct and shall specify the ultimate facts alleged to constitute such violation.

(2) Such written charges shall be served upon the principal officer of the organization by registered or certified mail, return receipt requested, to the organization's current address and shall be accompanied by a notice that the organization may respond in writing to the charges within 10 days of receipt of said notice. The notice of the charge so served shall include a statement that the failure to submit a response within 10 days shall be deemed to be an admission of the facts stated in such charges and shall warrant the imposition of the penalty described in subdivision (c) of this section. The response shall be submitted to the chief administrative officer and shall constitute the formal denial or affirmation of the ultimate facts alleged in the charge. The chief administrative officer may allow an extension of the 10-day response period.

(3) Upon written request, by an authorized representative of the organization, the chief administrative officer shall provide the representative organization an opportunity for a hearing. A hearing panel designated by the chief administrative officer shall hear or receive any testimony or evidence which is relevant and material to the issues presented by the charge and which will contribute to a full and fair consideration thereof and determination thereon. The organization's representative may confront and examine witnesses against it and may produce witnesses and documentary evidence on its behalf. The hearing panel shall submit written findings of fact and recommendations for disposition of the charge to the chief administrative officer within 20 days after the close of the hearing.

(4) Final authority to dismiss the charges or to make a final determination shall be vested in the chief administrative officer. Notice of the decision shall be in writing; shall include the reasons supporting such decision; and shall be served on the principal officer of the organization by mail in the manner described in paragraph (2) of this subdivision within a reasonable time after such decision is made.

(c) *Penalties.* Any organization which authorizes the prohibited conduct described in subdivision (l) of Section 535.3 of this Part shall be subject to the rescission of permission to operate upon the campus or upon the property of the state-operated institution used for educational purposes. The penalty provided in this subdivision shall be in addition to any penalty which may be imposed pursuant to the Penal Law and any other provision of law or to any penalty to which an individual may be subject pursuant to this Part.

(d) *Bylaws.* Section 6450(1) of the Education Law requires that the provisions of this Part which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization shall be deemed to be part of the bylaws of all organizations which operate upon the campus of any state-operated institution used for educational purposes. The statute further requires that each such organization shall review these bylaws annually with individuals affiliated with the organization.

(e) *Distribution.* Copies of the provision of this Part which prohibit reckless or intentional endangerment to health or forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization shall be given to all students enrolled in each state-operated institution.

NEW YORK STATE EDUCATION DEPARTMENT COMPLAINT NOTICE

Persons should note that the State University at Fredonia administers internal procedures to receive, investigate and resolve student complaints concerning requirements established in this catalog. Informal and formal means by which students can seek redress of grievances are identified through this document. Students are assured of a reasonable and appropriate time frame for investigating and resolving a formal complaint, that final determination of each formal complaint will be made by a person or persons not directly involved in the alleged problem, and that assurances that no adverse action will be taken against a student filing a complaint and that notice to students about the state consumer complaint process has been made.

Informal and formal complaints should be initiated in the appropriate departments. In the absence of a timely response or resolution, a student should contact one of the following offices:

Office of the Vice President for Academic Affairs, Eighth Floor, Maytum Hall (Ext. 3335)

Office of the Vice President for Student Affairs, Sixth Floor, Maytum Hall (Ext. 3271)

Office of the Vice President for Administration, Fifth Floor, Maytum Hall (Ext. 3109)

Office of Human Resources, Fifth Floor, Maytum Hall (Ext. 3434)

In addition, in New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution may file a written complaint with the Office of College and University Evaluation.

How to File a Complaint

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The department suggests that the complainant keep copies of all correspondence with the institution.)

2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter to the Office of College and University Evaluation.

Persons should not send a complaint to the Office of College and University Evaluation until he/she has read all the information below. This will assure that he/she is sending the complaint to the appropriate agency/office.

The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education, with the exceptions noted on the next page:

NEW YORK STATE EDUCATION DEPARTMENT COMPLAINT NOTICE 253

- The office does not handle anonymous complaints
- Complaints concerning programs in fields leading to professional licensure (e.g., nursing) should be directed to:
 - Office of the Professions
Professional Education Program Review
Education Building, 2 West
Albany, NY 12234
- A complaint against a college in the State University system should be sent to:
 - State University of New York
Central Administration
State University Plaza
Albany, NY 12246
- A complaint against a college in the City University system should be sent to:
 - The City University of New York
Central Administration
535 East 80th St.
New York, NY 10021
- A complaint involving discrimination against enrolled students on the part of an institution or faculty, or involving sexual harassment, should be filed with the U.S. Office for Civil Rights, 75 Park Place, New York, NY 10007. Complaints about two-year colleges concerning sexual harassment/discrimination based on race, ethnicity, gender and disabilities may also be reported to the Office of Equity and Access, VATEA Program, 10th Floor, Education Building Addition, Hawk Street, Albany, NY 12234
- A complaint of consumer fraud on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.
- The Office of College and University Evaluation does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the college's faculty.
- The Office of College and University Evaluation does not handle complaints concerning actions that occurred more than five years ago.
- The Office of College and University Evaluation does not intervene in matters that are or have been in litigation.
- For a complaint about state student financial aid matters, persons should contact the Higher Education Services Corporation Center at 1-888-NYS-HESC.

Complainants should be aware that the Office of College and University Evaluation does not conduct a judicial investigation and has no legal authority to require a college or university to comply with a complainants request.

If a complaint does not fall into one of the exceptions noted above, persons should contact the Office of College and University Evaluation at www.highered.nysed.gov/ocue/home.html.



**STATE UNIVERSITY OF NEW YORK
BOARD OF TRUSTEES**

Thomas F. Egan, A.B., J.D., *Chairperson* Rye
 Randy A. Daniels, B.S., *Vice Chairperson* New York City
 Alyssa Amyotte Plattsburgh
 Aminy I. Audi, B.A. Fayetteville
 Robert J. Bellafiore, B.A. Delmar
 Christopher Parker Conners, B.S. Niskayuna
 Edward F. Cox, B.A., J.D. New York City
 Father John J. Cremins, B.A., M.Div., Ph.D. Forest Hills
 Candace deRussy, B.A., M.A., Ph.D. Bronxville
 Gordon R. Gross, L.L.B. Amherst
 Stephen J. Hunt, B.A., M.B.A. Katonah
 Michael E. Russell, B.S. East Setauket
 Teresa A. Santiago, B.A. Hartsdale
 Kay Stafford. Plattsburgh
 Harvey F. Wachsman, B.A., M.D., J.D. Upper Brookville
 Gerri Warren-Merrick, B.A. New York City

Chancellor
 John R. Ryan, USN (Ret.), B.S., M.S.
Provost and Vice Chancellor for Academic Affairs
 Risa Palm, B.A., B.S., M.A.; Ph.D.
Vice Chancellor and Secretary of the University
 John J. O'Connor, B.A., M.S.
Vice Chancellor and Chief Fin. Officer, Enroll. and Univ. Life
 Kimberly R. Cline, B.S., M.B.A., J.D.

**STATE UNIVERSITY OF NEW YORK
AT FREDONIA**

COLLEGE COUNCIL

JoAnn Niebel, B.A., C.S.W., M.S.W., *Chair* Dunkirk
 Russell E. Diethrick Jr. Jamestown
 Shirley Miller Erbsmehl, B.S.Ed., M.S.Ed. Fredonia
 Heather Morey Foley, B.S. Ed., M.S.Ed. Fredonia
 Robert L. Heichberger, B.S., Ed.M., Ed.D. Gowanda
 Ann James Manly, B.A., M.A. Fredonia
 David J. Maternowski, B.A., B.S. Fredonia
 Michael J. Sullivan, B.A., J.D. Fredonia
 Carla L. Westerlund, B.A., M.S.Ed. Greenhurst
 Student Member
 Denise M. Szalkowski, *Secretary to the Council*

**FREDONIA COLLEGE FOUNDATION
BOARD OF DIRECTORS**

Carol A. Ward, '81, *Chair* Gaithersburg, Md.
 Kurt W. Maytum, *Vice Chair* Fredonia
 Jean M. Malinoski, '68, '81, *Secretary* Forestville
 Richard A. Gilman, Ph.D., *Treasurer* Fredonia
 Stan Lundine, J.D., *Immediate Past Chair* Ashville
 John Campbell, '81 Atlanta, Ga.
 David H. Carnahan Mayville
 Rocco R. Doino, Ed.D., '52 Fredonia
 Gileen W. French Dunkirk

Gretchen Geitter, '91 Lancaster
 Greg Gibbs, Ph.D., '71(ex-officio) Hamburg
 Amos Goodwine Jr., '72 North East, Pa.
 Walter J. Gotowka, '81 Dunkirk
 Dennis L. Hefner, Ph.D. (ex-officio) Fredonia
 Richard Johnson, CPA Fredonia
 Paul Letersky, '65 Westport, Conn.
 David Mancuso. Dunkirk
 Michael A. Marletta, Ph.D., '73. Berkeley, Calif.
 James McDonnell, Ph.D., '53 Amherst
 Joan Patrie Jamestown
 Diane Pennica, Ph.D., '73 Burlingame, Calif.
 R. Bard Schaack, J.D. Dewittville
 Michael Schiavone, J.D., '78 Clarence
 Debra Horn Stachura, '75 West Seneca
 Jeffrey J. Wallace Sr., Ph.D., '68 Fairlawn, Ohio
 Hadley Weinberg Bemus Point
 Henry K. (Mike) Williams IV, '95. Fredonia
 Nancy L. Yocum, '90 Fredonia
 David M. Tiffany, Ph.D., (ex-officio), *Vice President for University
 Advancement and Executive Director* Fredonia

Honorary Members

Robert E. Coon, '50 Fredonia
 Adelaide Gaedert Fredonia
 Douglas H. Manly Fredonia
 Robert A. Maytum Dunkirk
 James H. Mintun Jr. Fredonia
 J. Brien Murphy, Ed.D., '53, '56 Fredonia
 Edward C. Steele Hobe Sound, Fla.
 Kenneth W. Strickler Jamestown
 George B. Weaver Jr. Dunkirk

**FREDONIA ALUMNI ASSOCIATION
BOARD OF DIRECTORS**

Marybeth Friscic, '86, *President* Hamburg
 Greg Gibbs, Ph.D., '71, *Vice President* Hamburg
 Douglas Fenton, '78, *Secretary* Dunkirk
 William Scott III, '96, *Treasurer* Orchard Park
 Jean Blackmore, '82 Fredonia
 William Patrick Carlson, '88. San Francisco, Calif.
 Michael Castelle, '88 Roswell, Ga.
 Frances D'Angelo, '52 Jamestown
 Shirley Miller Erbsmehl, '58 Fredonia
 Jeffrey Fancher, '82 Fredonia
 Robert Hagstrom, Ph.D., '64 Ashville
 Debra Joy, '76 Desert Hills, Ariz.
 Linda Kaminski, '86 Fredonia
 Aleksandra Lopez, '99 Buffalo
 Emma Sharp McFayden, '76 Williamsville
 Kevin Porteus, '85 West Seneca
 Sherryl Weems, Ph.D., '76 Buffalo
 Laura Bonomo Wrubel, '71 Genesee
 Patricia A. Feraldi, '77,
Director of Alumni Affairs. Buffalo

FREDONIA CAMPUS ADMINISTRATION

DENNIS L. HEFNER, *President*
Washington State University, Ph.D.

SANDRA A. LEWIS, *Director of Affirmative Action*
Marquette University, M.S.

DENISE M. SZALKOWSKI, *Assistant to the President*
SUNY Empire State College, B.S.

Academic Affairs

VIRGINIA S. HORVATH, *Vice President for Academic Affairs*
Kent State University, Ph.D.

MELINDA KARNES, *Associate Vice President for Academic Affairs*
Saint Louis University, Ph.D.

KAREN KLOSE, *Associate Vice President for Information Technology*
SUNY Fredonia, M.S.Ed.

A. JACQUELINE SWANSINGER, *Interim Associate Vice President for Graduate Studies and Research*
Rutgers University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching

DAVID W. EWING, *Dean of the College of Natural and Social Sciences*
Ohio University, Ph.D.

CHRISTINE C. GIVNER, *Dean of the College of Education*
University of Pittsburgh, Ph.D.

THOMAS LOUGHLIN, *Interim Dean of the College of Arts and Humanities*
University of Nebraska, M.F.A.

Administration

TRACY S. BENNETT, CPA, *Vice President for Administration*
SUNY at Albany, B.S.

LYNN BOWERS, *Director of Student Accounts*
SUNY Fredonia, B.S.

KEVIN CLOOS, *Director of Facilities Management*
Rochester Institute of Technology, B.S.
The State University Chancellor's Award for Excellence in Professional Service

SANDRA COLVENBACK, *Director of Budget*
Jamestown Community College, A.S.

SUSAN CORTES, *Personnel Assistant*
SUNY Fredonia, B.A.

MICHAEL DALEY, *Director of Human Resources*
University of New Haven, M.B.A.

LAURIE ENSIGN, *Coordinator of Employee Benefits*
Bryant & Stratton, A.O.S.

MARKUS KESSLER, *Director of Facilities Planning*
SUNY at Buffalo, M.ARCH.

JUDY LANGWORTHY, *Director of State Accounting*
St. Bonaventure University, M.B.A.

SHARI MILLER, *Director of Purchasing*
SUNY Fredonia, B.S.

CHARLES NOTARO, *Associate Vice President and Executive Director, Faculty Student Association*
Canisius College, M.B.A.
President's Award for Excellence

JAMES PEPE, *Director of Facilities Management*
Syracuse University, B.ARCH.

KAREN PORPIGLIA, *Associate Vice President for Finance*
Niagara University, B.S.

JODI RZEPKA, *Director of Payroll Services*
SUNY Fredonia, B.S.

MARNE SMITH, *Director of Environmental Health and Safety*
SUNY Fredonia, B.S.

MARTHA SMITH, *Director of Revenue Accounting*
SUNY Fredonia, B.S.

SOTERIS TZITZIS, *Director of College Services*
Erie Community College, A.S.

Admissions

MICHAEL BLEECHER, *Interim Director*
SUNY College at Buffalo, M.S.

ELIZABETH A. CURTIN-O'BRIEN, *Associate Director*
SUNY Fredonia, M.S.
President's Award for Excellence in Professional Service

AARON MARSHALL, *Assistant Director*
Pennsylvania State University, M.A.

JESSICA PENDL-COWAN, *Assistant Director*
SUNY College at Buffalo, M.S.

SHANNON PHILLIPS, *Admissions Counselor*
University of Minnesota, J.D.

DAVID J. STEINER, *Admissions Counselor*
Gannon University, M.S.

DAVID M. WHITE, *Admissions Counselor*
University of Nebraska, B.S.

Advising

VIVIAN GARCÍA, *Director; Associate Dean for Liberal Arts*
Syracuse University Law School, J.D.
The State University Chancellor's Award for Excellence in Professional Service

JOANNE L. MARTONIS, *Senior Academic Advisor*
SUNY Fredonia, M.A.

Career Development

JUDITH A. ELWINGER, *Director*
SUNY at Buffalo, Ed.M.
The State University Chancellor's Award for Excellence in Professional Service
President's Award for Excellence in Professional Service

MARJORIE MALONEY PLAISTER, *Assistant Director*
SUNY College at Buffalo, M.S.

CHRISTOPHER LaGROW, *Assistant Director*
SUNY College at Buffalo, M.S.

TRACY COLLINGWOOD, *Internship Coordinator*
SUNY at Buffalo, Ed.M.

Counseling Center

SALLY MURPHY, *Director*
University of South Dakota, Ed.D.

LEANNA WHITE, *Senior Counselor*
University of Missouri-Columbia, Ph.D.

TRACY STENGER, *Professional Counselor*
Ball State University, M.A.

JEFF JANICKI, *Professional Counselor*
Gannon University, M.S.

JULIE BEZEK, *CEASE Coordinator*
Bowling Green State University, M.A.

Disability Support Services for Students

(see Learning Center)

Educational Development Program

KATHLEEN BONDS, *Director*
SUNY College at Buffalo, B.S.

JANET A. KNAPP, *Assistant Director*
Canisius College, M.S.

RACHEL SKEMER, *Counselor*
SUNY College at Buffalo, M.S.

256 State University of New York at Fredonia

Faculty Student Association

CHARLES NOTARO, *Associate Vice President and FSA Executive Director*
Canisius College, M.B.A.
President's Award for Excellence

LORRIE CORSI, *Director of Human Resources*
SALLY EGAN-WITTIG, *Special Programs Manager*
Corning Community College, A.S.

JACQUELINE HOBSON, *Executive Assistant*
MICHAEL PROFFER, *Director of Dining Services*
University of Missouri at Columbia, M.A.
SUNY Fredonia, M.A.

RICHARD SCHRANTZ, *Director of Support Services*
MATTHEW SNYDER, *Controller*
SUNY Oswego, B.S.

CHRISTOPHER ZENNS, *Director of Retail Operations*
SUNY Fredonia, B.A.

Financial Aid

DANIEL M. TRAMUTA, *Associate Vice President for Enrollment Services*
SUNY Fredonia, M.S.Ed.

AMY BEERS, *Aid Advisor*
SUNY Fredonia, B.A.

JEREMY CORRENTE, *Assistant Director of Financial Aid*
SUNY College at Buffalo, M.S.

TRACY KELLY, *Aid Advisor*
SUNY at Buffalo, B.A.

MEGAN A. ZAFFALON, *Assistant Director of Financial Aid*
SUNY College at Buffalo, M.S.

Health Center

PATRICIA BORIS, N.P., *Nurse Practitioner, Director of Health Center*
SUNY at Buffalo, M.S.

DEBORAH DIBBLE, N.P., *Nurse Practitioner*
Syracuse University, M.S.

CAROL CALARCO, R.N., *Registered Nurse I*
Jamestown Community College, A.A.S.

TERI SEIBERT, R.N.C., *Registered Nurse II*
SUNY at Buffalo, B.S.N.

SHERRY SMALL, R.N., *Registered Nurse I*
SUNY Brockport, B.S.N.

MARY PRICE, R.N., *Registered Nurse I*
Millard Fillmore Hospital School of Nursing

FRANCES POLITO, M.T. (ASCP), *Medical Technologist*
SUNY Fredonia, B.S.

Information Technology Services

KAREN S. KLOSE, *Associate Vice President*
SUNY Fredonia, M.S. Ed.

Administrative Information Technology

FREDERICK D. ULLMAN, *Director*
Clarkson University, Ph.D.

CHRISTOPHER E. LEWIS, *Director of Programming*
Marquette University, Ph.D.

MICHAEL VANDE VELDE, *Assistant Director*
RICHARD P. BARTKOWIAK, *Lead Programmer/Analyst*
University of Rochester, M.B.A.

DIANA CARPUS, *Assistant Project Manager*
SUNY Fredonia, B.S.

SALLY CRIST, *Lead Programmer/Analyst*
SUNY Fredonia, B.S.

MICHAEL GERHOLDT, *Lead Programmer/Analyst*
Luther Theological Seminary, M.Div.

SCOTT GRIEN, *Administrative PC Support*
SUNY College at Alfred, A.A.S.

LINDA IPPOLITO, *Lead Programmer/Analyst*
SUNY Fredonia, M.S.

KEVIN LANE, *Programmer/Analyst*
SUNY Fredonia, B.S.

IDALIA TORRES, *Lead Programmer Analyst Systems Administration*
University of Puerto Rico, B.S.

GARY VANDE VELDE, *System Support Specialist*
DARIN YOHE, *Programmer/Analyst*
SUNY Fredonia, B.S.

Academic Information Technology

COLIN M. PLAISTER, *Director*
SUNY Fredonia, M.A.
President's Award for Excellence in Professional Service

DOUG JOHNSON, *Multimedia Specialist*
Jamestown Community College, A.A.S.

CHARLOTTE MORSE, *Graphic Artist*
Rochester Institute of Technology, B.F.A.

GREG SNOW, *Audio Systems Engineer*
CHRISTOPHER TAVERNA, *Help Desk Consultant/Technician*
SUNY Fredonia, B.S.

BILL THOMAS, *Computer Engineer*
ART WALKER, *RF and Video Systems Engineer*
Erie Community College, A.A.S.

CATHERINE ZAKRZEWSKI, *Help Desk Coordinator*
University of Phoenix, B.A.

DENISE MAZE, *Instructional Support Assistant*
Jamestown Community College, A.A.S.

DAVID TORRES, *Help Desk Consultant/Technician*
T. JOHN McCUNE, *Help Desk Consultant/Technician*
SUNY Fredonia, B.S.

MATHEW WARREN, *Help Desk Consultant/Technician*
SUNY Fredonia, B.S.

ANDREA WASIURA, *Instructional Support Assistant*
SUNY Fredonia, B.S.

Networking and Data Communications

BRUCE WILGER, *Network Manager*
SUNY Fredonia, B.S.

JOSEPH BAXTER, *Assistant Network Manager*
SUNY Fredonia, B.S.

Institutional Research and Planning

JAMES F. CALARCO, *Director*
Texas A&M University, Ph.D.

XIAO YING ZHANG, *Associate Director*
Mississippi State University, Ph.D.

International Education

MARY S. SASSO, *Director*
SUNY College at Buffalo, M.S.

SUZANNE NEARY, *Assistant Director*
SUNY at Buffalo, Ed.M.

Language Support Services

(see Learning Center)

Learning Center

LIZA N. SMITH, *Director, 3-1-3 Program Director*
SUNY College at Buffalo, M.S.

ADAM HINO, *Coordinator, Disability Support Services for Students*
St. Bonaventure University, M.S.Ed.

KIMBERLY MEAD-COLEGROVE, *Full Opportunity Program Director, Learning Center Counselor*
Michigan State, M.A.

VICTORIA WEST, *Assistant Director*
SUNY Fredonia, M.A.

Lifelong Learning and Special Programs

ERIC SKOWRONSKI, *Director*
Syracuse University, M.B.A.

Michael C. Rockefeller Arts Center

JEFFERSON WESTWOOD, *Director*
Michigan State University, M.A.
The State University Chancellor's Award for Excellence
in Professional Service
President's Award for Excellence in Professional Service

PATRICK L. ROCHELEAU, *Assistant Director*
New York University, M.F.A.

ERIC C. HADLEY, *Operations Manager/Technical Director*
SUNY Fredonia, B.F.A.

Multicultural Affairs

AVERL R. OTIS, *Director of Multicultural Affairs*
Central Connecticut State University, M.S.

Registrar

NANCY M. BOWSER, *Registrar*
Albion College, B.S.

SCOTT D. SAUNDERS, *Assistant Registrar*
SUNY Cortland, B.S.

HELEN LEYSATH, *Transfer Evaluation Coordinator*
SUNY College at Buffalo, M.S.

KRISTIN A. DOBMEIER, *Transfer Evaluation Counselor*
Canisius College, B.S.

Grants Administration/Research Services

MAGGIE BRYAN-PETERSON, CRA, *Director*
Purdue University, M.A.
The State University Chancellor's Award for Excellence
in Professional Service

CATHERINE KILPATRICK, CRA, *Associate Director*
University of Wisconsin at Madison, B.A.
SUNY Fredonia, B.S.

AMY CUHEL-SCHUCKERS, *Grants Development Specialist*
Unification Theological Seminary, Diploma

Residence Life

GARY L. BICE JR., *Director*
Ball State University, M.A.

AMY C. MURROCK, *Associate Director*
SUNY College at Buffalo, M.S.

KATHY ANN FORSTER, *Associate Director*
SUNY College at Buffalo, M.S.

BENJAMIN HARTUNG, *ResNet Systems Administrator*
SUNY Institute of Technology at Utica/Rome, M.B.A.

WILLIAM MICHALSKI, *ResNet Coordinator*
SUNY Fredonia, B.S.

Student Accounts

LYNN BOWERS, *Director of Student Accounts*
SUNY Fredonia, B.S.

LISA MARRANO, *Associate Director of Student Accounts*
SUNY Fredonia, B.S.
President's Award for Excellence

Student Affairs

DAVID E. HERMAN, *Vice President for Student Affairs*
Kent State University, Ph.D.

DANIEL M. TRAMUTA, *Associate Vice President for Enrollment Services*
SUNY Fredonia, M.S.Ed.

MONICA J. WHITE, *Assistant Vice President for Student Affairs*
SUNY College at Buffalo, M.S.

MICHAEL MANCINI, *Coordinator of Judicial Affairs*
SUNY at Buffalo, Ed.M.

University Advancement

DAVID M. TIFFANY, *Vice President for University Advancement*
SUNY at Binghamton, Ph.D.

JEAN BLACKMORE, *Foundation Controller*
SUNY Fredonia, M.S.

PATRICIA A. FERALDI, *Director of Alumni Affairs*
SUNY College at Buffalo, M.S.

BETTY CATANIA GOSSETT, *Director of Development*
SUNY Fredonia, B.A.

THOMAS E. MALINOSKI, *Director of Publication Services*
University of Cincinnati, B.S.
The State University Chancellor's Award for Excellence
in Professional Service

CHRISTINE DAVIS MANTAI, *Director of Media Relations and Website*
Marquette University, B.A.

TIMOTHY L. MURPHY, *Director of Development*
SUNY at Buffalo, Ed.M.

KAREN WEST, *Director of Development*
SUNY Empire State College, M.A.

HEATHER McKEEVER, *Associate Director of Development*
SUNY Fredonia, B.S.

JUNE MILLER-SPANN, *Associate Director of Development*
SUNY Fredonia, M.A.

RICHARD J. RYAN, *Associate Director of Development*
SUNY Fredonia, B.S.

LISA G. EIKENBURG, APR, *Assistant Director for Editorial Services*
SUNY Fredonia, B.A.
President's Award for Excellence

PAULA S. WARREN, *Publications Production Coordinator*

JONATHAN H. WOOLSON, *Assistant Director for Web Communications*
New York State College of Ceramics at Alfred University, B.F.A.

University Police

ANN McCARRON BURNS, *Chief*
Loras College, B.A., F.B.I. National Academy

MICHAEL KARLSON, *Lieutenant*
SUNY at Buffalo, B.S.

RANDALL M. MOORE, *Lieutenant*
Utica College of Syracuse University, B.A.

CLIFTON B. WHEELER, *Lieutenant*

JOCELYN LASH, *Patrolman*
SUNY Fredonia, B.A.

TAD K. MACKEY, *Patrolman*
SUNY Fredonia, B.A.

SCOTT MARTIN, *Patrolman*
Erie Community College, A.A.S.

BENJAMIN A. MILLER, *Patrolman*
SUNY Fredonia, B.A.

AARON PARKHURST, *Patrolman*
SUNY Fredonia, B.A.

NATHAN SMITH, *Patrolman*
SUNY Fredonia, B.A.

BRIAN STUDLEY, *Patrolman*
Erie Community College, A.A.

LOUIS SZCZUKOWSKI, *Patrolman*
SUNY Fredonia, B.A.

GILBERT UHLENDORFF, *Patrolman*
Jamestown Community College, A.A.S.

RICHARD WRIGHT, *Patrolman*
Genesee Community College, A.A.S.

Veterans Affairs

BENJAMIN HARTUNG, *Coordinator of Veterans Affairs*
SUNY Institute of Technology at Utica/Rome, M.B.A.

Williams Center

MICHAEL C. LEMIEUX, *Director of Campus Life and Williams Center*
SUNY at Buffalo, Ed.M.
The State University Chancellor's Award for Excellence
in Professional Service

ROBERT MEAD COLEGROVE, *Associate Director*
SUNY at Buffalo, Ed.M.

ERIN MROCZKA, *Assistant Director*
SUNY Fredonia, B.A.

JOYCE H. SMITH, *Coordinator of Volunteer and Community Services*
West Virginia University, M.S.

BARBARA PEEBLES, *Interim Central Ticket Office Manager*
Elmira College, B.S.

VINCE GUGINO, *General Manager, Student Association*
SUNY Fredonia, B.S.

MORGAN D. DOWD, *Political Science*

RICHARD DOWDS, *Mathematics*

KATHLEEN A. EASLING, *Foreign Languages/Literatures*

GARY ECKHART, *Theatre and Dance*

JACK ERICSON, *Library*

DAVID EVANS, *Music*

JOHN T. EVERETT, *Political Science*

LEONARD FAULK JR., *Political Science, Administration*

JANE ANN FLYNN, *Library*

WILLIAM FOELLER, *Economics*

KEVIN FOX, *Biology*

THEODORE C. FRAZEUR, *Music*

WILLARD GAEDDERT, *Physics*

HOMER E. GARRETSON, *Music*

GIL GAUDIA, *Education*

JOHN GILLETTE, *Music*

RICHARD A. GILMAN, *Geosciences*

JOAN L. GLENZER, *Administration*

JOHN A. GLENZER, *Education*

RICHARD J. GOODMAN, *Lifelong Learning, International*
Programs, Economic Development

WILLIAM GRAEBNER, *History*

MICHAEL GRASSO, *Physics, Cooperative Engineering*

DARWIN C. GUSTAVSON, *I.T.S. Academic Information Technology*

W. THOMAS HAGAN, *History*

WALTER S. HARTLEY, *Music*

WILLIAM B. HARTLEY, *Business Administration*

ROBERT L. HEICHBERGER, *Education*

DAVID HESS, *Administration*

FREEMAN L. HOCKENBERGER, *Instructional Resources Center*

JOHN T. HOFFMAN, *Music*

JAMES HUFFMAN, *English*

JOHN HUGHSON, *Visual Arts and New Media*

ROBERT JORDAN, *Music*

CHARLES JOSEPH, *Music*

WILLIAM J. JUNGELS, *Communication*

DAVID KASPER, *Campus Life*

JO ANN KAUFMAN, *Reed Library*

TESFAI KFLU, *Library*

ROBERT KLASSEN, *Theatre and Dance*

MARVIN KOHL, *Philosophy*

PETER KOMADA, *Computing Services*

JON KRAUS, *Political Science*

EDITH GAY KREIDER, *Library*

PHILIP KUMLER, *Chemistry*

HAROLD KWASNIEWSKI, *University Advancement*

DAVID L. LARSON, *Business Administration, Sociology*

RICHARD LARSON, *Music*

EDWIN D. LAWSON, *Psychology*

PATRICIA LEFFERTS, *Purchasing*

WILLIAM LESLIE, *Mathematics/Computer Science*

RICHARD LEVA, *Psychology*

THEROLD LINDQUIST, *Art*

DICK S. LORD, *Physical Facilities*

PAULA LUCAS, *College Services*

KENNETH LUCEY, *Philosophy*

MATTHEW LUDES, *Education*

DAVID LUDLAM, *Education*

DAVID LUNDE, *English*

MARY LEE LUNDE, *Visual Arts and New Media*

RICHARD O. LUNDQUIST, *Business Administration*

MARVIN LUNENFELD, *History*

MYRON LUNTZ, *Physics*

SUSAN LUNTZ, *Computing Services*

DONALD A. MacPHEE, *Administration*

HEIDI L. MAHONEY, *Planning*

JOHN MALCOLM, *Communication*

JEAN M. MALINOSKI, *Administration*

KENNETH E. MANTAI, *Biology*

ROBERT MANZELLA, *Speech Pathology/Audiology*

DONALD McFARLAND, *Education*

HELEN C. McKEE, *Education*

JAMES E. McKENNA, *Mathematical Sciences*

PATRICK T. McMULLEN, *Music*

JULIAN McQUISTON, *History*

KAREN MILLS-COURTS, *English*

JOHN F. MORAN, *Library*

ALVIN H. MORRISON, *Anthropology*

PHILIP S. MORSE, *Education*

WILLIAM MULLER, *Political Science*

RAYMOND MUNSON, *Physical Facilities*

J. BRIEN MURPHY, *Education*

JOSEPH MUSCARELLA, *Health Services*

FACULTY

Distinguished Professor

ALBERTO REY, *Visual Arts and New Media*

RICHARD M. WEIST, *Psychology*

Distinguished Teaching Professors

RAYMOND ANGELO BELLIO, *Philosophy*

MARVIN BJURLIN, *Visual Arts and New Media*

ROBERT BOOTH, *Visual Arts and New Media*

KENNETH E. MANTAI, *Biology*

THOMAS E. MORRISSEY, *History*

MALCOLM A. NELSON, *English*

THEODORE L. STEINBERG, *English*

Distinguished Service Professors

THOMAS H. GOETZ, *Modern Languages/Literatures*

Emeritus Faculty and Staff

THERIS B. ALDRICH, *Education*

RONALD AMBROSETTI, *English*

MINDA RAE AMIRAN, *English*

PAUL ANDREWS, *Counseling*

JOHN J. BANKOSH JR., *Business Administration*

GARY BARBER, *Library*

CARRIE M. BARR, *Library*

MARILYN A. BARRESI, *Education*

JEAN G. BENNETT, *Counseling Center*

ALLEN H. BENTON, *Biology*

DANIEL BERGGREN, *Communication*

SUSAN BESEMER, *Library*

J. DENIS BOLTON, *Admissions*

LEE BRAUDE, *Sociology/Anthropology*

CAROLYN BRIGGS, *Development/College Relations*

GEORGE BROWDER, *History*

DAVID BURDETTE, *Administration*

JOAN A. BURKE, *English*

FREDERICK BYHAM, *Mathematics*

MARY CHARBONNET, *Theatre and Dance*

BRUCE CHILTON, *Mathematics*

OSVALDO CHINCHON, *Foreign Languages/Literatures*

MUNIR A.S. CHOUDHARY, *Economics*

JOSEPH J. CHOUINARD, *Library*

WILLIAM S. CLARK, *Admissions*

SYLVIA CLARKE, *Environmental Health and Safety*

CHARLES R. COLVIN, *Education*

MICHAEL J. CONLEY, *Learning Center*

JOHN E. CONNELLY, *Education*

ROBERT E. COON, *Administration*

PATRICK L. COURTS, *English*

PATRICK R. DAMORE, *Health, Physical Education and Athletics*

ARTHUR E. DANESE, *Mathematics*

DONNA M. DANIELSEN, *Field Experiences*

ELIZABETH R. DARLING, *Health, Physical Education and Athletics*

PAUL O. DAVEY, *Physics*

PENNY DEAKIN, *English/Learning Center*

ROBERT DEMING, *English*

L. MICHAEL DIMITRI, *Administration*

THERESA DISPENZA, *Administration*

PAUL DOMMERMUTH, *Sociology/Anthropology*

MAURICE C. NEVEU, *Chemistry*
 WILLIAM A. NEVILLE, *English*
 RICHARD NOTTE, *Institutional Studies*
 JOHN A. ONUFRAK, *Speech Pathology/Audiology*
 MAX OPPENHEIMER JR., *Foreign Languages/Literatures*
 DANIEL C. O'ROURKE, *Human Resources*
 MARGARET PABST, *Library*
 R. DAVID PALMER, *Philosophy*
 JO ANN PARLA, *Education*
 T. RICHARD PATTERSON, *Music*
 JULIUS PAUL, *Political Science*
 ANDREE PENOT, *Foreign Languages/Literatures*
 DENNIS PEREZ, *Speech Pathology/Audiology*
 THEODORE F. PETERSEN, *Music*
 EVERETT J. PHILLIPS, *Health, Physical Education, Athletics and Dance*
 ALBERT POLIMENI, *Mathematics*
 CAROL PREVET, *Theatre and Dance*
 THOMAS PREVET, *Health, Wellness and Recreation*
 WILLIAM PROWELLER, *Art*
 FRANK L. PULLANO, *Music*
 W. DIRK RAAT, *History*
 JOHN RAMSEY, *English*
 REGINA B. REED, *English*
 THOMAS REGELSKI, *Music*
 DANIEL REIFF, *Visual Arts and New Media*
 LOUIS S. RICHARDSON, *Music*
 ROS RITCHIE, *Music*
 RUTH E. ROBERTS, *English*
 SISTER FRANCES ROBERTS, *Music*
 PAULA B. RODEN, *Education*
 HAROLD ROEDER, *Education*
 JERRY D. ROSE, *Sociology/Anthropology*
 J. CARTER ROWLAND, *English*
 LONIE E. RUDD, *Education*
 DAVID RUSCH, *I.T.S. Academic Information Technology*
 THOMAS RYWICK, *Psychology*
 FRANCISKA SAFFRAN, *Library*
 JOHN P. SAULITIS, *Library*
 EDWARD N. SAVETH, *History*
 MARGARET W. SAWKINS-HASTIE, *Education*
 ELIZABETH SCARBOROUGH, *Psychology*
 MORTON SCHAGRIN, *Philosophy*
 PETER SCHOENBACH, *Music*
 PAUL SCHONHART, *College Services*
 L. WALTER SCHULTZE, *Institutional Studies*
 GEORGE SEBOUHIAN, *English*
 NAIM A. SEFEIN, *Education*
 BARBARA SERVATIUS, *Student Accounts*
 ALFRED SHALKOWSKI, *Physical Facilities*
 MOTI L. SHARMA, *Biology*
 RICHARD F. SHEIL, *Music*
 DOUGLAS H. SHEPARD, *English*
 WINIFRED O. SHEPARD, *Psychology*
 JAMES SHOKOFF, *English*
 A. CUTLER SILLIMAN, *Music*
 ANTHONY SIRAGUSO, *Physical Facilities*
 RODNEY F. SMITH, *Business Administration*
 JAMES R. SOUKUP, *Political Science*
 B. JOYCE STEPHENS, *Sociology/Anthropology*
 LAURA STONEFOOT, *Student Affairs*
 JAMES SYMULA, *English*
 VALERE THADEN, *Creative Support Services*
 JACQUELINE TRACE, *English*
 JAMES ULRICH, *Health, Physical Education, Athletics and Dance*
 STEPHEN WARNER, *English*
 HARRY WATTERS, *Residence Life*
 TERRY L. WEAVER, *Biology*
 ALPHONSE E. WEDZIK, *Registrar*
 ALAN H. WHEELER, *Educational Studies*
 YVONNE WILENSKY, *Library*
 CONSTANCE WILLEFORD, *Music*
 RONALD WINKLER, *Facilities Management*
 KENNETH G. WOOD, *Biology*
 LAURENCE WYMAN, *Music*
 JERE WYSONG, *Sociology/Anthropology*
 FAWZI YAQUB, *Mathematics*
 SHARON ZABLOTNEY, *Biology*
 MARVIN ZASTROW, *Mathematics/Computer Science*
 SANFORD J. ZEMAN, *Administration*

Athletics

ELIZABETH ALDRICH, *Assistant Men's and Women's Track Coach*
 The University of Alabama, M.A.
 JOSEPH BAUDO, *Assistant Athletic Director*
 Hamilton College, B.A.
 GEOFF BRAUN, *Volleyball Coach*
 SUNY Cortland, B.S.
 JOSEPH CALARCO, *Tennis Coach*
 SUNY Fredonia, M.A.
 CHRISTOPHER CASE, *Women's Soccer and Lacrosse Coach*
 SUNY Fredonia, B.S.
 LORRIE CORSI, *Women's Softball Coach*
 Canisius College, M.S.
 PATRICK J. GONDEK, *Men's Soccer Coach*
 SUNY Cortland, M.S.
 JEFFREY S. MEREDITH, *Hockey Coach*
 The Ohio State University, M.S.
 KEVIN MOORE, *Men's Basketball Coach*
 Mansfield University, M.A.
 AMY OPFERBECK, *ATC*
 Clarion University, M.S.
 MATT PALISIN, *Men's Baseball Coach*
 Penn State-Behrend, B.S.
 GREGORY D. PRECHTL, *Director of Athletics*
 SUNY Fredonia, M.A.
 KATIE PUCCI-SCHAEFER, *Cheerleading Coach*
 SUNY Fredonia, M.S.Ed.
 JEROME REILLY, *Sports Information Director*
 St. Bonaventure University, B.S.
 NOLAN SWANSON, *Men's and Women's Track and Cross Country Coach*
 Wake Forest University, B.A.
 ARTHUR WANG, *Men's and Women's Swim Coach*
 SUNY Cortland, M.Ed.
 DONNA WISE, *Women's Basketball Coach*
 Millersville University, M.Ed.

Biology

PATRICIA SMITH ASTRY, *Assistant Professor*
 SUNY Fredonia, M.S., M.T. (ASCP)
President's Award for Excellence
 WILLIAM D. BROWN, *Assistant Professor*
 University of Toronto, Ph.D.
 ROGER A. BYRNE, *Professor*
 Louisiana State University, Ph.D.
 MATTHEW FOUNTAIN, *Associate Professor*
 University of Rochester, Ph.D.
 W. THEODORE LEE, *Associate Professor*
 Syracuse University, Ph.D.
 KARRY A. KAZIAL, *Assistant Professor*
 The Ohio State University, Ph.D.
 EDWARD J. McCARRICK, *Instructional Support Assistant*
 SUNY Fredonia, B.S.
 JONATHAN H. TITUS, *Assistant Professor*
 University of Washington, Ph.D.
 BRUCE TOMLINSON, *Associate Professor*
 University of Waterloo, Ph.D.
*The State University Chancellor's Award for Excellence
 in Teaching*
President's Award for Excellence in Teaching
 WAYNE YUNGHANS, *Professor*
 Purdue University, Ph.D.

260 State University of New York at Fredonia

Business Administration

- SEYED-MAHMOUD AGHAZADEH, *Professor*
University of Nebraska, Ph.D.
- KATHERINE BARKER, *Assistant Professor*
University of Arkansas, Ph.D.
- JULIE FITZPATRICK, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- GRACE E.M. GERRITY, *Lecturer*
Hofstra University, M.B.A.
- LINDA A. HALL, *Assistant Professor*
SUNY at Buffalo, Ph.D.; C.P.A.
- JOSEPH D. IZZO, *Visiting Assistant Professor*
Youngstown State University, M.B.A.
- JOHN OLSAVSKY, *Assistant Professor*
Robert Morris College, M.S.; C.P.A.
- KENNETH J. PLUCINSKI, *Assistant Professor*
University of Pittsburgh, M.B.A.; C.P.A.
- RICHARD ROBINSON, *Professor*
University of Oregon, Ph.D.
- MOJTABA SEYEDIAN, *Professor*
SUNY at Binghamton, Ph.D.
- NINA SHAH, *Visiting Assistant Professor*
University of Illinois at Urbana-Champaign, Ph.D.
- CHARLES S.V. TELLY, *Professor*
University of Washington, Ph.D.;
SUNY at Buffalo, J.D.; Columbia University, J.S.D.
- LISA M. WALTERS, *Visiting Assistant Professor*
California Coast University, Ph.D.

Chemistry

- JAMES BOWSER, *Professor*
Duke University, Ph.D.
- CHERYL CAMPO, *Assistant Professor*
Case Western Reserve University, Ph.D.
- ANDREA DOMST, *Technical Specialist*
SUNY Fredonia, B.S.
- DAVID EWING, *Professor*
Ohio University, Ph.D.
- MATTHEW FOUNTAIN, *Associate Professor*
University of Rochester, Ph.D.
- MATTHEW GRONQUIST, *Assistant Professor*
Cornell University, Ph.D.
- MARK JANIK, *Assistant Professor*
SUNY at Binghamton, Ph.D.
- THOMAS JANIK, *Professor*
SUNY at Buffalo, Ph.D.
- HOLLY LAWSON, *Associate Professor*
SUNY at Buffalo, Ph.D.
- SHERRI A. MASON, *Assistant Professor*
University of Montana, Ph.D.
- MICHAEL MILLIGAN, *Associate Professor*
Rensselaer Polytechnic Institute, Ph.D.
- MARY POWERS, *Lecturer*
SUNY Fredonia, M.S.

Communication

- LINDA C. BRIGANCE, *Associate Professor*
University of Iowa, Ph.D.
- ANN CARDEN, *Assistant Professor*
SUNY College at Buffalo, M.S.
- JOSEPH C. CHILBERG, *Professor*
Ohio University, Ph.D.
President's Award for Excellence
- NEFIN DINC, *Assistant Professor*
University of North Texas, M.F.A.
- JANE JACKSON, *Associate Professor*
Humbolt State University, M.A.
- LAURA JOHNSON, *Assistant Professor*
University of Florida, Ph.D.

- KATHLEEN McDONOUGH, *Associate Professor*
San Francisco State University, M.F.A.
- ROBERT PYLE, *Assistant Professor*
Drake University, M.A.
- TED SCHWALBE, *Professor*
University of Southern California, Ph.D.
*The State University Chancellor's Award for Excellence
in Teaching*

Computer and Information Sciences

- IYAD ABU-JEIB, *Assistant Professor*
University of Nebraska, Ph.D.
- ZIYA ARNAVUT, *Associate Professor*
University of Nebraska, Ph.D.
- RENETA BARNEVA, *Professor*
University of Sofia (Bulgaria), Ph.D.
Kasling Lecturer
- TAT-HUNG CHAN, *Associate Professor*
Cornell University, Ph.D.
- JOHN A. HANSEN, *Professor*
Yale University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- WILLIAM LESLIE, *Lecturer/Assistant Professor Emeritus*
SUNY at Buffalo, M.S.
- NATALIE NAZARENKO, *Visiting Assistant Professor*
Ukrainian Academy of Sciences, Ph.D.
- ANDREW PINGITORE, *Lecturer*
SUNY Fredonia, M.S.
- ANATOLE RUSLANOV, *Assistant Professor*
Drexel University, Ph.D.
- KHALID J. SIDDIQUI, *Professor*
Concordia University, Ph.D.
Kasling Lecturer
- GURMUKH SINGH, *Visiting Assistant Professor*
Punjab University, India, Ph.D.
- JON STEGER, *Lecturer*
SUNY Fredonia, B.S.
- MICHAEL SZOCKI, *Systems Administrator/Lecturer*
SUNY Fredonia, B.S.; Hilbert College, B.S.
- THOMAS H. TAYLOR, *Lecturer*
SUNY at Buffalo, M.A.
- JIANCHANG YANG, *Assistant Professor*
University of Kentucky, Ph.D.
- BEIFANG YI, *Visiting Assistant Professor*
University of Nevada, Ph.D.
- JUNAID ZUBAIRI, *Associate Professor*
Syracuse University, Ph.D.

Curriculum and Instruction

- MIRA BERKLEY, *Associate Professor*
SUNY at Buffalo, Ph.D.
- DANIEL DOBEY, *Professor*
Syracuse University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- LAURA GERACI-CRANDALL, *Visiting Assistant Professor*
SUNY College at Buffalo, M.S.
- CHRISTINE GIVNER, *Professor*
University of Pittsburgh, Ph.D.
- MICHAEL JABOT, *Associate Professor*
Syracuse University, Ph.D.
William T. Hagan Young Scholar/Artist Award
- MELINDA KARNES, *Associate Professor*
Saint Louis University, Ph.D.
- ANA MARIA KLEIN, *Assistant Professor*
McGill University, Quebec, Ph.D.
- KATHLEEN LESNIAK, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- KATHLEEN MAGIERA, *Assistant Professor*
University of Pittsburgh, Ed.D.
- LAWRENCE MAHEADY, *Professor*
University of Pittsburgh, Ph.D.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award
- JAMAR PICKREIGN, *Associate Professor*
University of Kansas, Ph.D.
- CYNTHIA SMITH, *Associate Professor*
The Ohio State University, Ph.D.

Office of Field Experiences

- ANN MARIE LOUGHLIN, *Director*
Adelphi University, M.A.
- AMY CHAVEZ, *Coordinator of Early Field Experiences*
St. Bonaventure University, M.S.Ed.

Economics

- EDWARD EINHOUSE, *Lecturer*
SUNY at Buffalo, M.A.
- MARWAN M. EI NASSER, *Professor*
The Ohio State University, Ph.D.
- LI FENG, *Assistant Professor*
Florida State University, Ph.D.
- DENNIS L. HEFNER, *Professor*
Washington State University, Ph.D.
- AMAR K. PARAI, *Professor*
Southern Methodist University, Ph.D.
- PETER REINELT, *Assistant Professor*
University of California at Berkeley, Ph.D.
- RUNGRUDEE SUETORSACK, *Assistant Professor*
University of Utah, Ph.D.

English

- BETTY BARNARD, *Lecturer*
SUNY Fredonia, M.S.Ed.
- WILLIAM BOERST, *Lecturer*
- KIM MARIE COLE, *Associate Professor*
University of Wisconsin, Madison, Ph.D.
- C. THOMAS CRAIG, *Lecturer*
SUNY Fredonia, M.A.
- ANN SIEGLE DREGE, *Assistant Professor*
University of North Dakota, Ph.D.
- ALBERT A. DUNN, *Associate Professor*
University of Virginia, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- NATALIE GERBER, *Assistant Professor*
University of California, Berkeley, Ph.D.

- JOHN GLOVACK, *Lecturer*
SUNY at Buffalo, Ph.D.
- CAROLYN KIEBER GRADY, *Lecturer*
SUNY Fredonia, M.A.
- VIRGINIA S. HORVATH, *Professor*
Kent State University, Ph.D.
- CHRISTINA JARVIS, *Associate Professor*
Pennsylvania State University, Ph.D.
- DOUGLAS JOHNSTON, *Lecturer*
SUNY at Buffalo, Ed.M.
- SCOTT JOHNSTON, *Associate Professor*
University of Nevada, Ph.D.
- SAUNDRA LIGGINS, *Associate Professor*
University of California, San Diego, Ph.D.
- SUSAN LORD, *Lecturer*
SUNY Fredonia, M.A.
- ADRIENNE McCORMICK, *Associate Professor*
University of Maryland, Ph.D.
- SHANNON McRAE, *Assistant Professor*
University of Washington, Ph.D.
- JEANETTE McVICKER, *Professor*
SUNY at Binghamton, Ph.D.
- TERENCE D. MOSHER, *Associate Professor*
University of Michigan, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- MALCOLM NELSON, *Distinguished Teaching Professor*
Northwestern University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
- AIMEE NEZHUKUMATATHIL, *Associate Professor*
The Ohio State University, M.F.A.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award
- DUSTIN PARSONS, *Visiting Assistant Professor*
Kansas State University, M.A.
Bowling Green State University, M.F.A.
- ELMER PLOETZ, *Lecturer*
SUNY at Buffalo, M.A.
- BRUCE SIMON, *Associate Professor*
Princeton University, Ph.D.
- SUSAN BLOOME SPANGLER, *Assistant Professor*
Illinois State University, Ph.D.
- THEODORE L. STEINBERG, *Distinguished Teaching Professor*
University of Illinois, Ph.D.
The State University Chancellor's Award for Excellence in Teaching
President's Award for Excellence in Teaching
- JAMES THOMAS STEVENS, *Associate Professor*
Brown University, M.F.A.
- JOHN J. STINSON, *Professor*
New York University, Ph.D.
Kasling Lecturer
- ICLAL VANWESENBEECK, *Assistant Professor*
SUNY at Buffalo, Ph.D.
- MELINDA WENDELL, *Visiting Assistant Professor*
SUNY Fredonia, M.A.

262 State University of New York at Fredonia

Geosciences

GORDON C. BAIRD, *Professor*
University of Rochester, Ph.D.

WALTHER M. BARNARD, *Professor*
Pennsylvania State University, Ph.D.

JOHN LEE BERKLEY, *Professor*
University of New Mexico, Ph.D.

ANN K. DEAKIN, *Associate Professor*
SUNY at Buffalo, Ph.D.

GARY G. LASH, *Professor*
Lehigh University, Ph.D.
William T. Hagan Young Scholar/Artist Award

MICHAEL P. WILSON, *Professor*
Syracuse University, Ph.D.

Health, Wellness and Recreation

TODD BACKES, *Instructional Support Assistant*
SUNY at Buffalo, M.S.

PAM BENCHLEY, *Instructional Support Assistant*
University of South Florida, B.A.

GEOFF BRAUN, *Intramural Director*
SUNY Cortland, B.S.

CHARLES C. DAVIS, *Professor*
The Ohio State University, Ph.D.

MONICA DEMELLO, *Instructional Support Assistant*
Penn State University, M.A.

JOAN DISBROW, *Instructional Support Assistant*
Regina Saskatchewan Canadian University, B.S.

PATRICK J. GONDEK, *Men's Soccer Coach*
SUNY Cortland, M.S.

GREG HEFFERNAN, *Instructional Support Assistant*
Mercyhurst College, M.S.

PENNY HITE, *Lecturer*
SUNY Fredonia, M.S.

JEFFREY MEREDITH, *Assistant Professor*
The Ohio State University, M.S.

KEVIN MOORE, *Men's Basketball Coach*
Mansfield University, M.A.

FRANK NAWROCKI, *Instructional Support Assistant*
SUNY College at Buffalo, B.A.

AMY OPFERBECK, *ATC*
Clarion University, M.S.

SUSAN O'ROURKE, *Instructional Support Assistant*
SUNY at Buffalo, M.A.

WILLIAM VACANTI, *Technical Associate*

ARTHUR WANG, *Men's and Women's Swim Coach*
SUNY Cortland, M.Ed.

NORMAN YONKERS, *Instructional Support Assistant*

History

NAJIA AARIM-HERIOT, *Associate Professor*
Temple University, Ph.D.

TIMOTHY R. ALLAN, *Visiting Professor*
SUNY at Buffalo, Ph.D.

HILARY AQUINO, *Visiting Assistant Professor*
SUNY at Stony Brook, Ph.D.

DANIEL ARAGON, *Visiting Assistant Professor*
Auburn University, Ph.D.

JOHN ARNOLD, *Visiting Assistant Professor*
University of Arkansas, Ph.D.

JONI CIEHOMSKI, *Visiting Instructor*
SUNY at Buffalo, M.A.

FESTUS COLE, *Visiting Assistant Professor*
School of Oriental and African Studies, London, Ph.D.

JOHN CRAWFORD, *Lecturer*
SUNY Fredonia, M.A.

NANCY HAGEDORN, *Associate Professor*
The College of William and Mary, Ph.D.

JENNIFER HILDEBRAND, *Assistant Professor*
University of California, Riverside, Ph.D.

JOSEPH JARVIS, *Visiting Professor*
New York University, M.A.

DAVID KINKELA, *Assistant Professor*
New York University, Ph.D.

JANET LARKIN, *Visiting Assistant Professor*
SUNY at Buffalo, Ph.D.

ELLEN LITWICKI, *Associate Professor*
University of Virginia, Ph.D.

EILEEN GROTH LYON, *Associate Professor*
University of Cambridge, Ph.D.

ZHAO MA, *Assistant Professor*
Johns Hopkins University, Ph.D.

PETER McCORD, *Visiting Assistant Professor*
University of California, Riverside, Ph.D.

THOMAS MORRISSEY, *Distinguished Teaching Professor*
Cornell University, Ph.D.
President's Award for Excellence

MARY BETH SIEVENS, *Associate Professor*
Boston University, Ph.D.

JOHN STAPLES, *Associate Professor*
University of Toronto, Ph.D.

EMILY STRAUS, *Assistant Professor*
Brandeis University, Ph.D.

A. JACQUELINE SWANSINGER, *Professor*
Rutgers University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching

MARKUS P.M. VINK, *Associate Professor*
University of Minnesota, Ph.D.
William T. Hagan Young Scholar/Artist Award

Language, Learning and Leadership

CLARA BEIER, *Associate Professor*
University of Arizona, Ph.D.

CINDY BIRD, *Assistant Professor*
University of Toronto, Ph.D.

KATHLEEN GRADEL, *Associate Professor*
University of Virginia, Ed.D.

GREGORY F. HARPER, *Professor*
Kent State University, Ph.D.

BARBARA MALLETTE, *Professor*
Kent State University, Ph.D.
The State University Chancellor's Award for Excellence in Teaching

JANEIL REY, *Visiting Assistant Professor*
Harvard University, M.Ed.

JENNIFER MOON RO, *Assistant Professor*
The University of Georgia, Ph.D.

RHEA SIMMONS, *Assistant Professor*
University of Pittsburgh, Ph.D.

CHARLES STODDART, *Assistant Professor*
University of Northern Colorado, Ph.D.

ANNA THIBODEAU, *Associate Professor*
SUNY at Buffalo, Ph.D.

Office of Student Services for the College of Education

Pamela Enser, *Coordinator*
SUNY Fredonia, M.S.Ed.

Library Services

RANDOLPH L. GADIKIAN, *Director of Library Services*
SUNY at Buffalo, M.L.S.

DARRYL COLEMAN, *Senior Assistant Librarian*
SUNY at Buffalo, M.L.S.

VINCENT COURTNEY, *Librarian*
SUNY at Albany, M.L.S.

DAWN ECKENRODE, *Senior Assistant Librarian*
University of Texas, Austin, M.L.S.

MARIANNE EIMER, *Librarian*
SUNY at Buffalo, M.L.S.

BARBARA L. KITTLE, *Associate Librarian*
SUNY Geneseo, M.L.S.

JEREMY LINDEN, *Senior Assistant Librarian*
University of Maryland, M.S., M.L.S.

KATHLEEN L. LOOMIS, *Associate Librarian*
Clarion University, M.L.S.

JANET MAYER, *Instructional Support Specialist*
Ohio University, M.A.

KEVIN MICHKI, *Senior Assistant Librarian*
SUNY at Buffalo, M.L.S., M.A.

GERDA MORRISSEY, *Assistant Librarian*
State University Library School (Munich, Germany), M.L.S.

ELISE TORRE, *Senior Assistant Librarian*
SUNY at Buffalo, M.L.S.

KERRIE WILKES, *Associate Librarian*
SUNY at Buffalo, M.L.S.
The State Chancellor's Award for Excellence in Librarianship

Mathematical Sciences

MERAL ARNAVUT, *Associate Professor*
University of Nebraska, Ph.D.

NANCY BOYNTON, *Associate Professor*
Western Michigan University, Ph.D.

DENNIS CECALA, *Lecturer*
SUNY Fredonia, M.S.

LAN CHENG, *Assistant Professor*
University of Pittsburgh, Ph.D.

KIMBERLY CONTI, *Lecturer*
SUNY Fredonia, M.S.

REBECCA A. CONTI, *Lecturer*
SUNY Fredonia, M.S.

JONATHAN COX, *Assistant Professor*
Oklahoma State University, Ph.D.

TEODORA COX, *Assistant Professor*
Oklahoma State University, M.S.

JEAN B. HARPER, *Lecturer*
SUNY Fredonia, M.A.

KEARY HOWARD, *Associate Professor*
Cornell University, Ph.D.

Y.H. HARRIS KWONG, *Professor*
University of Pennsylvania, Ph.D.

SANDRA LEWIS, *Lecturer*
Marquette University, M.S.

JANET A. MEISSNER, *Lecturer*
SUNY Fredonia, M.S.

ANDREW PINGITORE, *Lecturer*
SUNY Fredonia, M.S.

ROBERT R. ROGERS, *Professor*
SUNY at Buffalo, Ph.D.
President's Award for Excellence in Teaching

H. JOSEPH STRAIGHT, *Professor*
Western Michigan University, Ph.D.

JULIA WILSON, *Associate Professor*
University of Wisconsin, Milwaukee, Ph.D.

Modern Languages and Literatures

RUTH B. ANTOSH, *Professor (French)*
Indiana University, Ph.D.

THOMAS H. GOETZ, *Distinguished Service Professor (French)*
Syracuse University, Ph.D.

BETH HUERTA, *Lecturer (Spanish)*
SUNY at Buffalo, M.Ed.

LEONORE LOFT, *Professor (French)*
Columbia University, Ph.D.

CARMEN S. RIVERA, *Professor (Spanish)*
University of South Carolina, Ph.D.

HOWARD B. WESCOTT, *Professor (Spanish)*
Brown University, Ph.D.

CLARK M. ZLOTCHEW, *Professor (Spanish)*
SUNY at Binghamton, Ph.D.
President's Award for Excellence in Teaching
Kasling Lecturer

Music

JOHN BACON, *Lecturer*
SUNY Fredonia, M.M.

MARCY BACON, *Lecturer*

CHRISTIAN BERNHARD, *Assistant Professor*
University of North Carolina, Greensboro, Ph.D.

THOMAS BINGHAM, *Lecturer*
SUNY Fredonia, M.A.

KARL BOELTER, *Professor*
University of Michigan, D.M.A.

DONALD A.J. BOHLEN, *Professor*
University of Michigan, D.M.A.
President's Award for Excellence

BARBARA A. BRINSON, *Associate Professor*
Florida State University, Ph.D.

JOHN CARUSO, *Instructional Support Specialist*
SUNY Fredonia, B.S.

WON CHO, *Assistant Professor*
Boston University, M.M.

MARY MARDEN COBB, *Visiting Assistant Professor*
The Manhattan School of Music, M.M.

JENNIFER DARRELL-STERBAK, *Community Relations Assistant*
SUNY at Buffalo, M.A.

GWEN COLEMAN DETWILER, *Assistant Professor*
The University of Cincinnati College-Conservatory of Music, M.M.

PATRICIA J. CORRON, *Associate Professor*
The University of Cincinnati College-Conservatory of Music, D.M.A.

JAMES A. DAVIS, *Associate Professor*
Boston University, Ph.D.

ANGELA DILKEY, *Visiting Assistant Professor*
Florida State University, D.M.A.

MARK DuBOIS, *Lecturer*
SUNY at Buffalo, Ed.M.

SEAN DUGGAN, *Assistant Professor*
Carnegie Mellon University, M.F.A.

JAMES E. EAST, *Professor*
The Cleveland Institute of Music, M.M.

PHYLLIS O. EAST, *Professor*
SUNY Fredonia, M.M.
President's Award for Excellence in Teaching

MARIO P. FALCAO, *Associate Professor*
Eastman School of Music of the University of Rochester, M.M.

NATASHA FARNY, *Assistant Professor*
The Juilliard School, D.M.A.

JITKA FRANKOVA, *Visiting Assistant Professor*
Rice University, M.M.

LINDA GILLETTE, *Instructor*
University of Wisconsin, M.M.

BERND GOTTINGER, *Assistant Professor*
The Juilliard School, M.M.

GERALD T. GRAY, *Assistant Professor*
University of Iowa, D.M.A.

MARC J. GUY, *Associate Professor*
SUNY at Stony Brook, D.M.A.

264 State University of New York at Fredonia

SARAH HAMILTON, *Associate Professor*
The Ohio State University, D.M.A.

JOE DAN HARPER, *Visiting Assistant Professor*
New England Conservatory, M.M.

PAULA HOLCOMB, *Professor*
Northwestern University, D.M.A.

DANIEL IHASZ, *Associate Professor*
Eastman School of Music of the University of Rochester,
M.M., Performer's Certificate

HARRY P. JACOBSON, *Associate Professor*
North Texas State University, D.M.A.

BRUCE JOHNSTONE, *Lecturer*

BARRY M. KILPATRICK, *Professor*
University of Wisconsin, M.M.

DONALD P. LANG, *Professor*
Hartt College of Music, University of Hartford, D.M.A.
President's Award for Excellence

KATHERINE M. LEVY, *Assistant Professor*
University of Iowa, Ph.D.

J. RODERICK MacDONALD, *Assistant Professor*
New England Conservatory, M.M.

W. STEPHEN MAYO, *Professor*
University of North Carolina, Greensboro, Ed.D.

CARL MAZZIO, *Lecturer*
The Juilliard School, M.M.

KEVIN L. MICHKI, *Senior Assistant Librarian, Music*
SUNY at Buffalo, M.L.S., M.A.

JONI MILGRAM-LUTERMAN, *Assistant Professor*
Michigan State University, Ph.D.

PAUL MURPHY, *Assistant Professor*
University of Texas-Austin, Ph.D.

JULIE NEWELL, *Professor*
Syracuse University, M.M.
*The State University Chancellor's Award for Excellence
in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award*

QUINN PATRICK (ANKRUM), *Lecturer*
University of Colorado, M.M.

JANNIS PETERSON, *Lecturer*
North Texas State University, M.M.

KEITH L. PETERSON, *Professor*
North Texas State University, D.M.A.

LINDA N. PHILLIPS, *Professor*
The Ohio State University, D.M.A.

JAMES PIORKOWSKI, *Professor*
SUNY Fredonia, M.M.
*President's Award for Excellence
William T. Hagan Young Scholar/Artist Award
Kasling Lecturer*

LAUREL R. RIVERS, RPT, *Instructional Support Specialist*
SUNY Fredonia, B.A.

SUSAN ROYAL, *Professor*
SUNY at Stony Brook, D.M.A.
President's Award for Excellence

DAVID RUDGE, *Associate Professor*
University of South Carolina, D.M.A.

RAYMOND STEWART, *Assistant Professor*
The Manhattan School of Music, M.M.

KAY STONEFELT, *Associate Professor*
Indiana University, D.Mus.
*The State University Chancellor's Award for Excellence
in Teaching*

JANET SUNG, *Assistant Professor*
The Juilliard School, M.M.

DELIA WALLIS, *Lecturer*
Guildhall School of Music and Drama, AGSM
London Opera Center, Performance Diploma

ERIC WILLS, *Instructor*
SUNY Fredonia, M.M.

WILDY ZUMWALT, *Associate Professor*
Florida State University, D.M.A.

Philosophy

RAYMOND ANGELO BELLIOTTI, *Distinguished Teaching Professor*
University of Miami, Ph.D.; Harvard Law School, J.D.
*The State University Chancellor's Award for Excellence in Teaching
William T. Hagan Young Scholar/Artist Award
Kasling Lecturer*

NEIL FEIT, *Associate Professor*
University of Massachusetts, Ph.D.
The State University Chancellor's Award for Excellence in Teaching

STEPHEN KERSHNAR, *Professor*
University of Pennsylvania, J.D.; University of Nebraska, Lincoln, Ph.D.
*The State University Chancellor's Award for Excellence in Teaching
William T. Hagan Young Scholar/Artist Award*

DALE TUGGY, *Associate Professor*
Brown University, Ph.D.

Physics

JUSTIN CONROY, *Visiting Assistant Professor*
The College of William and Mary, Ph.D.

MICHAEL GRADY, *Professor*
Rockefeller University, Ph.D.
William T. Hagan Young Scholar/Artist Award

MICHAEL JABOT, *Associate Professor*
Syracuse University, Ph.D.
William T. Hagan Young Scholar/Artist Award

PETER MATTOCKS, *Associate Professor*
University of Southampton (England), Ph.D.

SUBRAHMANYAM PENDYALA, *Professor*
University of Western Ontario, Ph.D.

ERICA SNOW, *Assistant Professor*
Colorado State University, Ph.D.

J. DAVID SWIFT, *Adjunct Instructor*
SUNY at Buffalo, M.A.

WILLIAM WRAGGE, *Adjunct Instructor*
SUNY Fredonia, M.S.

Political Science

JONATHAN CHAUSOVSKY, *Assistant Professor*
University of Texas-Austin, Ph.D.

JAMES R. HURTGEM, *Professor*
SUNY at Buffalo, Ph.D.
*The State University Chancellor's Award for Excellence
in Teaching*

RICHARD JANKOWSKI, *Professor*
University of Chicago, Ph.D.

DAVID RANKIN, *Assistant Professor*
University of California, Santa Barbara, Ph.D.
*The State University Chancellor's Award for Excellence
in Teaching*

RAYMOND RUSHBOLDT, *Instructor*
SUNY at Buffalo, M.A.

IVANI VASSOLER-FROELICH, *Assistant Professor*
University of Maryland, Ph.D.

Psychology

- GUY A. BOYSEN, *Assistant Professor*
Iowa State University, Ph.D.
- JACK S. CROXTON, *Professor*
Miami University, Ph.D.
President's Award for Excellence in Teaching
- CHERYL E. DROUT, *Professor*
University of Delaware, Ph.D.
- JENNIFER L. DYCK, *Associate Professor*
University of California, Santa Barbara, Ph.D.
- NANCY R. GEE, *Associate Professor*
University of South Florida, Ph.D.
William T. Hagan Young Scholar/Artist Award
- INGRID JOHNSTON-ROBLEDO, *Associate Professor*
University of Rhode Island, Ph.D.
- BRUCE G. KLONSKY, *Professor*
Fordham University, Ph.D.
- VANESA M. MCKINNEY, *Assistant Professor*
University of South Florida, Ph.D.
- JOHN S. SLAUGHTER, *Associate Professor*
University of Denver, Ph.D.
- RICHARD M. WEIST, *Distinguished Professor*
University of Kentucky, Ph.D.
Kasling Lecturer
- ANDREA ANGELL ZEVENBERGEN, *Associate Professor*
SUNY at Stony Brook, Ph.D.

Sociology/Anthropology/Social Work/Criminal Justice

- JOY A. BILHARZ, *Professor* (Anthropology)
Bryn Mawr College, Ph.D.
- LEONARD BROWN, *Assistant Professor* (Criminal Justice)
Southern University, J.D.
- MARY B. CARNEY, *Associate Professor* (Social Work)
University of Illinois, Ph.D.
- LINDA E. DORSTEN, *Professor* (Sociology)
The Ohio State University, Ph.D.
- ROBIN HARTINGER-SAUNDERS, *Assistant Professor* (Social Work)
SUNY at Buffalo, M.S.W.
- ALAN LaFLAMME, *Professor* (Anthropology)
SUNY at Buffalo, Ph.D.
- TIMOTHY LEVONYAN RADLOFF, *Assistant Professor* (Sociology)
Iowa State University, Ph.D.
- RAYMOND McLAIN, *Associate Professor* (Sociology)
University of Notre Dame, Ph.D.
- RICHARD REDDY, *Professor* (Sociology)
Boston College, Ph.D.
The State University Chancellor's Award for Excellence in Faculty Service
- PETER G. SINDEN, *Professor* (Sociology)
University of Massachusetts, Ph.D.

Speech Pathology and Audiology

- PAUL BLANCHET, CCC-SLP, *Assistant Professor*
Louisiana State University, Ph.D.
- MICHELLE NOTTE, CCC-SLP, *Clinic Director*
SUNY Fredonia, M.S.Ed.
- TIMOTHY OVERBECK, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- BRIDGET A. RUSSELL, CCC-SLP, *Associate Professor*
SUNY at Buffalo, Ph.D.
- IRENE SALEK-RAHAM, CCC-SLP, *Clinic Supervisor*
SUNY College at Buffalo, M.S.
- MELISSA SIDOR, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- KIM L. TILLERY, CCC-A, *Associate Professor*
SUNY at Buffalo, Ph.D.
- DEBORAH VANDERHOFF, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.Ed.
- MARC WILCOX, CCC-A, *Clinic Supervisor*
SUNY Fredonia, M.S.Ed.

- JULIE WILLIAMS, CCC-SLP, *Clinic Supervisor*
SUNY Fredonia, M.S.
- BRUCE WISENBURN, CCC-SLP, *Assistant Professor*
SUNY at Buffalo, Ph.D.

Theatre and Dance

- CAROL J. BLANCHARD-ROCHELEAU, *Professor*
Ohio University, M.F.A.
- JAMES PAUL IVEY, *Associate Professor*
Texas Tech University, Ph.D.
- THOMAS LOUGHLIN, *Professor*
University of Nebraska, M.F.A.
- PAUL W. MOCKOVAK II, *Associate Professor*
University of Miami, M.F.A.
- HELEN MYERS, *Associate Professor*
The Ohio State University, M.F.A.
- TODD PROFFITT, *Associate Professor*
Texas Tech University, M.F.A.
- STEPHEN E. REES, *Professor*
The University of Memphis, M.F.A.
- EDWARD SHARON, *Associate Professor*
Boston University, M.F.A.
- ANGELIKA SUMMERTON, *Instructor*
Academy of Music and Theatre (Hanover, Germany), M.A.

Visual Arts and New Media

- MARVIN BJURLIN, *Distinguished Teaching Professor*
University of Michigan, M.F.A.
- MARIAN BLEEKE, *Assistant Professor*
University of Chicago, Ph.D.
- ROBERT A. BOOTH, *Distinguished Teaching Professor*
Syracuse University, M.F.A.
- PAUL A. BOWERS, *Professor*
SUNY at Buffalo, M.F.A.
- JAN CONRADI, *Associate Professor*
Iowa State University, M.A.
- CARL D. FERRARO, *Associate Professor*
Wayne State University, Ph.D.
- TIMOTHY FRERICHS, *Assistant Professor*
University of Iowa, M.F.A.
- JILL JOHNSON-PRICE, *Assistant Professor*
University of South Florida, M.F.A.
- STEPHEN KOMP, *Assistant Professor*
Savannah College of Art and Design, M.F.A.
- LIZ LEE, *Associate Professor*
Savannah College of Art and Design, M.F.A.
- ALBERTO REY, *Distinguished Professor*
SUNY at Buffalo, M.F.A.
The State University Chancellor's Award for Excellence in Scholarship and Creative Activities
William T. Hagan Young Scholar/Artist Award
Kasling Lecturer
- LEESA RITTELMANN, *Assistant Professor*
University of Pittsburgh, Ph.D.

A

Academic Advising Center, 178
Academic Bankruptcy, 223
Academic Dismissal, 223
Academic Honors, 193, 227
Academic Integrity Policy, 236
Academic Policies, 217
Academic Probation, 223
Academic Programs and Area Specializations Directory (Undergraduate), 7-8
Academic Standing Defined, 223
Accounting, 17
Accreditation, 5-6
Adding a Course, 218
Admission to Undergraduate Study, 195
Adolescence Education, 32
Advance Admissions/Room Deposit, 195, 198
Advanced Placement, 197
Advising, 198
African American Studies, 9
Alcohol Policies, 232
Alumni Association, 190, 254
American Indian Studies, 9
American Studies, 10, 46
Anthropology, 79
Appeal of Grades, 222
Applying to Fredonia, 195
Art (see Visual Arts and New Media), 89
Art Exhibitions, 190
Arts Administration, 12, 46
Athletic Activities, 190
Attendance, 219, 239
Auditing, 219
Auto Use, 239
Awards, 192-194, also see departments

B

Bachelor's Degree Requirements, 226
Billing Procedures, 200
Biochemistry, 12
Biology, 13
Bookstore, 185
Buildings, 94, back outside cover
Business, School of, 15
Business Administration, 15-17

C

Calendar, 6
Campus, 94
Campus Administration, 255
Campus Life Office, 187
Campus Map, 216, back outside cover
Career Development Office, 182
Central Ticket Office, 187
Center for Rural Regional Development and Governance, 214
Certification, 27
Challenge, Course, 220
Change of Major, Minor, 217
Chemistry, 19
Childhood Education, 28
Class Level/Standing, 221

Clubs and Interest Groups, 187-190
Code of Conduct, 228
College Core Curriculum, 177
College Council, 254
College-Level Examination Program (CLEP), 197, 221
College Lodge, 186
Communication, 20
Computer and Network Usage Policy, 240
Computer and Information Systems, 23
Computer Information Systems, 24
Computer Science, 23
Confidential Records, 249
Counseling Center, 183
Course Challenge, 220
Course Descriptions, 97
Course Load, 218
Course Numbers Significance, 218
Course Repeat Option, 220
Course Selection, 218
Course Withdrawal, 218
Credit for Military Service, 197
Criminal Justice, 26
Curriculum and Instruction, 27

D

Dance (see Theatre and Dance), 85-87
Dean's List, 193, 223
Declaring Major/Minor, 217
Deferment of University Charges, 201
Degree Requirements, 226
Dentistry, 73, 179
Disability Support Services for Students, 181, 217
Dismissal, Academic, 223
Distance Learning, 179
Drops/Adds (Course), 218
Dual Major, 217

E

Early Admission, 197
Early Decision, 195
Earth Sciences, 40-42
Economics, 18
Education (College of), 27, 214
Educational Development Program, 182, 196
Emeritus Faculty and Staff, 258
Engineering (Cooperative), 34
English, 35
Environmental Sciences, 37, 46
Examinations, Final, 219
Expenses, 198

F

Faculty, 258
 Family Educational Rights and Privacy Act, 249
 Federal Work Study Program, 211
 Film Studies, 38, 46
 Final Examinations, 219
 Finance, 16
 Financial Aid, 207
 Food Service, 185, 198-199
 Forensics, 39
 45 Hour Minimum, 226
 Fredonia College Foundation, 214, 254
 Fredonia C.A.R.E.S. Program, 233
 Fredonia in 4, 178, 196
 French, 58
 Freshman Seminar, 39
 Full Opportunity Program, 182, 196

G

General Education, 177
 Geochemistry, 40-41
 Geographic Information Systems, 39, 46
 Geology, 40-41
 Geophysics, 40-41, 70
 Geosciences, 40
 German, 57
 Good Academic Progress, 209
 Good Academic Standing, 223
 Grade Point Average, 222
 Grades, Appeal of, 222
 Grading System, 221
 Graduate Course Permission, 218
 Graduate Studies, see separate *Graduate Catalog*
 Graduation with Honors, 193, 227
 Grants Administration/Research Services, 180

H

Health Center, 186
 Health, Wellness and Recreation, 42
 HEGIS Codes, 225
 History, 43
 Honorable Dismissal, 223
 Honors Program, 192
 Honor Societies, 193-194
 Housing, 184

I

Industrial Management, 46
 Information Technology Services, 181
 Intercollegiate Sports, 190
 Interdisciplinary Studies, 46
 International Education, 179
 International Students, 180, 198
 International Studies, 48
 Internships, 180, 182
 Intramural and Recreational Activities, 42, 191

J

J-Term, 180
 Joint Admission, 197
 Journalism, 50
 Judicial Board, 234

L

Lanford Prize, 193
 Language, Learning and Leadership, 27
 Latino Studies, 46, 51
 Leadership Studies, 51
 Learning Center, 181
 Leave of Absence, 223
 Legal Studies, 46, 53
 Liability, 227
 Liberal Arts, 178
 Liberal Arts Freshman Year Experience, 178
 Lifelong Learning, 213
 Load, Course, 218

M

Major Declaration, 217
 Marketing, 16
 Management, 16
 Mathematical Sciences, 54
 Mathematics-Physics, 71
 Maytum Lecture, 192
 Media Arts (see Visual Arts and New Media), 89
 Media Center, 181
 Medical Technology, 56
 Middle Childhood Education, Mathematics, 55
 Military Service, Credit for, 197
 Minimum Cumulative Quality Point Average, 226
 Minor Declaration, 217
 Minors, 8
 Missed Examination, 219, 239
 Mission Statement, 5
 Modern Languages and Literatures, 57
 Molecular Genetics, 59
 Motor Vehicle Policies, 239
 Multicultural Affairs, Center for, 184
 Multi-ethnic Studies, 59
 Music, 60
 Music Activities, 191
 Musical Theatre, 65
 Music Business, 67
 Music Students Performance Standards, 226

N

Name Change, 227
 Native American Aid Programs, 213
 Native American Consortium, 213
 Non-Discrimination Policy, 5

O

Optometry, 73, 179
 Orientation, 178
 Overload, Course, 218

P

Parent Loan, 211
Pass-Fail Option, 220
Payment Requirements, 200
PELL Grants, 210
Perkins Loan, 211
Philosophy, 68
Physical Education, 42, 190
Physics, 69
Plagiarism, 222, 236
Political Science, 71
Pre-Medicine and Allied Areas, 73, 179
Prerequisites, 218
Probation, Academic, 223
Psychology, 74
Public Health, 75
Public Relations, 22

Q

Quality Point Average, 222

R

Readmission, 198, 224
Readmission Petition, 198, 224
Reed Library, 181
Refund, 200
Registration, 218
Reinstatement, 198, 224
Religious Absence, 219, 239
Repeat (Course) Option, 220
Required Withdrawal, 223
Residence Credit, 226
Residence Life, 184, 199
Residency Requirement, 184
Res Net, 185
Room Rent, 198-199
Rules and Regulations for Maintenance of Public Order, 249

S

Satisfactory Academic Progress and Receipt of
Financial Aid, 209
Schedule Changes, 218
Scholarships, 202-207
Second Baccalaureate, 226
75-hour Audit, 217
Sexual Harassment, policy against, 248
Social Studies, 44
Social Work, 76
Sociology/Anthropology/Social Work/Criminal Justice, 79
Sound Recording Technology, 80
Spanish, 58
Speech Pathology and Audiology, 80
Sport and Exercise Studies, 82
Sport Management and Exercise Science, 83
Sports, 190-191
Stafford Loan, 211
Student Association, 187
Student Creative Activity and Research, 180
Student Group Health Insurance, 199
Student Retention, 227

Student Rights and Responsibilities, 227
Student Services (College of Education), 27
Student Teaching Requirements, 31, 32
Study Abroad, 179
Summer Sessions, 180
Supplemental Educational Opportunity Grants (SEOG), 210

T

TAP Awards, 208
Theatre Activities, 192
Theatre and Dance, 85
3-1-3 Program, 179, 197
Time-Shortened Degree Program, 197
Title IV Refund Policies, 200
Transcripts, 227
Transfer Admission, 196
Transfer Credit, 196, 221
Tuition and Fees, 198-199

U

Undergraduate Degree Requirements, 226
Undergraduate Degrees Offered, 225
Undergraduate Programs and Area Specializations, 7
Unit of Academic Credit, 218
University History, 94, 270
University Police, 186

V

Verification, 208
Veterans Benefits/Aid, 186, 212-213
Visiting Student Program, 214
Visual Arts and New Media, 89
Volunteer Services, 187

W

Williams Center, 187
Withdrawal from College, 223
Withdrawal from Course, 218
Women's Studies, 92
Work Study Program, 211

Y

Youngerman Center for Communication Disorders, 80, 214



A Fredonia Timeline

- 
- | | | | |
|-------------|--|------------------|--|
| 1826 | The Fredonia Academy opens on October 4 with 15 students | 1958 | Alumni Hall becomes the second dormitory building on campus. |
| 1827 | The Academy enrolls 81 gentlemen and 55 ladies for the fall term. | 1961 | McGinnies dormitory and the first Mason Hall addition completed. |
| 1829 | Fredonia is incorporated as a village. | 1962 | I.M. Pei and Partners develops master plan for a new campus. |
| 1867 | The Academy closes and the Fredonia Normal School opens. | 1963 | Dods, Nixon, Chautauqua and Jewett halls are completed. |
| 1868 | The Fredonia Normal School officially enrolls students in primary, junior and academic departments. | 1968 | Groundbreaking for Williams (Campus) Center. |
| 1887 | Music as a specialty area begins with the appointment of Miss Jessie Hillman to the Fredonia faculty | 1966-1976 | The college experiences rapid growth in programs, academic departments, faculty and students. |
| 1900 | A tragic fire on December 14 kills six students and a janitor, destroying most of the building. | 1967-1971 | Maytum Hall and Michael C. Rockefeller Arts Center constructed. |
| 1903 | The new building, Old Main (now One Temple Square senior citizen housing), is completed. | 1975 | Thompson Hall opens. |
| 1909 | Fredonia is authorized to award teacher certificates in music and art. | 1976-1986 | The college initiates programs in cooperative engineering, recombinant gene technology and sound recording technology. |
| 1931 | A four-year course in music is first offered. | 1983 | Steele Hall is completed. |
| 1933 | The state purchases property on Central Avenue to be used for future expansion. | 1991 | Reed Library addition completed. |
| 1938 | A four-year program in elementary education is offered. | 1998 | Enrollment now exceeds 4,500 students. |
| 1939 | Construction begins at the new campus. | 2001 | Lake Shore Savings Clock Tower and Carillon dedicated.
Swimming and diving complex completed. |
| 1941 | Mason Hall is completed. | 2004 | Juliet J. Rosch Recital Hall dedicated. |
| 1942 | First baccalaureate in elementary education awarded. Fredonia is now known as Fredonia State Teachers College. | 2006 | University Commons completed and opened. |
| 1948 | SUNY is created. Fredonia is now one of 11 colleges of education in the SUNY system. | 2007 | New state-of-the-art sound recording studio and control room dedicated.
New lighted soccer/lacrosse field complex slated to open. |
| 1951 | Gregory Hall, the first dormitory/student union building, is occupied. | | |
| 1953 | Fenton Hall is completed. | | |

Alma Mater

By the shores of old Lake Erie,
Stands our Alma Mater true.
Fredonia State we proudly honor,
With its colors white and blue.

Sing its glory and its praises
Let them ring forever true -
Beloved is our Alma Mater,
Fredonia State, all hail to you.



